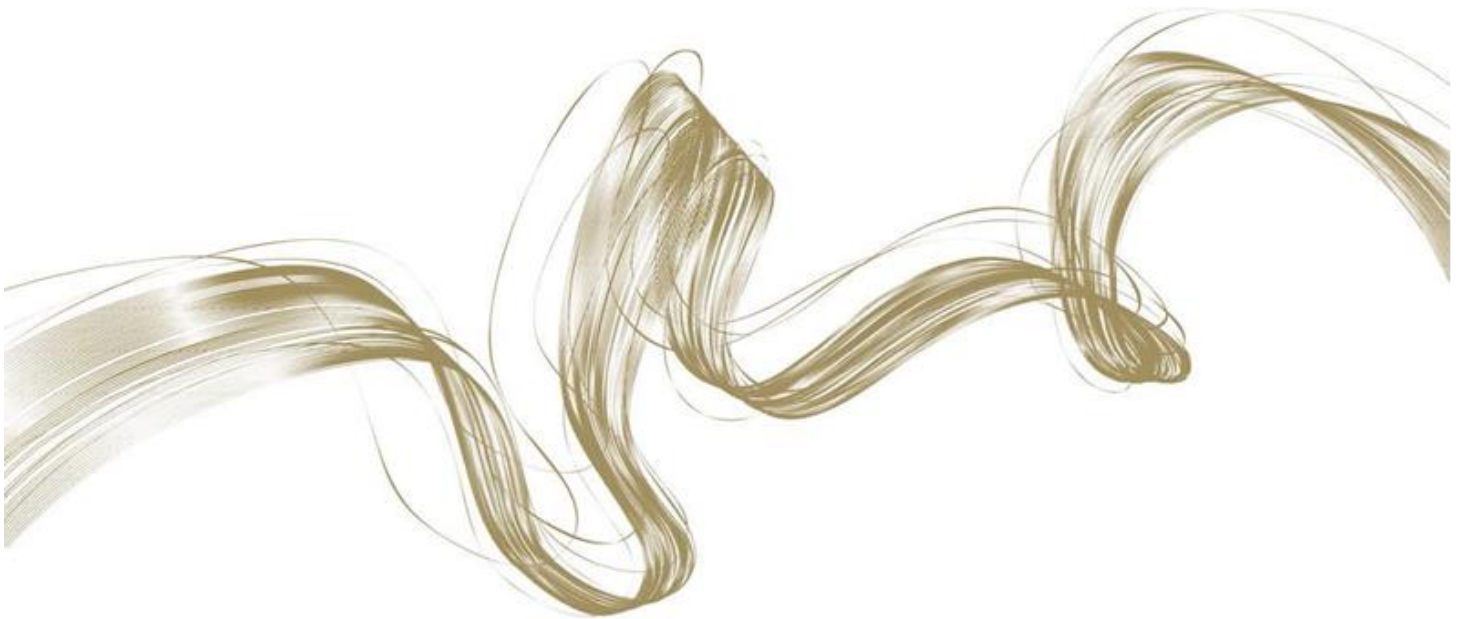




THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

LISMORE HIGH CAMPUS



Stage 5 - Year 9
2024 Assessment Schedules
and RoSA Assessment Policy

Policy Title: Student – Assessment, Policy Record of School Achievement (ROSA)/ Stage 5

This policy sets out the expectations of students in the implementation of the ROSA

1. Policy Statement

1.1 Assessing

1.1.1 Schools plan assessment so that:

- (i) students can demonstrate achievement of outcomes for the relevant stage of learning
- (ii) valid and reliable assessment strategies are used
- (iii) the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students
- (iv) comply with NESA Syllabus requirements

1.1.2 Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.

1.1.3 Teachers use a variety of appropriate assessments for judging student achievement.

1.1.4 Teachers collect and record assessment information to:

- (i) guide ongoing teaching and learning
- (ii) monitor and evaluate student progress
- (iii) report achievement to parents and relevant authorities in accord with school requirements and Department policy

2. Applicability

2.1 This policy applies to students undertaking Stage 5 and Stage 6 NSW NESA courses leading toward the Record of School Achievement (ROSA),

3. Context

3.1 This policy has been developed to provide greater clarity for students in meeting the assessment requirements of the NSW NESA

3.2 Document history and details

Approval date

15-12-2023

Approving officer

Chris Williams (Principal)

Implementation date

30 January 2024

Student – Assessment Policy, Record of School Achievement (ROSA)

Mandatory curriculum requirements for the award of the Record of School Achievement	
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography.

Mandatory curriculum requirements for the award of the Record of School Achievement	
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

The Principal of the school is delegated certain functions by the NESA under the auspices of the Education Act (1990) NSW. The Principal is granted the authority to determine requirements of the ROSA

Lismore High Campus Assessment Policy

This assessment policy must be implemented in all aspects however the Principal may change this policy in special cases or exceptional circumstances.

**No teacher should be assessing their own student. A teacher must report to the Principal immediately if this is the case. The important point to note is assessment and not teaching.

1.1 Setting assessment tasks

In setting assessment tasks, teachers should give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement of these objectives and outcomes, teachers can build up a profile of the achievement of each student in relation to the course performance descriptors.

Progressive assessment implies that the assessment tasks be set and marked at regular intervals. At least one task should be completed and students given feedback on it during each term, ongoing formative assessment may be assessed at similar times

1.2 Weightings

Allocating weightings to each of the assessment tasks is in accordance with the component weightings of the relevant syllabus and the teacher's judgement of the relative importance of each task. **An individual task would not normally be worth less than 10 percent, nor more than 40 percent**, of the total weighted mark per semester, 4 common tasks spaced equally throughout the year will be used to determine overall assessment.

1.3 Procedures to ensure students are informed in writing of their assessment schedules prior to commencing the Stage 5 course

Students will be provided with a copy of the student assessment for their year prior to the commencement of the course where possible.

At the commencement of the Stage 5 course students will be given a written Course Outline with details of the Assessment program of that course.

The documentation contained in this booklet includes the following:

- * A schedule of tasks and values, with approximate dates of administration (eg Week 5, Term 1) with a description of the tasks and an indication of the outcomes to be assessed.
 - * A table of components, outcomes and weights, cross-referenced to tasks.
 - * Any rules or regulations unique to the course.
 - * The management of the assessment task when more than one class is involved.
 - * A detailed list of syllabus outcomes for the course.
-
- Any changes to scheduled assessments must be notified to the students.
 - Students should physically sign for the receipt of the assessment schedule.
 - The Year Adviser for that year will collect the signatures and keep the record before providing a copy to the NESA Coordinator and the Principal.
 - Assessment tasks need to be entered into the school assessment calendar to ensure there are no clashes or students are not being overloaded.

1.4 Procedures relating to the administration of tasks

Assessment Notification

No assessment tasks are to be scheduled in the two weeks prior to examinations except in exceptional circumstances which must be approved by the Principal, or in the case of long term practical submissions.

Any requests for special consideration should be discussed with the Principal well before the date in question.

Submission of Assessment Tasks

- Hard copies, electronic copies (using saving location stated on the Assessment Notification) or the practical item are to be submitted on the due date by the time stated on the Assessment Notification.
- No marks will be awarded for late assessments without approved formal documentation and a non – submission warning letter will be issued.

Please note: It is the student's responsibility to check electronic files have uploaded correctly before the submission due date.

Completion of Assessment Tasks Stage 5- Years 9 & 10

- Students are to complete all assessment tasks
- Assessments tasks may be scheduled on any school day and cannot be expected to take account of family holidays or other personal arrangements
- Students will be given feedback on their achievement in Assessment Tasks by the teacher

Late Submission of Assessment Tasks

In Years 9 & 10 there will be **a sliding scale of deducting marks** for Assessment Tasks handed in late. (This includes weekends)

- 1 day 20%
- 2 day 40%
- 3 day 60%
- 4 day 80%
- 5 day zero mark

- A letter from home needs to accompany work that is presented late and given to the teacher. If work is late due to absence, the letter and the work should be presented to the teacher on the first day of the student's return to school.
- **Year 10 students are also to complete a Misadventure Form (available from the Head Teacher) accompanied by supporting documentation.**
- In the case of a student being chosen in a representative team (Area Sports, State, National) which could result in the student missing part or all of a formal examination or assessment task, **a request for leave should be given to the Head Teacher at least one week prior to the start of the examination or assessment task due date.** This may vary where the student has had extended time for the task. Students away on excursions on the due date should hand the assessment task in the day before if they cannot hand it in on the day due.
- Students must always make back up disks and hard copies of all Assessment tasks. Assignments done on computer should be saved on an external storage device then transferred to hard copy in case of a 'crash'. Computer or printer malfunction is not an acceptable reason for failing to submit a task on time. Submitting tasks on thumb drives or storage devices for assessment are also unacceptable.

- Determination of procedures and items for submission of assessment tasks is the responsibility of the teacher concerned who will notify students in writing of such requirements in the Assessment Notification.

In general, students are required to make written application to the Head Teacher for an extension of time to complete an assessment task and furnish evidence of the reasons for an extension of time. This should be made at the first possible opportunity prior to the task being due. Where there is a reasonable explanation the Head Teacher may grant an extension of time to students and their assessments marked as normal, if submitted by the new date.

Students who are granted leave from an assessment task, including examinations, in general may be required to do a substitute paper at the earliest possible time after returning from leave (time to be determined by the relevant Head Teacher) and may not receive an examination ranking.

The school does not take responsibility for damage of disks, and hard drive backups or printed copies should always be kept by students. This remains the responsibility of the student at all times. Computer or printer malfunction is not an acceptable reason for failing to submit a task on time.

Plagiarism

- Assessment tasks are designed to reduce plagiarism. (copying others work without referencing)

All tasks are considered to be completed by students individually, unless otherwise stated.

Students, may in the course of research and preparation, on occasions, work together and assist one another in gathering the preparatory material. However, the submitted assessment task should be constructed individually.

Students who submit identical/near identical individual tasks will have such tasks will be referred to their Head Teacher for consideration of possible sanctions.

Students on Suspension

If a student is on suspension from Lismore High Campus at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted ON THE DUE DATE. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (eg listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal, and in negotiation with the relevant Head Teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item. It remains the responsibility of the student to notify the Principal at the time of suspension that an assessment item is due over the period of suspension.

Occasions when estimates are given or substitute tasks administered

If a student fails to complete an assessment task specified in the assessment program and the teacher considers the student has a valid reason, for example illness or endorsed leave, an extension of time may be granted or a mark may be awarded based on a substitute task.

In general, administering a substitute task is preferable to providing an estimate mark. Where this cannot be done an estimated mark will be submitted.

Assessment to be completed on the day

Where an assessment item will be conducted over more than one day (eg Drama practical) students are to be prepared to complete the assessment item from the first lesson of the nominated week.

Students are not to absent themselves from classes immediately prior to an assessment item, particularly for such purposes as late completion of the item or revision for an assessment test. This also applies to students who stay at home to complete / revise for assessment items before arriving at school to sit for / submit the assessment item. Students who absent themselves from classes in such circumstances are not meeting course requirements for that course and will be subject to the following sanctions;

- **students will be awarded a zero for an assessment task if they miss scheduled periods prior to when the assessment is due.**

Long term absence

When students are absent for any given period of time, it remains their responsibility to collect and catch up all notes, handouts and missed work. Students who fail to meet this responsibility may be subject to course sanctions. Students who are absent long term will need a justifiable explanation with evidence.

Illness, Accident or Misadventure

- Students must inform a Head Teacher of his/her absence from a task and submit an illness/ misadventure application form on their first day back at school, even if they do not have the subject that day. Students who are ill on the day of the assessment will be required to produce medical evidence to explain their absence.

A full and adequate written explanation must be provided through the completion of an Illness, Accident or Misadventure Application Form if a student is absent for the submission of an assessment task. This will require supporting documentation.

The student is required to inform the relevant Head Teacher of his/her absence from the task and submit the Illness, Accident or Misadventure Application form to the Head Teacher on their first day back at school.

The Head Teacher will determine the outcome of the submission. In most cases the student must complete an alternative task as soon as possible after return from leave (time to be determined by the Head Teacher but will generally be on the day of return).

Student Grievances

Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned. Where serious difficulties remain the student and teacher should consult with the Head Teacher. Where a matter cannot be resolved the Principal should be informed.

Disability provisions

Principals have the authority to grant disability provisions in assessment tasks for students with disabilities or for students who have been injured. The school will consider providing disability provisions, for example, writers, additional time, separate supervision. For some students with disabilities alternative tasks may be devised.

Two or more classes

Where the school has two or more classes of the same subject at the same Year level, common assessment programs should be followed with common tasks, conditions and marking procedures.

Standards packages may be used to develop a shared understanding of standards, and to inform the setting of comparable tasks and collaborative marking. Corporate marking and moderation will occur between the teachers of the classes when forming marks and subject rankings.

1.5 Procedures relating to malpractice

Students are subject to the normal rules of the school during the completion of assessment tasks and examination rules for examination assessment tasks. There may also be special rules for some assessment tasks. Failure to observe these rules may result in disqualification from the award of marks for that assessment task. Parents will be notified if any disqualification occurs.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must belong to the student. Where there is evidence of malpractice students may be awarded zero marks

If a teacher suspects a student of malpractice or plagiarism they will inform the student. The task will be referred to the assessment committee consisting of the Deputy Principal, Head Teacher of the faculty in which the alleged malpractice is taking place and the Year Adviser. They will make the determination if there has been malpractice and what action will be taken.

If the malpractice is proven, a zero mark should be considered for that task. In some circumstances, the school may decide to administer a substitute task with significantly different supervision. Whatever approach is taken, the penalty should be appropriate to the seriousness of the offence.

The student can appeal the decision of the assessment committee to the Principal who will make the final determination.

1.6 Eligibility for the Record of School Achievement for students in Years 7–10 transferring between schools

As far as possible, schools will provide courses to meet the mandatory requirements for students transferring into the school during Years 7–10 (from intra or interstate, or overseas). For some students, the curriculum organisation of the new school may not allow them to meet all mandatory curriculum requirements for the Record of School Achievement. For these students, the Principal of the new school may deem them to have completed mandatory requirements, provided they supply documentary and/or other evidence to the principal's satisfaction.

1.7 Students who transfer in after the commencement of the ROSA assessment program

The Principal will determine if the student has completed the relevant course (or equivalent). Where marks have been obtained from a previous school these will be meshed with the assessment program of the current course.

1.8 Procedures for dealing with the assessment of accelerants and accumulants

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility

in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

See [Guidelines for Accelerated Progression \(revised 2000\)](#).

1.9 Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

Provision of Feedback

All students are to be provided with meaningful feedback relating to all assessment tasks undertaken in Stage 5

Feedback is to be given with the intention of informing student learning in relation to performance and achievement in tasks. Meaningful feedback is to be provided to students upon the return of marks/ tasks, and may be either verbal or written in whole class and/or individual contexts. Staff are required to ensure students register the provision of feedback.

Results for Assessment Task

Students cannot resubmit an assessment task for a new mark.

With continuous assessment, the majority of students should be able to redeem a poor assignment by the high quality of a subsequent one. To allow students to monitor their progress it is necessary to return marked assignments promptly so that the students are aware of the need to make a greater effort.

Repeat Students, Pathways Students, Transfers-in and Students Changing Courses

Any repeat, transferred-in student or students changing courses are to be assessed on the remaining tasks and a position on those tasks determined by using a "meshing-in" process. The position will be the final assessment position and an assessment mark appropriate to that position will be awarded to the student.

Calculating Assessment Marks

Tasks may be set out of any convenient total.

Students should be aware that simply summing their raw scores for each task will not give a true indication of their overall score or rank.

Reporting to Parents and/or Caregivers

Students are to be given feedback on their performance on Assessment tasks. The final Grade submitted to the NESA.

2.1 Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course

Satisfactorily completing a course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has met all the criteria below:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

****Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school**

- A student will be **deemed not** to have applied themselves with diligence or sustained effort if they have not achieved course outcomes due to poor attendance. Students must have justifiable explained absences and have redeemed any outstanding coursework.
- Teacher must inform students through the use of 'N' warning letters that the student is in danger of

not meeting requirements.

Un-completed Assessment Items

NESA expects students to complete all Assessment Tasks. Students who without good cause, fail to submit assignments or complete other assessment tasks. An 'N' award may be applied. The Principal will be required to inform NESA and the subject concerned may not appear on the ROSA. (Where a genuine excuse exists for failure to attempt an assessment task, an illness/misadventure form must be submitted. If approved, a substitute task may be required. Where no substitute task can be arranged an estimate may be given for the task with the Principal's authorisation.

'N' Award

Students recommended for an 'N' award in any course will have received at least two formal warnings, in time for problems identified to be corrected. The school will follow the timeline set out by NESA with respect to notification to a student of an 'N' award

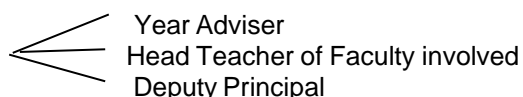
Students have the right to appeal the end of course 'N' award, firstly to the School, and if unsuccessful to the NESA. The school 'N' Award Appeal Panel will investigate and make school judgements.

This panel will consist of: Principal, Deputy Principal

2.2 Student appeals

Student Grievances

Please note: Assessment Committee consists of



Student Grievances Concerning Assessment Procedures

Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned in the first instance. Where serious difficulties remain the student and/or the teacher should bring the matter to the attention of the Assessment Committee and fill in the appropriate appeal form.

Student Grievances Concerning Marks

Students are entitled to meaningful feedback. Any concerns about the marks awarded for any individual assessment task are to be made directly to the teacher concerned within a week. Unresolved problems may be dealt with by the Assessment Committee.

2.3 Special Provisions

The purpose of Special Examination Provisions is to provide students who have special examination needs with practical support in NESA tests and examinations. Special provisions may be applied for under the areas of;

- Learning difficulty
- Physical difficulty (e.g. cerebral palsy, muscular dystrophy)
- Illness (e.g. chronic fatigue syndrome)
- Hearing impairment
- Vision impairment
- Psychological
- Pregnancy

Special provisions identification and applications are coordinated by the Learning Support Team.

2.4 Assessment Guidance for Teachers

Teachers are to use:

- NESA 7-10 grade descriptors for assessing students and writing reports (Appendix 1)
- NESA glossary of key words in syllabus delivery (Appendix 2)
- NESA approved syllabus and support documents
- LHC course scope and sequences and task notification/sign off
- Four common assessment tasks per 100 hr course, spaced evenly throughout the course, ongoing formative assessment may be assessed at similar times
- TRSC Reporting Writing Procedure when writing school reports

2.5 Changes to the policy

The Principal reserves the right to alter the Lismore High Campus ROSA Assessment Policy should **exceptional** circumstances present themselves.

Appendix 1: NESAs 7-10 grade descriptors for assessing students and writing reports

Grade	Grade Description
A	The student has extensive knowledge and understanding of content and an outstanding level of competence in processes and skills. The student can creatively apply these in diverse situations.
B	The student has thorough knowledge and understanding of content and a high level of competence in processes and skills. The student can readily apply these in various situations.
C	The student has sound knowledge and understanding of content and a proficient level of competence in processes and skills. The student can apply these in some situations.
D	The student has basic knowledge and understanding of content and elementary competence in processes and skills. The student can generally use this knowledge and these skills in familiar situations.
E	The student has limited knowledge and understanding of content and elementary competence in processes and skills. The student can use this knowledge and these skills in some situations.

Performance Profile
<p>This profile describes the student’s approach to learning and work habits for each course. The scales used to describe student performance are:</p> <ul style="list-style-type: none"> • Usually • Sometimes • Never

Appendix 2: NESA Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the HSC.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar and different.
Construct	Make, build, put together items or arguments.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make relationships between things evident; provide why and/or how.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.



Students – Please note that all assessment tasks should have this format for the front cover of a task.

Task Number		Task Name	
Course		Faculty	
Teacher		Head Teacher	
Issue date		Due date	
Focus (Topic)		Task Weighting	

Outcomes

Task description

Marking Guidelines



Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in an assessment task (eg influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance in an assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

Please complete this form and return to the Head Teacher of the subject.

Student name: _____ Year group: _____

Subject: _____ Class teacher: _____

Type of task: _____ Head teacher: _____

Date of task: _____

Appeal applications for a Shared Curriculum subject must be returned to the Head teacher at the campus where the subject is delivered.

Nature of application (*please circle*):

Extension- late assessment

Absence from assessment task

Special consideration

Basis of appeal (*please circle*):

Illness

Misadventure

Reasons for this application including the date, time and duration of illness or misadventure.

(continue on separate sheet as required, including all supporting documentation)

In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable

Parent Signature _____ Date: _____

Student Signature _____ Date: _____

Head teacher comment and recommendation: _____

Head teacher signature *Date*

Principal’s determination: _____

Principal signature *Date*

Appeal Upheld

Appeal Declined

Outcome discussed with student Signed: _____ Date: _____

Outcome recorded in Sentral Signed: _____ Date: _____

Year 9 Aboriginal Studies Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

AST5-1 describes the factors that contribute to an Aboriginal person's identity

AST5-2 explains ways in which Aboriginal Peoples maintain identity

AST5-3 describes the dynamic nature of Aboriginal cultures

AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

AST5-5 explains the importance of families and communities to Aboriginal Peoples

AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally

AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally

AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples

AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures

SKILLS

A student:

AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data

AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Identity Task – Short documentary/podcast/feature article	NAIDOC Task – Find cultural or theme related contact & create communication (letter) to invite to participate in NAIDOC activities	Media file – Perspective & Representation	Exam	
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed	AST5-1, AST5-2 AST5-10, AST5-11	AST5-4, AST5-10, AST5-11	AST5-8, AST5-9	AST5-1, AST5-2 AST5-3, AST5-8, AST5-9	
Component					Weighting %
Knowledge and Understanding	15	10	30	20	75
Skills	15	10			25
Total %	30	20	30	20	100

Year 9 Agriculture Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-2 explains the interactions within and between agricultural enterprises and systems

AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

AG5-4 investigates and implements responsible production systems for plant and animal enterprises

AG5-5 investigates and applies responsible marketing principles and processes

AG5-6 explains and evaluates the impact of management decisions on plant production enterprises

AG5-7 explains and evaluates the impact of management decisions on animal production enterprises

AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability

AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices

AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-12 collects and analyses agricultural data and communicates results using a range of technologies

AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

AG5-14 performs plant and/or animal management practices safely and in cooperation with others

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Enterprise Research – Climate & Production	Plant Enterprise Practical & Marketing Task	Poultry Enterprise Task – Data Analysis	Native Bee Research	
Timing	Term 1, Week 5	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed	AG5-1, AG5-2, AG5-3	AG5-5, AG5-6, AG5-11	AG5-11, AG5-12, AG5-14	AG5-7, AG5-8, AG5-9	
Weighting %					
Total %	20	30	30	20	100

Year 9 Child Studies Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of appropriate parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships on the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

SKILLS

A student:

CS5-10 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Brochure on effects of drugs, alcohol or smoking during pregnancy	Baby simulation and post-natal depression	Test – Preparing for Parenthood	Child Nutrition Evaluation: Introducing Solids	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	CS5-2, CS5-6, CS5-8	CS5-9, CS5-10, CS5-11	CS5-1, CS5-2, CS5-7, CS5-9, CS5-10	CS5-2, CS5-8, CS 5-11, CS5-12	
Component					Weighting %
Knowledge, Understanding and Skills	20	20	25	20	85
Values and Attitudes	5	5		5	15
Total %	25	25	25	25	100

Year 9 Commerce Assessment Schedule

<p>Outcomes</p> <p>KNOWLEDGE AND UNDERSTANDING</p> <p>A student:</p> <p>COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>COM5-3 examines the role of law in society</p> <p>SKILLS</p> <p>A student:</p> <p>COM5-4 analyses key factors affecting decisions</p> <p>COM5-5 evaluates options for solving problems and issues</p> <p>COM5-6 develops and implements plans designed to achieve goals</p> <p>COM5-7 researches and assesses information using a variety of sources</p> <p>COM5-8 explains information using a variety of forms</p> <p>COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes</p>

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	The economic and business environment - Research	Consumer and financial – Test	Promoting & Selling – Business Plan	Entrepreneurship – Survey and data analysis	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed	COM5-1, COM5-4, COM5-7	COM5-1, COM5-5, COM5-9	COM5-6, COM5-8, COM5-9	COM5-2, COM5-3, COM5-5	
Component					Weighting %
Knowledge, Understanding	10	10	20	10	50
Skills	10	10	20	10	50
Total %	20	20	40	20	100

Year 9 Crafty Ways Assessment Schedule

Outcomes
 KNOWLEDGE AND UNDERSTANDING AND SKILLS
 A student:
5-1 justifies the selection of textile fibres for specific end uses
5-2 generates and develops textile design ideas
5-3 investigates and applies methods of colouration and decoration for a range of textile items
5-4 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
5-5 creatively documents, communicate and presents design and project work
5-6 creatively manipulates a range of textile materials to produce quality textile items
5-7 selects appropriate techniques and uses equipment safely in the production of quality textile projects
5-8 demonstrates competence in the production of textile projects to completion

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project 1 - Prac work (samples and simple sewing project)	Project 2 – Beadwork and culture study	Project 3 – Prac work (macrame, knitting, weaving) and fibre study	Project 4 – Recycling project and folio	
Timing	Term 1, Week 10	Term 2, Week 4	Term 3, Week 10	Term 4, Week 5	
Outcomes Assessed	5-5, 5-6, 5-7, 5-8	5-4, 5-6	5-1, 5-6, 5-7, 5-8	5-2, 5-3	
Component					Weighting %
Knowledge and Understanding and Skills	25	25	25	25	100
Total %	25	25	25	25	100

Year 9 Dance Assessment Schedule

<p>Outcomes KNOWLEDGE AND UNDERSTANDING AND SKILLS</p> <p>Performance A student: 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance</p> <p>Composition A student: 5.2.1 explores the elements of dance as the basis of the communication of ideas 5.2.2 composes and structures dance movement that communicates an idea</p> <p>Appreciation A student: 5.3.1 describes and analyses dance as the communication of ideas within a context 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art 5.3.3 applies understandings and experiences drawn from their own work and dance works of art 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning</p>
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Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Composition, demonstration and process journal	Safe Dance Performance	Musical Theatre Audition & Hand-in Task	Examination	
Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed	5.1.3, 5.2.1, 5.2.2	5.1.1, 5.1.2	5.1.1, 5.2.1	5.3.1, 5.3.2, 5.3.3	
Component					Weighting %
Performance	10	25	15		50
Composition	15		10		25
Appreciation				25	25
Total %	25	25	25	25	100

Year 9 Drama Assessment Schedule

<p>Outcomes KNOWLEDGE AND UNDERSTANDING AND SKILLS Making A student: 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. Performing A student: 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning. Appreciating A student: 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 5.3.2 analyses the contemporary and historical contexts of drama 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</p>
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Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Improvisation (Workshop)	Playbuilding (Performance)	Shakespeare (Research & Performance)	Clown (Performance)	
Timing	Term 1, Week 7	Term 2, Week 4	Term 3, Week 5	Term 4, Week 4	
Outcomes Assessed	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.2.2, 5.2.3	5.3.1, 5.2.3, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.2.2, 5.2.3	
Component					Weighting %
Making	20	10		10	40
Performing		10	10	10	30
Appreciating		10	20		30
Total %	20	30	30	20	100

Year 9 English Assessment Schedule

Outcomes
 KNOWLEDGE AND UNDERSTANDING AND SKILLS
 A student:
EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them
EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Get Set Portfolio (Language Conventions & Writing)	Untold Stories Critical response (Ideas & experiences)	Truth in the Media Critical evaluation (Analysing)	Slam Poetry Poetry & Reflection (Expressing ideas)	
Timing	Term 1, Week 7	Term 2, Week 6	Term 3, Week 8	Term 4, Week 6	
Outcomes Assessed	EN5-URA-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01	EN5-URA-01, EN5-URB-01	EN5-ECA-01, EN5-ECB-01	
Component					Weighting %
Understanding texts	15	20	25		60
Composing texts	15			25	40
Total %	30	20	25	25	100

Year 9 Food Technology Assessment Schedule

<p>Outcomes</p> <p>KNOWLEDGE AND UNDERSTANDING AND SKILLS</p> <p>A student:</p> <p>FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FT5-3 describes the physical and chemical properties of a variety of foods</p> <p>FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FT5-5 applies appropriate methods of food processing, preparation and storage</p> <p>FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FT5-7 justifies food choices by analysing the factors that influence eating habits</p> <p>FT5-8 collects, evaluates and applies information from a variety of sources</p> <p>FT5-9 communicates ideas and information using a range of media and appropriate terminology</p> <p>FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>FT5-12 examines the relationship between food, technology and society</p> <p>FT5-13 evaluates the impact of activities related to food on the individual, society and the environment</p>

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Food in Australia Research Task	Semester Test	Nutrition Analysis	Practical folio	
Timing	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed	FT5-1, FT5-8, FT5-10, FT5-12	FT5-1, FT5-2, FT5-9, FT5-12, FT5-13	FT5-6, FT5-7, FT5-9, FT5-13	FT5-1, FT5-2, FT5-5, FT5-11	
Component					Weighting %
Knowledge and Understanding	10	15	20	5	50
Skills	10	5	10	25	50
Total %	20	20	30	30	100

Year 9 Geography Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING SKILLS
 A student:
GE5-1 explains the diverse features and characteristics of a range of places and environments
GE5-2 explains processes and influences that form and transform places and environments
GE5-3 analyses the effect of interactions and connections between people, places and environments
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
GE5-5 assesses management strategies for places and environments for their sustainability
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

SKILLS
 A student:
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Task Number	Task 1	Task 2	
Nature of Task	Research: Sustainable Biomes	Topic Test: Geography	
Timing	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-3, GE5-4, GE5-5	
Component	Weighting %		
Knowledge and Understanding	30	50	80
Skills	20		20
Total %	50	50	100

Year 9 History Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

SKILLS (Historical Inquiry)

A student:

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

SKILLS (Communication)

A student:

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task Number	Task 1	Task 2	
Nature of Task	Test	Night at the Museum	
Timing	Term 1, Week 8	Term 2, Week 5	
Outcomes Assessed	HT5-1, HT5-4, HT5-7, HT5-9	HT5-2, HT5-3, HT5-6, HT5-8, HT5-10	
Component	Weighting %		
Knowledge and Understanding	20	20	40
Skills (Historical Inquiry)	10	20	30
Skills (Communication)	10	20	30
Total %	40	60	100

Year 9 Industrial Technology – Metal 1 & Fabrication 2

Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project and Portfolio	In Class Test	Project and Portfolio	In Class Test	
Timing	Term 2, Week 4	Term 2, Week 5	Term 4, Week 4	Term 4, Week 5	
Outcomes Assessed	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-2, IND5-4, IND5-8, IND5-10	IND5-1, IND5-2, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-9, IND5-10	
Component					Weighting %
Skills	20	10	20		60
Knowledge and Understanding	10	10	10	20	40
Total %	30	20	30	20	100

Year 9 Industrial Technology – Multimedia Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Class Task	Apps & Interactivity Project	Games/ Simulations Task	In Class Test	
Timing	Term 1, Week 7	Term 2, Week 6	Term 3, Week 10	Term 4, Week 4	
Outcomes Assessed	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-2, IND5-8, IND5-10	IND5-1, IND5-2, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-9, IND5-10	
Component					Weighting %
Total %	20	30	30	20	100

Year 9 Industrial Technology – Timber Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project and Portfolio	Practical Task	Timber Conversion Test	Project and Portfolio	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 3	Term 4, Week 6	
Outcomes Assessed	IND5-2, IND5-4	IND5-1, IND5-3	IND5-8, IND5-10	IND5-5, IND5-7	
Component					Weighting %
Knowledge and Understanding	10		20	10	40
Skills	10	30		20	60
Total %	20	30	20	30	100

Year 9 Mathematics Assessment Schedule

Outcomes

WORKING MATHEMATICALLY

A student:

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (*Path: Stn, Adv*)

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (*Path: Stn, Adv*)

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (*Path: Adv*)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (*Path: Adv*)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (*Path: Adv*)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (*Path: Adv*)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (*Path: Adv*)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (*Path: Adv*)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (*Path: Stn, Adv*)

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (*Path: Adv*)

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (*Path: Stn, Adv*)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (*Path: Stn, Adv*)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: Ext*)

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (*Path: Ext*)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (*Path: Stn, Adv*)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (*Path: Adv*)

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (*Path: Adv*)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (*Path: Adv, Ext*)

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (*Path: Adv*)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (*Path: Adv*)

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (*Path: Ext*)

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (*Path: Stn*)

Year 9 Mathematics Assessment Schedule (continued)

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Common Test – Integers, Decimals, Percentages, Ratios & Financial Maths	Assignment – Expressions	Open book Test – Trigonometry, Linear relationships & Measurement	Common Test (Summary Sheet) – Probability & Data	
Timing	Term 1, Week 7	Term 2, Week 4	Term 3, Week 7	Term 4, Week 4	
Outcomes Assessed	MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02	MAO-WM-01, MA5-EQU-P-01	MAO-WM-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-ARE-C-01	MAO-WM-01, MA5-PRO-C-01, MA5-DAT-C-01, MA5-PRO-P-01	
Component					Weighting %
Working mathematically through communicating reasoning, understanding and fluency, and problem solving	5	5	5	5	20
Knowledge and Understanding	20	20	20	20	80
Total %	25	25	25	25	100

Year 9 Music Assessment Schedule

<p>Outcomes KNOWLEDGE AND UNDERSTANDING AND SKILLS Performing A student: 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness Composing A student: 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study 5.6 uses different forms of technology in the composition process Listening A student: 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study 5.10 demonstrates an understanding of the influence and impact of technology on music Values and Attitudes A student: 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>
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Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Performance & Listening	Performance	Composition	Research Task	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	5.1, 5.2, 5.3, 5.7, 5.8	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
Component					Weighting %
Performing	15	25			40
Composing			25		25
Listening	10			25	35
Total %	25	25	25	25	100

Year 9 Personal Development, Health and Physical Education (PDHPE) Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

SKILLS

A student:

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical	Marketing Strategy – Body Image	Practical	Yearly Exam	
Timing	Term 2, Week 4	Term 2, Week 4	Term 4, Week 2	Term 4, Week 3	
Outcomes Assessed	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-6, PD5-7, PD5-8	PD5-4, PD5-5, PD5-10, PD5-11	PD5-3, PD5-6, PD5-9	
Component					Weighting %
Knowledge and Understanding	5	20	5	20	50
Skills	20	5	20	5	50
Total %	25	25	25	25	100

Year 9 Physical Activity and Sports Studies (PASS) Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

SKILLS

A student:

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical	Coaching Procedure	Practical	Yearly Exam	
Timing	Term 2, Week 3	Term 2, Week 4	Term 4, Week 2	Term 4, Week 3	
Outcomes Assessed	PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-10	PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-6, PASS5-8	
Component					Weighting %
Knowledge and Understanding	5	20	5	20	50
Skills	20	5	20	5	50
Total %	25	25	25	25	100

Year 9 Science Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Sleek Geek Challenge Video Presentation – Scientific understanding of Waves	Research Task	Depth Study	In Class Test – Yearly Exam	
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 4	Term 4, Week 5	
Outcomes Assessed	SC5-1VA, SC5-7WS, SC5-9WS, SC5-10PW	SC5-5WS, SC5-9WS, SC5-10PW, SC5-11PW	SC5-4WS, SC5-8WS, SC5-9WS, SC5-14LW	SC5-7WS, SC5-8WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	
Component					Weighting %
Knowledge & Understanding	10	10	5	15	40
Working Scientifically Skills	15	15	20	10	60
Total %	25	25	25	25	100

Year 9 Visual Arts Assessment Schedule

<p>Outcomes KNOWLEDGE AND UNDERSTANDING AND SKILLS</p> <p>Artmaking A student:</p> <p>5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p> <p>5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience</p> <p>5.3 makes artworks informed by an understanding of how the frames affect meaning</p> <p>5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>5.5 makes informed choices to develop and extend concepts and different meanings in their Artworks</p> <p>5.6 demonstrates developing technical accomplishment and refinement in making artworks</p> <p>Critical and historical studies A student:</p> <p>5.7 applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p>5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</p> <p>5.9 demonstrates how the frames provide different interpretations of art</p> <p>5.10 demonstrates how art criticism and art history construct meanings</p>
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Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Painting/Drawing & Written Portfolio	Ceramics & Comparative Report	Skateboard Design & Artwork Interpretation Exam	Procedural Recount	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	5.1, 5.2, 5.8	5.3, 5.4, 5.9	5.5, 5.10	5.7	
Component					Weighting %
Artmaking	20	20	20		60
Critical and historical studies	10	10	10	10	40
Total %	30	30	30	10	100

Year 9 Course Assessment Schedule Overview

TERM 1 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
1 day only				Agriculture		Child Studies Drama English Ind.Tech.Multimedia Math	Aboriginal Studies Commerce History Ind.Tech.Timber	Dance Music Visual Arts	Crafty Ways Food Tech Science	
TERM 2 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
		PASS	Agriculture Aboriginal Studies Crafty Ways Drama Ind.Tech.Metal Math PASS PDHPE	Child Studies Commerce History Ind.Tech.Metal Music Science Visual Arts	Dance English Food Tech Ind.Tech.Multimedia Ind.Tech.Timber					
TERM 3 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
		Ind.Tech.Timber	Science	Drama		Math	Agriculture Aboriginal Studies Commerce Dance English Food Tech Geography	Child Studies Music Visual Arts	Crafty Ways Ind.Tech.Multimedia	
TERM 4 2024										
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
	PASS PDHPE	PASS PDHPE	Aboriginal Studies Agriculture Child Studies Commerce Drama Ind.Tech.Metal Ind.Tech.Multimedia Math Music Visual Arts	Crafty Ways Dance Food Tech Geography Ind.Tech.Metal iSTEM Science	English Ind.Tech.Timber					