



**Year 9**

**Assessment Booklet**

**2023**

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# Welcome

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Year 9 marks the third year of your high school journey and is the beginning of the first leaving credential, the Record of School Achievement (RoSA).

This handbook outlines information regarding your assessment requirements and support and processes to help you plan ahead and be successful. Each subject has a published schedule of assessment tasks that must be completed throughout the year for a grade to be awarded to a student.

We hope that you will read this information together with your parents/carers, to understand the school's expectations regarding assessment and to assist in organising time for you to complete necessary homework and assessment tasks successfully.

Ensure you keep the booklet in a safe place and remember to put all the tasks that you have due on a calendar so you can plan, complete and hand in all tasks on time.

Year 9 requires a new level of maturity, responsibility, and a recognition that your primary school years are well and truly behind you.

**Remember good grades do not just happen.  
They happen because of hard work and dedication!  
Best wishes for a successful year!**

Amanda Cook  
Deputy Principal

## General Guidelines

### Record of School Achievement

The NSW Education Standards Authority (NESA) will issue a NSW Record of School Achievement (RoSA) to students, if they have fulfilled the NSW Education Standards Authority and Department of Education and Training requirements.

The school ensures that each student studies, in years 7-10, a pattern of courses, which meets NESA's requirements for the receipt of the Record of School Achievement.

To meet academic requirements students in Year 9 must have:

- **Followed** the course developed or endorsed by NESA and
- **Applied** themselves with diligence and sustained effort to the set course work tasks and experiences provided in the course by the school, including homework.
- **Achieved** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work.
- **Maintained** a satisfactory level of class attendance. A student whose attendance affects their ability to demonstrate understanding of course outcomes, is at risk of not satisfactorily completing the course if they receive an N-determination in elective subjects. Students who are absent are required to make up work that was missed during absences. Teachers will use their professional judgment in determining whether the student is still at risk. Parents are responsible for explaining student absences. If they do not do this, the absence will be viewed as unexplained.

If attendance is less than 85% of available school time, then a student will have difficulties achieving a reasonable range of outcomes for each course studied. Where a student's attendance and/or effort are unsatisfactory, parents will be notified.

### Pattern of Study

At James Fallon High School, the following courses are available for study by Year 9 students in 2023.

Year 9 Subjects Offered			
English	Mathematics	Science	History
Geography	PDHPE		
Elective Subjects as follows:			
Drama	Commerce	Food Technology	Guidance
Industrial Technology Timber	Industrial Technology Metal	Information Software Technology	Music
Photography & Digital Media	Physical Activity & Sports Studies		

## Course Performance Descriptors

In every course studied, a student will be issued an A – E grade based on the **common grade scale** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **RoSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade.

A student's grade in each course will indicate the level of achievement and performance they have reached.

The assessment schedule for each course indicates the tasks, the outcomes assessed by that task and the task weightings (to indicate the relative contribution of each task).

Specific course related questions can be answered by faculty head teachers.

The following are the general course performance descriptors from the NSW Education Standards Authority:

Grade	General Performance Descriptors
<b>A</b> <b><i>Outstanding achievement</i></b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b> <b><i>High achievement</i></b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b> <b><i>Sound achievement</i></b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b> <b><i>Basic achievement</i></b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b> <b><i>Limited achievement</i></b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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## Year 9 Student Assessment and Reporting

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In 2019, James Fallon High School introduced a policy of ongoing reporting and feedback. The aim of this is to ensure that assessment and reporting assists in the learning of our students by giving them timely and valuable feedback so that they can achieve their best.

The following is an outline of the roles and responsibilities of all stakeholders regarding assessment and reporting at James Fallon High School.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at James Fallon High School.

For each course the principal will need to declare that a student has:

- followed an approved course of study.
- applied themselves with diligence and sustained effort.
- participated in and achieved some or all of the course outcomes.

*Attendance at school and in classes is critical to a student achieving course outcomes.*

### **Student Responsibility:**

Students will:

- complete all tasks on time and to the best of their ability so that an accurate assessment of their learning can be made.
- utilise feedback to improve and enhance their learning opportunities.
- communicate with teachers to identify specific strategies to improve learning outcomes.

### **Teacher Responsibility:**

Teachers will:

- provide feedback that is inclusive of any formal assessment tasks and, in the absence of such tasks, communicate about any formative assessment (i.e. class work).
- utilise the feedback proforma as a guideline to ensure consistency of teacher practice.
- adopt a professional tone when communicating with parents/carers/students.
- provide feedback to parents/carers/students within 2 weeks of completing the task.
- complete a 'check box' style report twice a year to provide feedback on learning habits and attitudes as well as providing an overall grade (see schedule).
- be available at Parent-Teacher Interviews to provide further detail about each child to parents.

### **Year Advisor Responsibility:**

Year Advisers will:

- provide a written progress report at the end of the school year on each student whose parents/carers have chosen to opt-in and receive such a report (Term 4, Week 8).

### **Head Teacher Responsibility:**

Head Teachers will:

- monitor the process.
- support teachers to complete their reports to parents.

### **Parent/Carer Responsibility:**

Parents/Carers will:

- utilise the Parent Portal to stay informed about their child's learning.
- discuss student feedback with their child.
- communicate any concerns with the appropriate teachers.
- attend parent teacher interviews to discuss student progress.
- request a Year Advisor report if necessary.

### **How Might Parents Assist?**

- Take an active interest in your child's homework and assessment tasks.
- Support your child in setting aside time each day for them to complete set tasks and prepare for future ones.
- Provide a dedicated place for homework and study if possible.
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks.
- Encourage your children to read and take an interest in current events.
- Alert the school, as early as possible, to any circumstances that may need to be taken into consideration when homework and assessment tasks are being set or marked.

If you have any questions about the information contained in this booklet, please contact the head teacher of the relevant faculty or the Deputy Principal of Year 9.

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# Assessments

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Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

## Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding and skills are a suitable basis for future learning.

## Each assessment task will:

- be based on syllabus outcomes.
- be a valid instrument for what they are designed to assess.
- include criteria to clarify for students what aspects of learning are being assessed.
- enable students to demonstrate their learning in a range of task types.
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process.
- be inclusive of and accessible for all students.
- be part of an ongoing process where progress is monitored over time.

## Notification of Assessment Tasks

Students will receive a written notification of an assessment task no less than 10 school days in advance of the date that a particular task is scheduled.

Students will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification may include:

- sending an email
- notification via Compass
- providing a hard copy of the notification, OR
- all of the above means.

Students will sign and date a register to acknowledge receipt of this assessment notification. If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers may upload copies of the task notification onto Compass to ensure all students can access copies throughout the assessment period.



## Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date. Assessments may be required to be handed in, submitted via Compass, or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. This is clearly stated in the Additional Information section on every assessment task notification.

Tasks submitted after the due date without a successful Illness/Misadventure Form will receive an automatic zero mark.

## Late or Non-Submission of tasks

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness), the student will be issued with a **zero mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless an Illness/Misadventure Form which supports this evidence is submitted. Late submission will result in a **zero mark** being awarded for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Students are expected to make a serious attempt at assessment tasks when submitting late in order to demonstrate achievement of outcomes, a NESA and ROSA requirement for course completion. Failure of technology on the due date will not be accepted as a valid reason for late submission.

Students who are absent from an assessment task or who fail to complete a task by the due date are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal. This will only occur following the Illness/Misadventure process.

## Variation of Assessment

Students absent (due to illness or approved leave such as work placement or other school business) from school on the day an assessment task, test or examination is due, must complete and submit an Illness/Misadventure Process Form on the day of return to school. The Illness/Misadventure Form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional\* circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date must be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

Despite the outcome of an Illness/Misadventure process, all students will be required to complete scheduled assessment tasks, at times these tasks may be altered to the original assessment task set. Students will complete a similar task to the one set for the assessment they have missed, however it will be in the same mode to ensure **student equity**.

*\*The following circumstances will generally be recognised as **exceptional** and may support your variation:*

- *Where you have more than three (3) assessment tasks due in a particular week and you provide 10 school days' notice before the relevant week of that fact to the Deputy Principal.*
- *Where you have a serious and continuing medical condition which is supported by a doctor's certificate and such documentation is submitted to the Deputy Principal.*

*The following circumstances will generally **NOT** be recognised as **exceptional**:*

- *Extra-curricular activities*
- *Paid employment commitments.*
- *Attending or preparing to attend recreational activities such as music concerts and the Albury Gold Cup*
- *Holidays*
- *"Technological" breakdown: Printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances.*
- *Technology problems are simply **NOT** grounds for a legitimate variation or extension of time.*
- *One or two days of illness during the two weeks leading up to the task.*

It is the responsibility of the students to obtain, complete and submit the Illness/Misadventure applications.

## Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do in order to improve their performance needs to be given to students as well as their rank and grade for the task.

## Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.

What evidence learning is required?

- Students will be assessed in relation to the selected Life Skills outcomes.
- Strategies for students undertaking Life Skills outcomes and content will be specific for individual students.

How will evidence be gathered?

- Strategies for gathering evidence of learning in relation to Life Skills outcomes may include: Observations, of physical responses, engagement in teaching and learning, performance in practical activities, participation in group work, written responses, such as diary entries, oral reports and presentations, visual displays, eg. collage, sketching/graphic communication.

How will outcomes be demonstrated?

- Content and learning experiences.
- Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate for the learning needs of all students.

How will feedback be provided?

- Feedback to students
- The teacher provides appropriate feedback during and at the end of activities for individual students.
- Example include oral, visual or tangible forms.

Is there sufficient evidence of progression?

- Teachers reflect on student performance in relation to Life Skills outcomes.
- Individual student outcomes need to be reviewed often to ensure maintenance and generalisation of knowledge understanding and skills across a range of environments.

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# James Fallon High School Malpractice Policy\*

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*Malpractice is dishonest behaviour by a student that gives them unfair advantage over others.*

## 1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

## 2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created, or developed by someone else. That includes any material from other sources like books, journals, electronic resources, and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

## 3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests, and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESAs.

Plagiarism is the act of claiming the ideas, writings, images, and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own.
- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially.
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material.
- breaching school examination rules

- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

## 4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

### **First Incident:**

- Interview with the appropriate head teacher
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by classroom teacher.
- Recorded on school's welfare system and possible level move.

### **Second Incident:**

- Interview with the appropriate head teacher and deputy principal
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal.
- Formal caution of suspension
- Recorded on school's welfare system and moved to Red Level

### **Third Incident:**

- Interview with the deputy principal and principal
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal or principal.
- Suspension
- Recorded on school's welfare system and moved to Blue Level

# Illness and Misadventure Application

*Request for Extension and/or Consideration Due to Illness or Misadventure*

<b>Students are to fill in the form and take to the classroom teacher</b>														
Student Name:	Assessment Year:													
Teacher Name:	Course:													
Task Number and Name:	Date of Assessment Task:													
Nature of Task (please tick): <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Examination</td> <td style="width: 33%;"><input type="checkbox"/> Portfolio</td> <td style="width: 33%;"><input type="checkbox"/> Written Task</td> </tr> <tr> <td><input type="checkbox"/> Performance</td> <td><input type="checkbox"/> Research Activity</td> <td><input type="checkbox"/> Speaking Task</td> </tr> <tr> <td><input type="checkbox"/> Assignment</td> <td><input type="checkbox"/> Practical Task</td> <td><input type="checkbox"/> Field Work</td> </tr> <tr> <td><input type="checkbox"/> Listening Task</td> <td></td> <td></td> </tr> </table>			<input type="checkbox"/> Examination	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Written Task	<input type="checkbox"/> Performance	<input type="checkbox"/> Research Activity	<input type="checkbox"/> Speaking Task	<input type="checkbox"/> Assignment	<input type="checkbox"/> Practical Task	<input type="checkbox"/> Field Work	<input type="checkbox"/> Listening Task		
<input type="checkbox"/> Examination	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Written Task												
<input type="checkbox"/> Performance	<input type="checkbox"/> Research Activity	<input type="checkbox"/> Speaking Task												
<input type="checkbox"/> Assignment	<input type="checkbox"/> Practical Task	<input type="checkbox"/> Field Work												
<input type="checkbox"/> Listening Task														
Reason for requested variation:														
Impact on task:														
Supporting documentation for medical/other reason has been provided to deputy principal:	Yes <input type="checkbox"/>	No <input type="checkbox"/>												
Signature of Student:	Date:													

<b>Classroom Teacher Comment</b>	
Signature of Classroom Teacher:	Date:

**To be either: a) Completed by Head Teacher, OR  
b) Initiated by Deputy Principal in the event of student absence on due date of task.**

Date received:	Time received:
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Faculty Head Teacher Recommendation (please tick):

- Sit or submit the task without penalty
- Complete an alternative task
- Approve an extension without penalty
- No extension granted
- No marks to be awarded
- Other

Additional Information:

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Class Teacher:	Class Teacher Notified	Yes <input type="checkbox"/>
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Head Teacher Name:	Signature:
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**To be completed by Deputy Principal**

Date received:	Evidence presented:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Decision:

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Exam organiser notified where applicable	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Deputy Principal Name:	Signature:
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## Accessing Support

There are many places to seek support at James Fallon High School if you need extra help.

Teachers understand the pressures of starting high school. If you are worried about classwork or assessment tasks, please speak with your teacher promptly. They can clarify expectations and tasks. Head Teachers are also available if you need further help.

### Staff Contacts

Principal	Mrs Parrett	jennifer.parrett@det.nsw.edu.au
Deputy Principal	Ms Cook	amanda.l.cook@det.nsw.edu.au
Year Adviser	Ms Holloway Ms Gilbert	clare.holloway@det.nsw.edu.au amber.gilbert5@det.nsw.edu.au
Learning Support	Mrs Snow	dianne.m.snow@det.nsw.edu.au

### Learning and Support

There is a range of support provided for students of JFHS to achieve optimal educational outcomes. Our school uses learning programs and specialised staff where needed and we work in partnership with parents and carers to assist students who have special learning needs.

We have Learning and Support Teachers (LaST), Student Learning Support Officers (SLSO) and an EAL/D teacher. This team of people provide students and staff specialised support to enhance the learning opportunities of all students. We monitor each student's progress and provide additional learning support as required. Individual Learning/Education Plans are developed to cater specifically for individual needs and goals within the school setting.

Our school is committed to working with Aboriginal parents and community members in developing personalised plans for our Aboriginal students.

JFHS has a Learning Centre room centralising services, providing learning resources for staff and students, and enabling a wider range of student needs to be addressed.

### Library

Our librarian Mrs Kane has worked extremely hard to revitalise the library. There is always an amazing display for students to see and student work is proudly displayed throughout.

The library has an extensive collection of both fiction and non-fiction books and other educational resources such as audio-visual materials, DVD's, and daily newspapers. The library is open before school, at recess/lunch breaks and for homework centre on Tuesday afternoons.

Students have access to tablets and printers/photocopier. The library is connected to the Internet & Intranet systems.



## Homework Centre

The Homework Centre operates in the library on:

- Tuesday afternoons from 3:30pm until 5:00pm.

We always have amazing staff on hand to assist students with homework, assessments, and classwork. We put on a delicious afternoon tea. Any students who may require transport assistance need to see Mrs Kane in the library for a permission note. All are welcome and we always look forward to seeing new faces.

## Counsellor

The counselling team at James Fallon High are available to discuss any concerns that require more specialised support. You can self-refer, however a conversation with the principal, deputy or wellbeing head teacher may speed up the referral process. Our counsellors can help with a range of concerns including, stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

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## Mandatory Courses

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# English

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		EN 5-1A, EN 5-3B	EN 5-5C EN 5-7D	EN 5-3B EN 5-5C	EN 5-1A, EN 5-7D
<b>TASK TYPE</b>		Persuasive Writing Task	Film Analysis	Text Analysis	Research and Reflection
<b>DATE ISSUED</b>		Term One Week Seven	Term Two Week Four	Term Two Week Ten	Term Three Week Nine
<b>DATE DUE</b>		Term One Week Nine	Term Two Week Six	Term Three Week Two	Term Four Week One

## Outcomes

A Student:

EN 5-1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN 5-3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN 5-5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN 5-7D	Understands and evaluates the diverse ways texts can represent personal and public worlds

# Geography

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%	40%	60%
<b>OUTCOMES TO BE ASSESSED</b>		5-1, 5-3, 5-8	5-2, 5-3, 5-4, 5-5,
<b>TASK TYPE</b>		In class task	In class task
<b>DATE ISSUED</b>		Term One Week Six	Term Two Week Four
<b>DATE DUE</b>		Term One Week Eight	Term Two Week Six

## Outcomes

A Student:

GE 5-1	Explains the diverse features and characteristics of a range of places and environments
GE 5-2	Explains processes and influences that form and transform places and environments
GE 5-3	Analyses the effect of interactions and connections between people, places and environments
GE 5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE 5-5	Assesses management strategies for places and environments for their sustainability
GE 5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE 5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE 5-8	Communicates geographical information to a range of audiences using a variety of strategies

# History

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%	50%	50%
<b>OUTCOMES TO BE ASSESSED</b>		HT5-2, HT5-6	HT5-1, HT5-4
<b>TASK TYPE</b>		Source Analysis Test	Essay
<b>DATE ISSUED</b>		Term 1 & 3 Week 8	Term 2 & 4 Week 4
<b>DATE DUE</b>		Term 1 & 3 Week 10	Term 2 & 4 Week 6

## Outcomes

A Student:

HT 5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT 5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT 5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT 5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia

# Mathematics

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		TBA	TBA	TBA	TBA
<b>TASK TYPE</b>		Topic Test	Common Test	Topic Test	Common Test
<b>DATE ISSUED</b>		Term One Week Five	Term Two Week Two	Term Three Week Five	Term Four Week Four
<b>DATE DUE</b>		Term One Week Seven	Term Two Week Six	Term Three Week Seven	Term Four Week Six

## Outcomes

A Student:

MA 5.1-4 NA	Solves financial problems involving earning, spending and investing money
MA 5.1-5 NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA 5.1-6 NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA 5.1-8 MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA 5.1-9 MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA 5.1-10 MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA 5.1-11 MG	Describes and applies the properties of similar figures and scale drawings
MA 5.1-13 SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA 5.2-6 NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA 5.2-7 NA	Applies index laws to operate with algebraic expressions involving integer indices
MA 5.2-8 NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA 5.2-9 NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA 5.2-11 MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA 5.2-13 MG	Applies trigonometry to solve problems, including problems involving bearings
MA 5.2-14 MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA 5.3-5 NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA 5.3-6 NA	Performs operations with surds and indices
MA 5.3-7 NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA 5.3-8 NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA 5.3-15 MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

# Personal Development, Health and Physical Education

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		PD5-1 PD5-3	PD5-4 PD5-11	PD5-7	PD5-4 PD5-5 PD5-8
<b>TASK TYPE</b>		Hand in task	Semester 1 Practical units	Test	Semester 2 Practical Units
<b>DATE ISSUED</b>		Term One Week Five	Ongoing in Semester 1	Term Three Week Seven	Ongoing in Semester 2
<b>DATE DUE</b>		Term One Week Seven	-	Term Three Week Nine	-

## Outcomes

A Student:

PD 5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
PD 5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD 5-4	Adapts movement skills to perform across a range of dynamic physical activity contexts
PD 5-5	Appraises and justifies choices of actions when solving complex movement challenges
PD 5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD 5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD 5-11	Refines and applies movement skills and concepts to perform movement

# Science

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100 %	30 %	20 %	20 %	30 %
<b>OUTCOMES TO BE ASSESSED</b>		SC5-5WS SC5-6WS	SC5-8WS SC5-9WS	SC5-7WS SC5-9WS	SC5-7WS SC5-17CW SC5-8WS
<b>TASK TYPE</b>		Student Research Project	Second-Hand Data Analysis	Research Task	Examination
<b>DATE ISSUED</b>		Term One Week Five	Term Two Week Five	Term Three Week Five	Term Four Week Two
<b>DATE DUE</b>		Term One Week Seven	Term Two Week Seven	Term Three Week Seven	Term Four Week Four

## Outcomes

A Student:

SC 5-5 WS	Produces a plan to investigate identified questions, hypotheses or problems, individually
SC 5-6 WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually
SC 5-7 WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC 5-8 WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC 5-9 WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC 5-17 CW	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



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## Elective Courses

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# Commerce

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		COM5-1, COM5-2, COM5-4	COM5-1, COM5-7, COM5-9	COM5-3, COM5-5, COM5-8	COM5-1, COM5-6, COM5-8
<b>TASK TYPE</b>		In-class task	Research task	In-class task	Presentation
<b>DATE ISSUED</b>		Term One Week Six	Term Two Week Six	Term Three Week Six	Term Four Week Four
<b>DATE DUE</b>		Term One Week Eight	Term Two Week Eight	Term Three Week Eight	Term Four Week Six

## Outcomes

A Student:

COM 5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM 5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM 5-3	Examines the role of law in society
COM 5-4	Analyses key factors affecting decisions
COM 5-5	Evaluates options for solving problems and issues
COM 5-6	Develops and implements plans designed to achieve goals
COM 5-7	Researches and assesses information using a variety of sources
COM 5-8	Explains information using a variety of forms
COM 5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

# Drama

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3
<b>WEIGHT</b>	100%	30%	35%	35%
<b>OUTCOMES TO BE ASSESSED</b>		5.1.3, 5.2.3, 5.3.2	5.1.2, 5.1.4, 5.2.1, 5.3.3,	5.1.1, 5.2.2, 5.3.1
<b>TASK TYPE</b>		<b>History of Theatre</b>	<b>Issue-based Playbuilding</b>	<b>Monologues</b>
<b>DATE ISSUED</b>		Term One Week Eight	Term Two Week Eight	Term Three Week Eight
<b>DATE DUE</b>		Term Two Week One	Term Three Week One	Term Four Week One

## Outcomes

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 play building
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
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
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

# Food Technology

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		FT 5-6 FT 5-8	FT 5-3 FT 5-4	FT 5-7 FT 5-11	FT 5-1 FT 5-9
<b>TASK TYPE</b>		Project (Planning)	Project (Final)	Practical	Assignment
<b>DATE ISSUED</b>		Term One Week Seven	Term Two Week Six	Term Three Week Six	Term Four Week Five
<b>DATE DUE</b>		Term One Week Ten	Term Two Week Nine	Term Three Week Ten	Term Four Week Nine

## Outcomes

A Student:

FT 5 - 1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT 5 - 3	Describes the physical and chemical properties of a variety of foods
FT 5 - 4	Accounts for changes to the properties of food which occur during food processing, preparation and storage
FT 5 - 6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
FT 5 - 7	Justifies food choices by analyzing the factors that influence eating habits
FT 5 - 8	Collects, evaluates and applies information from a variety of sources.
FT 5 - 9	Communicates ideas and information using a range of media and appropriate terminology
FT 5 - 11	Plans, prepares, presents and evaluates food solutions for specific purposes

# Industrial Technology Metals

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1: Tool Carry-All</b>	<b>TASK 2: Carry-All Portfolio</b>	<b>TASK 3: Jaffle Iron</b>	<b>TASK 4: Fold-Up BBQ</b>
<b>WEIGHT</b>	100%	25%	20%	25%	30%
<b>OUTCOMES TO BE ASSESSED</b>		IND5-1, IND5-2, IND5-3, IND5-4, IND5-8	IND5-1, IND5-3, IND5-5, IND5-7	IND5-5, IND5-6, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-10
<b>TASK TYPE</b>		Practical Assessment	Written Task	Practical Assessment	Written/Practical Assessment
<b>DATE ISSUED</b>		Term One Week Two	Term One Week Two	Term Two Week One	Term Three Week Eight
<b>DATE DUE</b>		Term One Week Ten	Term Two Week Two	Term Three Week Eight	Term Four Week Eight

## Outcomes

A Student:

IND 5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND 5-2	Applies design principles in the modification, development and production of projects
IND 5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND 5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND 5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND 5-6	Identifies and participates in collaborative work practices in the learning environment
IND 5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND 5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND 5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND 5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Industrial Technology Timber

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1: Target Practice Folio</b>	<b>TASK 2: Target Practice Practical</b>	<b>TASK 3: Side Table Folio</b>	<b>TASK 4: Side Table Practical</b>
<b>WEIGHT</b>	100%	20%	30%	20%	30%
<b>OUTCOMES TO BE ASSESSED</b>		IND5-1, IND5-2, IND5-3, IND5-4, IND5-8	IND5-1, IND5-3, IND5-5, IND5-7	IND5-2, IND5-5, IND5-6, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-10
<b>TASK TYPE</b>		Written Task	Practical Assessment	Written Task	Practical Assessment
<b>DATE ISSUED</b>		Term One Week Two	Term One Week Two	Term Three Week One	Term Three Week One
<b>DATE DUE</b>		Term Two Week Three	Term Two Week Seven	Term Four Week Two	Term Four Week Five

## Outcomes

A Student:

IND 5-1	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND 5-2	Applies design principles in the modification, development and production of projects
IND 5-3	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND 5-4	Selects, justifies and uses a range of relevant and associated materials for specific applications
IND 5-5	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND 5-6	Identifies and participates in collaborative work practices in the learning environment
IND 5-7	Applies and transfers skills, processes and materials to a variety of contexts and projects
IND 5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND 5-9	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND 5-10	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Information and Software Technology (IST)

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		5.2.1 5.2.2 5.2.3 5.5.3	5.1.2 5.3.1 5.1.1	5.2.1 5.2.2 5.2.3 5.4.1	5.2.1 5.2.2 5.2.3
<b>TASK TYPE</b>		Practical and associated theory assessment	Practical and associated theory assessment	Practical and associated theory assessment	Practical and associated theory assessment
<b>DATE ISSUED</b>		Term One Week Seven	Term Two Week Five	Term Three Week Seven	Term Four Week Five
<b>DATE DUE</b>		Term One Week Nine	Term Two Week Seven	Term Three Week Nine	Term Four Week Seven

## Outcomes

A Student:

5.1.1	Selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	Selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	Describes and applies problem-solving processes when creating solutions
5.2.2	Designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	Critically analyses decision-making processes in a range of information and software solutions
5.3.1	Justifies responsible practices and ethical use of information and software technology
5.4.1	Analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.3	Describes and compares key roles and responsibilities of people in the field of information and software technology

# Music

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%	50%	50%
<b>OUTCOMES TO BE ASSESSED</b>		5.1, 5.2, 5.7, 5.8, 5.9, 5.11, 5.12	5.3, 5.4, 5.5, 5.6, 5.10, 5.11, 5.12
<b>TASK TYPE</b>		Performance and Research	Composition/Performance and Viva Voce
<b>DATE ISSUED</b>		Term Two Week Three	Term Four Week Three
<b>DATE DUE</b>		Term Two Week Five	Term Four Week Five

## Outcomes

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
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
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
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



# Photographic and Digital Media

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2
<b>WEIGHT</b>	100%	50%	50%
<b>OUTCOMES TO BE ASSESSED</b>		5.1, 5.3, 5.9	5.2, 5.5, 5.8
<b>TASK TYPE</b>		Artmaking & Critical and historical studies	Artmaking & Critical and historical studies
<b>DATE ISSUED</b>		Term One Week Four	Term Three Week Four
<b>DATE DUE</b>		Term Two Week Two	Term Four Week Two

## Outcomes

A Student:

5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

# Physical Activity and Sport Studies

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	20%	20%	20%	40%
<b>OUTCOMES TO BE ASSESSED</b>		PASS5-1 PASS5-2	PASS5-7 PASS5-10	PASS5-4 PASS5-6	PASS5-5 PASS5-7 PASS5-9
<b>TASK TYPE</b>		Topic Test	Injury Management Scenario	Research task	Practical units throughout the year
<b>DATE ISSUED</b>		Term One Week Seven	Term Two Week Five	Term Three Week Five	Ongoing
<b>DATE DUE</b>		Term One Week Seven	Term Two Week Seven	Term Three Week Seven	Ongoing

## Outcomes

A Student:

PASS 5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS 5-2	Analyses the benefits of participation and performance in physical activity and sport
PASS 5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS 5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS 5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS 5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS 5-9	Performs movement skills with increasing proficiency
PASS 5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

# Visual Arts

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2
<b>WEIGHT</b>	%	50%	50%
<b>OUTCOMES TO BE ASSESSED</b>		5.1, 5.2, 5.4, 5.10	5.3, 5.4, 5.6, 5.7.
<b>TASK TYPE</b>		<b>Practical:</b> Painting / Drawing & <b>Critical Historical:</b> Essay	<b>Practical:</b> Photography <b>Critical Historical:</b> Section One Response.
<b>DATE ISSUED</b>		Week 3 Term 1	Week 2 Term 3
<b>DATE DUE</b>		Week 2 Term 2	Week 2 Term 4

## Outcomes:

<b>Artmaking</b>	Practice	<b>5.1</b> develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
	Conceptual Framework	<b>5.2</b> makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
	Frames	<b>5.3</b> makes artworks informed by an understanding of how the frames affect meaning
	Representation	<b>5.4</b> investigates the world as a source of ideas, concepts and subject matter in the visual arts
	Conceptual strength and meaning	<b>5.5</b> makes informed choices to develop and extend concepts and different meanings in their artworks
	Resolution	<b>5.6</b> demonstrates developing technical accomplishment and refinement in making artworks
<b>Critical and historical studies</b>	Practice	<b>5.7</b> applies their understanding of aspects of practice to critical and historical interpretations of art
	Conceptual Framework	<b>5.8</b> uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
	Frames	<b>5.9</b> demonstrates how the frames provide different interpretations of art
	Representation	<b>5.10</b> demonstrates how art criticism and art history construct meanings