



# Assessment Handbook 2024

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## Purpose of the Assessment Handbook

This booklet will assist you to keep track of when your major assessments and examinations are due for all your courses. Completing assessments and examinations is a compulsory part of your studies in High School.

Your course assessment schedule outlines the nature and components of the assessment, including task details, its weighting, and the outcomes and marking criteria you are being assessed against in the task.

## Issuing Assessment Tasks

You will be given a **written Assessment Task notification via Google Classroom** outlining the details of the task and the due date for all components of the task. This will be issued at least **2 weeks** before the due date listed in the assessment schedule. You may also be given a hard copy of the notification.

## Assistance with Assessment Tasks

If you need support with your assessment tasks, please speak to your class teacher for the course, the Head Teacher of the subject, the Head Teacher Learning and Support or a member of the Learning and Support Team, or the Librarian. You may also approach your SP Mentor or another teacher you feel comfortable with.

## Completing and backing up copies of Assessment Tasks

Students should only use the free Office 365 or the apps in G-Suite located on their portal to ensure the teacher can access the documents for marking.

Students should keep a copy of all tasks on their hard drive or in hard copy in case there is an issue later.

## Disability provisions

Students with additional needs or temporary disabilities like an injury, may require support with their assessment tasks. Suitable modifications may be made prior to tasks being issued to ensure the student has equitable access to the assessment task.

At times, students may need to apply for Disability Provisions to be eligible to receive additional support during examinations and in-class assessments. The Disability Provisions Policy and application are located on the school website.

Students need to complete the current Disability Provisions application at least three weeks prior to the assessment due date. Approval is granted by the Principal in consultation with the Head Teacher Learning and Support. Approval must be in place before students access provisions.

These provisions may include but are not limited to assistive technology (not including computers or laptops unless under exceptional circumstances), reader or writer, additional time, coloured paper, and different sized font.

Unsuccessful applicants may speak to their Learning and Support Teacher to lodge an appeal.

## Extensions for Assessment Tasks

To seek an extension of your due date, your parents need to complete an Extension Request form and submit it to the faculty Head Teacher for consideration at least one week in advance of the due date of the task.

Each extension request is judged on an individual basis and approval is at the Head Teacher's discretion.

Extension applications are available from the Front Office or located on the school website under the Assessment and Reporting tab. A sample is located at the end of the assessment handbook.

## Submitting Assessment Tasks

You **must submit tasks on the due date** established for each task. Please talk to your teacher early if you are having problems with the task so they can assist you.

**Hard copies** of assessments are to be handed to your teacher **during class time** on the day it is due to support the teachers marking the task. Printing facilities are available in the library at recess and lunch.

If the task states you can submit a soft copy, this is to be completed via your Google Classroom page only. USBs will not be accepted by your teacher.

**Technology issues including printing, file corruption or empty document files, email issues do not constitute a reason for an Extension or Illness/Misadventure request.**

Students who cannot submit their task during class time, need to discuss this with their teacher to negotiate a time for when this is to be submitted without penalty.

You will be required to sign a register to indicate you have submitted the task on the due date.

## Late policy

Year 7-9 students will lose 10% of the final assessment mark each day from the due date for 3 consecutive school days. On the 4<sup>th</sup> day of school, students will receive a zero for the assessment. Students will still be required to submit a satisfactory attempt at the task, even if they are given a zero.

A Letter of Concern will be sent home for every missed assessment task to indicate the penalty incurred by missing the due date and the new due date.

If you are absent on the due date, you must submit the assessment task with a completed Illness/Misadventure Form and a doctor's certificate on the first day that you return to school, whether you have the class or not. Failure to supply a doctor's certificate may result in a zero being awarded for the task.

Students may also be placed on the Loss of Privilege list, which may impact on their ability to attend excursions, school events like Formals and sporting competitions.

## Illness/Misadventure Applications

It is important you attempt to meet your deadlines. If you know you are going to be away, submit your task the day before it is due or negotiate with your teacher to have it submitted online by the due date.

If you are absent on the due date, you must complete an Illness/Misadventure application and submit it to your teacher with the completed task on the first day you return to school, even if you do not have their class that day. Failure to do this may result in you receiving a late penalty.

Illness/Misadventure applications are available from the Front Office or located on the school's website under the Assessment and Reporting Tab. A sample is located at the end of the assessment handbook.

## Receiving an estimate for an assessment task

Due to extenuating circumstances listed in an Illness Misadventure application, Head Teachers, in consultation with the Senior Executive, may deem it appropriate to issue an estimate for a missed assessment task.

An estimate will be calculated at the end of the course and will be based on the student's average performance across their other assessment tasks. Ordinarily, only one estimate can be given during an academic year for each course.

## Non-serious or unsatisfactory attempts at assessment tasks

All assessment tasks are designed so that all students should be able to achieve at least 50% of the marks assigned in the assessment task.

Modifications are also made for students with additional needs to ensure they can complete the assessment.

If a submission is deemed to be a non-serious or unsatisfactory attempt, the teacher will issue you with a penalty which may include receiving a zero. You will still be required to make a satisfactory attempt at the assessment.

## Malpractice in Assessment Tasks

Students must demonstrate ethical scholarship and complete their own assessment tasks.

Malpractice may include plagiarism, cheating and collusion. Teachers need to prove incidents of malpractice before a mark reduction can occur.

Students will receive marks on their own work and not the sections that have been plagiarised or there is evidence that someone else has completed the task.

Students who have completely plagiarised their assessment may receive a zero.

Students engaging in malpractice will have a Letter of Concern sent home indicating the penalty incurred.

## Electronic devices during examinations and in class assessment tasks

Students are not to bring or access electronic devices during examinations and in-class assessment tasks, unless with prior approval from the class teacher, or the Learning and Support Team in consultation with the faculty Head Teacher or prescribed in the assessment. At times, this may include calculators.

## Misbehaviour during in-class assessment tasks

All students have the right to a quiet classroom during in-class assessments to allow them to do their best. Students need to learn to manage their behaviour for the duration of the task. Spending time reviewing and editing responses will assist students to do this. Ask for some scrap paper as a distraction or bring something to read you are interested in (check with your teacher to confirm this is permitted). Students disrupting assessments will receive appropriate consequences.

Misbehaving students may be ejected from the classroom and not given an opportunity to finish their task.

## Examination or in-class assessment Rules

Examination may occur in the classroom, computer labs or the hall. Students must ensure they follow the rules set out for examinations or in-class assessment tasks. See the Misbehaviour during an assessment task section.

For formal examinations and in-class assessments:

- you must be in complete school uniform – dress appropriately for the weather and the space your examination will be held in.
- Be on time for the examination or assessment– go to the toilet before the examination commences.
- Inform the Head Teacher of the subject if you will be absent by submitting an Extension request at least one week in advance to arrange an alternative time to complete the task.
- Inform the Head Teacher of the subject if you are away on the morning of an examination. Submit an Illness/Misadventure form to justify all absences from scheduled examinations on the first day you return to school to avoid a possible penalty.
- For examinations in the hall, assemble ten minutes before the commencement of the examination.
- Follow all instructions both inside and outside the examination area.
- Leave bags and personal belongings in the allocated space for the examination.
- Turn off unapproved electronic devices and put away all study notes.
- Do not talk once you enter the examination space.
- Have approved materials including your writing equipment visible on your desk for the examiners to review. This includes approved ALARM scaffolds and a clear unlabelled bottle of water.
- At all times, respect the rights of others by behaving appropriately.
- You will be expected to stay in the examination room until the end of the scheduled period for your assessment.

## Invalidating Assessment Task

An assessment task may be declared invalid if it can be clearly demonstrated that either one or more students were given an unfair advantage; a task was disrupted due to an unforeseen circumstance with an emergency evacuation or network malfunction, or the task produced results that are significantly different to those to be expected to be produced by the cohort.

Students or parents who feel that an assessment task meets one or more of these criteria to be considered an invalid assessment need to raise the issue with the class teacher and the faculty Head Teacher.

The faculty Head Teacher will investigate the claim and in consultation with the Head Teacher Teaching and Learning and the Senior Executive will make a final determination on the validity of the claim.

In the event the assessment task was deemed invalid, all students affected will be issued with a suitable replacement assessment task with a minimum of two weeks' notice for the new due date.

## Misplaced or corrupted assessment tasks and files

Very rarely, issues arise where a student's assessment task or digital copy has been lost or corrupted. Students will be asked to submit another copy of their assessment task in the appropriate format.

If a copy cannot be provided and there is clear evidence on the assessment register that the student submitted the assessment task on time, the student will receive an estimate for the task based on their average performance on the rest of their assessment tasks.

Students are reminded to keep a copy of the assessment task.

## School based appeal requests

Appeal requests may be submitted when you have sought and been denied an Illness/Misadventure Request, an Extension Request, a Disability Provisions application, issued a Letter of Concern, or N Award, N Determination Warning or N Determination notification or failed to complete a Program of Improvement.

Appeal request forms are found on the school website and must be submitted to the Principal within 48 hours of receiving a rejection, letter, or notification. You must include a copy of your completed Illness/Misadventure or Extension Request form, your Disability Provisions application, or relevant notification documentation.

Appeal requests should only be made in circumstances where you truly believe the Head Teacher, Deputy Principal or Principal has not considered all facts in your case. The Principal reserves the right to uphold or reject your appeal after careful consideration of all the circumstances of your situation.

## Glossary of Key Terms

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject- based questions in examination papers.

Key Term	Definition
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 or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
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 the 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 information
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



## Year 9 2024 Assessment Calendar

<b>Term 1</b>	<b>Semester One</b>
Week 1-5	
Week 6	Science Task 1
Week 7	<b>NAPLAN 13-21.03.2024</b> Commerce Task 1, Dance Task 1, Drama Task 1, Food Technology Task 1, Work Education Task 1
Week 8	<b>NAPLAN 13-21.03.2024</b> History Elective Task 1, Metals Task 1, Timber Task 1, PDHPE Task 1, Textiles Task 1
Week 9	Film Studies Task 1, PASS Task 1, Mathematics Task 1
Week 10	English Task 1, History Task 1, Photography Task 1, Child Studies Task 1, IST Task 1, Visual Arts Task 1
Week 11	
<b>Term 2</b>	
Week 1	History Task 2, Engineering Task 1
Week 2	<b>Assessment Free Week</b>
Week 3-4	<b>Half Yearly Examination Week</b> Commerce Task 2, English Task 2, Food Technology Task 2, History Task 3, Metals Task 2, Timber Task 2, Mathematics Task 2, Music Task 2, PDHPE Task 2, Science Task 2, Visual Arts Task 2, Work Education Task 2, Engineering Task 2, IST Task 2, Textiles Task 2
Week 5	PASS Task 2
Week 6	Child Studies Task 2, Dance Task 2, History Elective Task 2
Week 7	Drama Task 2, Photography Task 2
Week 8	
Week 9	Film Studies Task 2, Visual Arts Task 3
Week 10	
<b>Term 3</b>	<b>Semester Two</b>
Week 1 -2	
Week 3	Dance Task 3
Week 4	Music Task 3
Week 5	Mathematics Task 3
Week 6	Commerce Task 3, Science Task 3
Week 7	
Week 8	Drama Task 3, History Elective Task 3, PDHPE Task 3, Work Education Task 3
Week 9	Child Studies Task 3, Drama Task 4, Film Studies Task 3, Photography Task 3, PASS Task 3
Week 10	Dance Task 4, English Task 3, Food Technology Task 3, Geography Task 1, Metals Task 3, Timber Task 3, Visual Arts Task 4, IST Task 3, Textiles Task 3
<b>Term 4</b>	<b>Tasks Due</b>
Week 1	Dance Task 5, Drama Task 5, Geography Task 2, History Elective Task 4, Photography Task 4, Visual Arts Task 5, Engineering Task 3
Week 2	<b>Assessment Free Week</b>
Week 3-4	<b>Examination week – Week 3-4 for some subjects only – see each schedule for clarification.</b> Child Studies Task 4, Commerce Task 4, English Task 4, Film Studies Task 4, Food Technology Task 4, Geography Task 3, Metals Task 4, Timber Task 4, Mathematics Task 4, Music Task 4, PDHPE Task 4, PASS Task 4, Science Task 4, Work Education Task 4, Engineering Task 4, IST Task 4, Textiles Task 4
Week 5-10	<b>Assessment Free Period</b>

## My 2024 Assessment Calendar

<b>Term 1</b>	<b>Semester One</b>
Week 1-5	
Week 6	
Week 7	
Week 8	<b>NAPLAN 13-21.03.2024</b>
Week 9	<b>NAPLAN 13-21.03.2024</b>
Week 10	
Week 11	
<b>Term 2</b>	
Week 1	
Week 2	<b>Assessment Free Week</b>
Week 3	<b>Half Yearly Examination Week</b>
Week 4	<b>Half Yearly Examination Week</b>
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
<b>Term 3</b>	<b>Semester Two</b>
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
<b>Term 4</b>	<b>Tasks Due</b>
Week 1	
Week 2	<b>Assessment Free Week</b>
Week 3	<b>Yearly Examination week</b>
Week 4	<b>Yearly Examination week</b>
Week 5-10	<b>Assessment Free Period</b>

OBJECTIVES	OUTCOMES
<p>Students</p> <p>Knowledge, understanding and skills</p> <ul style="list-style-type: none"> <li>knowledge and understanding of child development from preconception to and including the early years</li> <li>knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children</li> <li>knowledge and understanding of external factors that support the growth, development and wellbeing of children</li> <li>skills in researching, communicating and evaluating issues related to child development.</li> </ul>	<p>A student:</p> <p>CS5-1- identifies the characteristics of a child at each stage of growth and development</p> <p>CS5-2- describes the factors that affect the health and wellbeing of the child</p> <p>CS5-3- analyses the evolution of childhood experiences and parenting roles over time</p> <p>CS5-4- plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p>CS5-5- evaluates strategies that promote the growth and development of children</p> <p>CS5-6- describes a range of parenting practices for optimal growth and development</p> <p>CS5-7- discusses the importance of positive relationships for the growth and development of children</p> <p>CS5-8- evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p>CS5-9- analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p> <p>CS5-10- demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p>
<p>Values and attitudes</p> <ul style="list-style-type: none"> <li>the role positive parenting and caring has on a child’s sense of belonging and their health and wellbeing.</li> <li>the positive impact that significant others play in the growth and development of children.</li> </ul>	<p>CS5-11- analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>CS5-12- applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Weeks 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Yearly Examination	Ongoing
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>

OBJECTIVES	OUTCOMES
Students will develop: Knowledge and understanding of: consumer, financial, economic, business, legal, political and employment matters	A student: COM5-1 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 COM5-3 examines the role of law in society
Skills in decision- making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues	COM5-4 analyses key factors affecting decisions COM5-5 evaluates options for solving problems and issues COM5-6 develops and implements plans designed to achieve goals
Skills in effective research and communication	COM5-7 researches and assesses information using a variety of sources COM5-8 explains information using a variety of forms
Skills in working independently and collaboratively	COM5-9 works independently and collaboratively to meet individual and collective goals within specified timelines

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 7	Term 2 Weeks 3-4	Term 3 Week 6	Term 4 Weeks 3-4
OUTCOMES		5.1, 5.2, 5.7, 5.8	All	5.1, 5.2, 5.3, 5.4, 5.5, 5.7	All
Syllabus Components	Component Weighting	Research	Half Yearly Examination	Research	Yearly Examination
Knowledge and Understanding	35%	10%	10%	5%	10%
Decision making & problem solving	25%	5%	5%	10%	5%
Research and Communication	30%	5%	10%	5%	10%
Working collaboratively and in groups	10%	5%		5%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
1. develop knowledge, understanding and skills about dance as an artform through <b>dance performance</b> as a means of developing dance technique and performance quality to communicate ideas	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
2. develop knowledge, understanding and skills about dance as an artform through <b>dance composition</b> as a means of creating and structuring movement to express and communicate ideas	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
3. develop knowledge, understanding and skills about dance as an artform through <b>dance appreciation</b> as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context	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
4. value and appreciate their engagement in the study of dance as an artform	5.4.1 values and appreciates their involvement as a dance performer, and composer and audience member and how their involvement contributes to lifelong learning

Year 9 Assessment		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date Due		Term 1 Week 7	Term 2 Week 6	Term 3 Week 3	Term 3 Week 10	Term 4 Week 1
Outcomes		5.1.1	5.1.1, 5.1.2 5.4.1	5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2, 5.4.1
Syllabus Component	Component Weighting	Safe Dance Presentation	Performance: Contemp. Dance	Appreciation: Modern Dance	Performance: Musical Theatre	Musical Theatre Group Composition
Performance	50%	10%	15%		25%	
Composition	25%		5%			20%
Appreciation	25%		5%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>10%</b>	<b>30%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
1. develop knowledge, understanding and skills, individually and collaboratively, through <b>making</b> drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.	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.
2. develop knowledge, understanding and skills, individually and collaboratively, through <b>performing</b> devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	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.
3. develop knowledge, understanding and skills, individually and collaboratively, through <b>appreciating</b> the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience	5.4.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 5.4.2 analyses the contemporary and historical contexts of drama 5.4.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
DATE DUE		Term 1 Week 7	Term 2 Week 7	Term 3 Week 8	Term 3 Week 9	Term 4 Week 1
OUTCOMES		5.1.1	5.1.1-2, 5.4.1	5.3.1-3	5.1.1-3	5.2.1-2, 5.4.1
Syllabus Component	Component Weighting	Elements of Drama Presentation	Group Performance + Logbook	Realism Scripted Duologues	Realism Scripted Drama Essay	Comedy Performance
<b>Making</b>	<b>40%</b>		15%	5%		20%
<b>Performing</b>	<b>30%</b>		10%	15%		5%
<b>Appreciating</b>	<b>30%</b>	10%			20%	
<b>TOTAL</b>	<b>100%</b>	<b>10%</b>	<b>25%</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
<p><i>Through responding and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i></p> <p>A. Communicate through speaking, listening, reading, writing, viewing, and representing.</p>	<p>A student:</p> <p>EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p>
<p>B. Use language to shape and make meaning according to purpose, audience, and context.</p>	<p>EN5-3B 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</p> <p>EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts</p>
<p>C. Thinks in ways that are imaginative, creative, interpretative. and critical.</p>	<p>EN5-5C thinks imaginatively, creatively, interpretatively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5-6C investigates the relationship between and among texts</p>
<p>D. Express themselves and their relationships with other and their world</p>	<p>EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>
<p>E. Learn and reflect on their learning through their study of English</p>	<p>EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 10	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
OUTCOMES		EN5-2A EN5-3B EN5-6C	EN5-1A EN5-8D	EN5-5C EN5-7D EN5-9E	EN5-1A EN5-4B
Syllabus Components	Component Weighting	Dystopian Novel Study. Assessment.	Genre of Horror. Half Yearly Examination	Appropriation of Shakespeare. Portfolio.	Teens in Film Yearly Examination
TOTAL	100%	25%	25%	20%	30%

<b>OBJECTIVES</b>	<b>OUTCOMES</b>
1. knowledge, understanding and skills, individually and collaboratively, through studying a range of film and television texts within historical, cultural and production contexts to facilitate understanding of the processes of filmmaking	5.1.1 analyses the historical and cultural contexts of film and television 5.1.2 analyses and evaluates the processes used to create film and television 5.1.3 communicates understanding of processes and contexts with appropriate consideration of language, purpose and audiences 5.1.4 locates, selects and organises relevant information to build a portfolio to represent understanding
2. knowledge, understanding and skills, individually and collaboratively, through making effective film texts that explore a range of production techniques and cultural concepts whilst appealing to an audience	5.2.1 devises and creates storyboards, graphic designs and scripts with consideration of industry standards 5.2.2 communicates ideas through the use of film grammar 5.2.3 explores and develops skills relevant to technologies used in film production 5.2.4 experiments with editing processes used to shape and manipulate film texts
3. knowledge, understanding and skills, individually and collaboratively, through performing within film texts to represent a variety of cultural and historical concepts with relevance to the mode of the communication	5.3.1 analyses and reflects on methods of representation used in film and television performance 5.3.2 communicates ideas through use of characterisation and visual cues while performing
4. knowledge, understanding and skills, individually and collaboratively, through appreciating the purpose, context and audiences of film texts	5.4.1 understands and develops criteria for evaluation and assessment of film texts

<b>YEAR 9 ASSESSMENT</b>		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Weeks 3-4
<b>OUTCOMES</b>		5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.2.4	5.1.2, 5.2.1, 5.2.2, 5.2.3	5.1.1, 5.1.2, 5.1.4, 5.3.1, 5.4.1	5.1.1, 5.1.3, 5.2.1, 5.3.1
<b>Syllabus Components</b>	<b>Component Weighting</b>	Introduction to Film. Theory test	Animation and Claymation. Practical and Theory	History of Special Effects. Take Home Assessment.	Marketing and Manipulation. Critical Response
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>



<b>OBJECTIVES</b>	<b>OUTCOMES</b>
Students will develop: knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	A student: FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food	FT5-3 describes the physical and chemical properties of a variety of foods FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage FT5-5 applies appropriate methods of food processing, preparation and storage
knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-7 justifies food choices by analysing the factors that influence eating habits
skills in researching, evaluating and communicating issues in relation to food	FT5-8 collects, evaluates and applies information from a variety of sources FT5-9 communicates ideas and information using a range of media and appropriate terminology
skills in designing, producing and evaluating solutions for specific food purposes	FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
knowledge and understanding of the significant role of food in society	FT5-12 examines the relationship between food, technology and society FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

<b>YEAR 9 ASSESSMENT</b>		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>		Term 1 Week 7	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
<b>OUTCOMES</b>		FT5-4, FT5-8, FT5-9	FT5-2, FT5-6, FT5-8 FT5-13	FT5-1, FT5-2 FT5-10, FT5-12	FT5-6, FT5-10 FT5-1
<b>Syllabus Components</b>	<b>Component Weighting</b>	Assessment Task Bushfood	Half Yearly Examination 20% Ongoing Practicals 10%	Assessment Task Nutrition	Yearly Examination 25% Ongoing Practicals 10%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>	<b>35%</b>

This is a semester-based course.

OBJECTIVES	OUTCOMES
Students: develop knowledge and understanding of the features and characteristics of places and environments across a range of scales  develops knowledge and understanding of interactions between people, places and environments	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
apply geographical tools for geographical inquiry develop skills to acquire, process and communicate geographical information	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

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 3 Week 10	Term 4 Week 1	Term 4 Week 3-4
OUTCOMES		5-2, 5-3, 5-8	5-1, 5-7	5-3,5-4, 5-5, 5-7
Syllabus component	Component Weighting	Biomes assignment	Portfolio	Semester Test
Acquiring geographical information	<b>30%</b>	10%	10%	10%
Processing Geographical information	<b>35%</b>	15%	5%	15%
Communicating geographical information	<b>35%</b>	15%	5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

## Year 9 History

Head Teacher: Mr Lester

This is a semester-based course.

OBJECTIVES	OUTCOMES
Students: develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.	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
develop skills to undertake the process of historical inquiry.	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
develop skills to communicate their understanding of history.	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

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3
DATE DUE		Term 1 Week 10	Term 2 Week 1	Term 2 Week 3-4
OUTCOMES		5-2, 5-6, 5-10	5-5, 5-6, 5-9,	5-1, 5-2, 5-4, 5-6
Syllabus Components	Component Weighting	Research Task	Portfolio	Examination
Historical Tools	25%	10%	5%	10%
Source Material	20%	10%	5%	10%
Collecting, analysing, and organising historical information	30%	10%	5%	10%
Communication	25%	10%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

## Year 9 History Elective

Head Teacher: Mr Lester

OBJECTIVES	OUTCOMES
Students will develop: a knowledge and understanding of history and historical inquiry	A student: E5.1 applies an understanding of history, heritage, archaeology, and the methods of historical inquiry E5.2 examines the ways in which historical meanings can be constructed through a range of media
a knowledge and understanding of past societies and historical periods	E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation E5.4 explains the importance of key features of past societies or periods, including groups and personalities E5.5 evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
skills to undertake the processes of historical inquiry	E5.6 identifies, comprehends, and evaluates historical sources and uses them appropriately in an historical inquiry E5.7 explains different contexts, perspectives, and interpretations of the past E5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
skills to communicate their understanding of history	E5.9 uses historical terms and concepts in appropriate contexts E5.10 selects and uses appropriate oral, written, and other forms, including ICT, to communicate effectively about the past for different audiences

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 1
OUTCOMES		5.1, 5.6, 5.9	5.1, 5.3, 5.7	5.3, 5.4, 5.8	5.2, 5.5, 5.10
Syllabus Components	Component Weighting	Source Analysis Examination	Project	Historical Investigation	Presentation
Knowledge and understanding of historical information	25%	10%	10%		5%
Source Based Skills	25%	10%		10%	5%
Historical Inquiry and Research	25%		10%	15%	
Communication of historical understanding	25%		5%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>

OBJECTIVES	OUTCOMES
Students will develop: knowledge of and capability in applying Work Health and Safety and risk management procedures and practices.	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.
knowledge and skills in the design and production of practical projects.	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.
knowledge and understanding of the relationship between the properties of materials and their applications.	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences.	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.
understanding to transfer knowledge and skills to other experiences.	IND5.7 applies, and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer.	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	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.

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 2 Week 1	Term 2 Week 3-4	Term 4 Week 1	Term 4 Week 3-4
OUTCOMES		IND5-1 - IND5-3	IND5-1 - IND5-4	IND5-6 - IND5-8	IND5-6 - IND5-10
Syllabus Components	Component Weighting	Research with Practical Project	Half Yearly Examination	Research with Practical Project	Yearly Examination
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
Students will develop: knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices.	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.
knowledge and skills in the design and production of practical projects.	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.
knowledge and understanding of the relationship between the properties of materials and their applications.	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences.	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.
understanding to transfer knowledge and skills to other experiences.	IND5.7 applies, and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer.	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	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.

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
OUTCOMES		IND5-1, IND5-2 IND5-4, IND5-8 IND5-10	IND5-1, IND5-4	IND5-1, IND5-4 IND5-7	IND5-1, IND5-8 IND5-9
Syllabus Components	Component Weighting	Research with practical project	Half Yearly Examination	Folio & Practical Project	Yearly Examination Project
TOTAL	100%	30%	20%	30%	20%

<b>OBJECTIVES</b>	<b>OUTCOMES</b>
Students will develop: knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices.	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.
knowledge and skills in the design and production of practical projects.	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.
knowledge and understanding of the relationship between the properties of materials and their applications.	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences.	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.
understanding to transfer knowledge and skills to other experiences.	IND5.7 applies, and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer.	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	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.

<b>YEAR 9 ASSESSMENT</b>		<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>DATE DUE</b>		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
<b>OUTCOMES</b>		IND5-1, IND5-2 IND5-3, IND5-6 IND5-7	IND5-1, IND5-3, IND5-5	IND5-1, IND5-3 IND5-7	IND5-1, IND5-3 IND5-5, IND5-6
<b>Syllabus Components</b>	<b>Component Weighting</b>	Breadboard and Knife Block	Half Yearly Examination	Speaker	Yearly Examination
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>

OBJECTIVES	OUTCOMES
<p><i>Students Learn About:</i></p> <ul style="list-style-type: none"> <li>purpose of digital media products (Op 4)</li> <li>types of digital media products (Op 4)</li> <li>digitisation process of data types (Op 4)</li> <li>web (Op 5)</li> <li>data compression techniques (C2)</li> <li>interface design (C7)</li> </ul>	<p><i>A student:</i></p> <ul style="list-style-type: none"> <li>5.1.1 selects and justifies the application of appropriate software programs to a range of tasks</li> <li>5.1.2 selects, maintains and appropriately uses hardware for a range of tasks</li> <li>5.2.1 describes and applies problem-solving processes when creating solutions</li> </ul>
<ul style="list-style-type: none"> <li>designing possible solutions (C1)</li> <li>website development (Op 2)</li> <li>features of a website (Op 2)</li> <li>management (C1)</li> <li>project development (Op 4 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems</li> <li>5.3.1 justifies responsible practices and ethical use of information and software technology</li> </ul>
<ul style="list-style-type: none"> <li>project development</li> <li>data types for digital media products</li> <li>manipulation techniques</li> <li>factors affecting file size</li> <li>roles and responsibilities (C6)</li> <li>user interface design (C7)</li> <li>solutions and evaluation (C1)</li> <li>data sources</li> </ul>	<ul style="list-style-type: none"> <li>5.3.2 acquires and manipulates data and information in an ethical manner</li> <li>5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society</li> </ul>
<ul style="list-style-type: none"> <li>display and distribution (Op 4)</li> <li>evaluation of digital media products (Op 4)</li> <li>internet and intranet (Op 2)</li> <li>internet use (Op 2)</li> <li>internet software (Op 2)</li> <li>types of protocols (Op 4)</li> <li>World Wide Web (Op 4)</li> <li>control of access to info. on the</li> </ul>	<ul style="list-style-type: none"> <li>5.5.1 applies collaborative work practices to complete tasks</li> <li>5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology</li> </ul>

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 10	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
OUTCOMES		5.1.1, 5.2.1, 5.2.2, 5.5.3	5.1.1, 5.3.2, 5.5.3	5.3.1, 5.3.2, 5.4.1	5.1.1, 5.2.1, 5.2.2, 5.5.3
Syllabus Components	Component Weighting	HTML Tutorial and Web Page	Half Yearly Exam	Practical Project & Folio	Yearly Exam
TOTAL	100%	25%	20%	35%	20%



## Year 9 Mathematics

Head Teacher: Mrs Graham

Mathematics follows a Core-Paths structure, which is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5, meaning not all students will achieve every outcome listed below.

OBJECTIVES		OUTCOMES
<b>Working Mathematically</b>	Communicating Understanding and fluency Reasoning Problem solving	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
<b>Number and Algebra</b>	Financial mathematics Algebraic techniques Indices Equations Linear relationships Non-linear relationships Numbers of any magnitude Ratios and rates Polynomials Logarithms Functions and other graphs	<p>MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-FIN-C-02 solves financial problems involving compound interest and depreciation</p> <p>MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions</p> <p>MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)</p> <p>MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)</p> <p>MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)</p> <p>MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)</p> <p>MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction</p> <p>MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form <math>ax^3 = k</math> (Path: Adv)</p> <p>MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)</p> <p>MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools</p> <p>MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form</p> <p>MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)</p> <p>MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts</p> <p>MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts</p> <p>MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)</p> <p>MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures</p> <p>MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)</p> <p>MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Stn, Adv)</p> <p>MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)</p> <p>MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)</p> <p>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)</p>

OBJECTIVES		OUTCOMES
<b>Measurement and Space</b>	Pythagoras and trigonometry	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)
	Area and surface area	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)
	Volume	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)
	Properties of geometrical figures	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)
	Circle Geometry	MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
	Introduction to networks	MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
<b>Statistics and Probability</b>	Data analysis	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)
	Probability	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)

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 9	Term 2 Weeks 3-4	Term 3 Week 5	Term 4 Weeks 3-4
OUTCOMES		MA5-MAG-C-01, MA5-FIN-C-01	MA5-MAG-C-01, MA5-FIN-C-01, MA5-EQU-C-01	MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-RAT-P-01, MA5-ARE-C-01, MA5-VOL-C-01	All outcomes may be assessed
Syllabus Components	Component Weighting	Class Test	Half-Yearly Examination	Released Test	Yearly Examination
Concepts Skills and Techniques	50%	7.5%	15%	12.5%	15%
Reasoning and Communication	50%	7.5%	15%	12.5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>

\*Stage 4 outcomes may also be assessed as ongoing monitoring of concepts learnt in Mathematics

OBJECTIVES	OUTCOMES
Students will: develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	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 interpretation of musical notation and the application of different types of technology performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving	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
develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	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
value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening	5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 10	Term 2 Weeks 3-4	Term 3 Week 4	Term 4 Weeks 3-4
OUTCOMES		5.1, 5.3, 5.4, 5.5	5.7, 5.8, 5.9, 5.10	5.2, 5.4, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10
Syllabus Components	Component Weighting	Australian Music Performance and Composition	Australian Music Listening Examination	Music of a Culture Performance and Composition	Popular Music Performance and Listening Examination
Performance	40	10%		10%	20%
Composition	20	10%		10%	
Listening	40		20%		20%
TOTAL	100%	20%	20%	20%	40%

OBJECTIVES	OUTCOMES
Students: demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships	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 PD5-9 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
demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts	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
Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity	PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
enact and strengthen 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 develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others	PD5-9 assesses and applies self-management skills to effectively manage complex situations
develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity	PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
move with confidence, competence and creativity within and across various physical activity contexts	PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 8	Term 4 Weeks 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Topic Test	Task 3	Yearly Examination	Ongoing Practical
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

Artmaking

OBJECTIVES	AREA OF CONTENT	OUTCOMES
Students will: Develop knowledge and understanding and skills to <b>make photographic and digital works</b> informed by their understanding of practice, the conceptual framework and the frames	<b>Practice</b>	A student: 5.1. develops range and autonomy in selecting and applying photographic and digital conversations and procedures to make photographic and digital works
	<b>Conceptual framework</b>	5.2 makes photographic and digital works informed by their understanding of the function and relationships between artist-artwork-world-audience
	<b>Frames</b>	5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
	<b>Representation</b>	5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
	<b>Conceptual strength and meaning</b>	5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
	<b>Resolution</b>	5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and Historical Studies

OBJECTIVES	AREA of CONTENT	OUTCOMES
Students will: develop knowledge, understanding and skills to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames	<b>Practice</b>	A student: 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
	<b>Conceptual framework</b>	5.8 uses their understanding of the function of and relationships between artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
	<b>Frames</b>	5.9 uses the frames to make different interpretations of photographic and digital works
	<b>Representation</b>	5.10 constructs different critical and historical accounts of photographic and digital works

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	Term 4 Week 1
OUTCOMES		All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Task 4
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

## Year 9 Physical Activity and Sports Science (PASS) Head Teacher: Mr Panaioli

OBJECTIVES	OUTCOMES
Students 1. develop a foundation for efficient participation and performance in physical activity and sport	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
2. develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing	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
3. enhance the participation and performance of themselves and others in physical activity and sport	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
4. develop the personal skills to participate in physical activity and sport with confidence	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.

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Weeks 3-4	Ongoing
OUTCOMES		All	All	All	All	All
Syllabus Components	Component Weighting	Task 1	Task 2	Task 3	Yearly Examination	Ongoing
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>

OBJECTIVES	OUTCOMES
<p><b>Values and Attitudes</b> Students will</p> <ul style="list-style-type: none"> <li>● develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future</li> <li>● develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens</li> <li>● develop interest and positive, informed values and attitudes towards science and technology</li> <li>● recognise the importance and relevance of science and technology in their lives now and for their future</li> </ul>	<p>A Student</p> <p>SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.</p> <p>SC5-2VA shows a willingness to engage in finding solutions to science related personal, social and global uses, including shaping sustainable futures.</p> <p>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</p>
<p><b>Skills</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>● develop knowledge, understanding of and skills in applying the processes of Working Scientifically</li> <li>● develop knowledge, understanding of and skills in applying the processes of working technologically.</li> </ul>	<p>SC5-4WS develops questions or hypothesis to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies, scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>8C5-9WS presented science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>
<p><b>Knowledge and Understanding</b> Students will:</p> <ul style="list-style-type: none"> <li>● develop knowledge of the physical world, earth, space, living world, chemical; world, and understanding about the nature, development, use and influence of science.</li> <li>● develop knowledge of the natural environment through understanding the physical world, earth and space and the living world.</li> <li>● develop knowledge and understanding of the natural environment and the made environment through the material world.</li> <li>● develop knowledge and understanding of the made environment through built environments, information and products</li> </ul>	<p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applies in systems</p> <p>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</p> <p>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</p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>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</p>

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 6	Term 2 Weeks 3-4	Term 3 Week 6	Term 4 Weeks 3-4
OUTCOMES		SC5-15LW, SC5-14LW SC5-7WS, SC5-9WS	SC5-4WS, SC5-5WS SC5-7WS, SC5-9WS SC5-14LW, SC5-15LW, SC5-11PW	SC5-7WS, SC5- 9WS SC5-17CW	SC5-17CW, SC5-16CW SC5-11PW, SC5-15LW SC5-14LW, SC5-7WS
Syllabus Components	Component Weighting	Infectious Disease Pamphlet	Half Yearly Examination	Online Simulation Task	Yearly Examination
Skills in Working Scientifically	45%	10%	5%	20%	10%
Knowledge And Understanding	55%	10%	15%	5%	25%
TOTAL	100%	20%	20%	25%	35%



OBJECTIVES	OUTCOMES
<p><i>Students will develop:</i> knowledge and understanding of the properties and performance of textiles</p>	<p><i>A student:</i> TEX5-1 explains the properties and performance of a range of textile items TEX 5-2 justifies the selection of textile materials for specific end uses</p>
<p>knowledge and understanding of and skills in design for a range of textile applications</p>	<p>TEX5-3 explains the creative process of design used in the work of textile designers TEX5-4 generates and develops textile design ideas TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items</p>
<p>knowledge and understanding of the significant role of textiles for the individual consumer and for society</p>	<p>TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society</p>
<p>skills in the creative documentation, communication and presentation of design ideas</p>	<p>TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work</p>
<p>skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items</p>	<p>TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX5-11 demonstrates competence in the production of textile projects to completion</p>
<p>knowledge and skills to evaluate quality in the design and construction of textile items</p>	<p>TEX5-12 evaluates textile items to determine quality in their design and construction</p>

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4
DATE DUE		Term 1 Week 8	Term 2 Weeks 3-4	Term 3 Week 10	Term 4 Weeks 3-4
OUTCOMES		TEX5-5, TEX5-8, TEX5-10, TEX5-11 TEX5-12	TEX5-1, TEX5-3, TEX5-6	TEX 5-2, TEX5-4, TEX5-8, TEX5-9, TEX5-10, TEX5-11 TEX5-12	TEX5-3, TEX5-6, TEX5-7 TEX5-1
Syllabus Components	Component Weighting	Practical Project & Folio	Half Yearly Exam	Practical Project & Folio	Yearly Exam
TOTAL	100%	25%	20%	35%	20%

OBJECTIVES	Area of Content	OUTCOMES
<i>Students will:</i> 1. develop knowledge, understanding and skills to <b>make artworks</b> informed by their understanding of practice, the conceptual framework and the frames	<b>Practice</b>	<i>A student:</i> 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
	<b>Conceptual framework</b>	5.2 makes artworks informed by their understanding and function of relationships between artist-world-audience
	<b>Frames</b>	5.3 makes artworks informed by an understanding of how the frames affect meaning
	<b>Representation</b>	5.4 investigates the world as a source of ideas, concepts and subject matter in visual arts
	<b>Conceptual strength and meaning</b>	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
	<b>Resolution</b>	5.6 demonstrates developing technical accomplishment and refinement in making artworks

**Critical and historical studies**

OBJECTIVES	Area of Content	OUTCOMES
<i>Students will:</i> 2. develop knowledge, understanding and skills to <b>critically and historically interpret art</b> informed by their understanding of practice, the conceptual framework and the frames	<b>Practice</b>	<i>A student:</i> 5.7 applies their understanding of aspects of practice in critical and historical interpretations of art
	<b>Conceptual framework</b>	5.8 uses their understanding of the function of and relationships between the artist-artwork-world- audience in critical and historical interpretations of art
	<b>Frames</b>	5.9 demonstrates how the frames provide different interpretations of art
	<b>Representation</b>	5.10 demonstrates how art criticism and art history construct meanings

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
<b>DATE DUE</b>		Term 1 Week 10	Term 2 Weeks 3-4	Term 2 Week 9	Term 3 Week 10	Term 4 Week 1
<b>OUTCOMES</b>		5.1-5.6	5.7-5.10	5.1-5.6	5.7-5.10	5.1-5.6
<b>Syllabus Components</b>	<b>Component Weighting</b>	Body of Work and VAPD	Half Yearly Examination	Body of Work and VAPD	Research Task	Body of Work and VAPD
<b>Practice</b>	<b>60%</b>	20%		20%		20%
<b>Critical/ Historical study</b>	<b>40%</b>		20%		20%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

Students will be required to have a Visual Arts Diary to complete their work in.

OBJECTIVES	OUTCOMES
Students will develop knowledge and understanding of: the world of work	A student: WE5.1 analyses employment trends and changes in the nature of work WE5.2 analyses current workplace issues and their implications
roles of individuals and diverse organisations within the local and Australian community	WE5.3 examines the roles of diverse organisations within the Australian community WE5.4 evaluates the roles and responsibilities of individuals within the Australian community
the role of education, employment and training in planning and managing transitions	WE5.5 explains the roles of education, employment and training organisations WE5.6 assesses personal goals, attributes and values in the context of education, training and employment
skills related to workplace contexts, entrepreneurship and managing transitions	WE5.7 explains skill, attitudes and entrepreneurial behaviours in a range of contexts WE5.8 assesses options for career development and managing transitions
research and communication that relate to the world of work	WE5.9 selects and analyses relevant information from a variety of sources WE5.10 selects and uses appropriate forms to communicate information about the world of work for different audiences

YEAR 9 ASSESSMENT		TASK 1	TASK 2	TASK 3	TASK 4	PROGRESSIVE
DATE DUE		Term 1 Week 7	Term 2 Weeks 3-4	Term 3 Week 8	Term 4 Weeks 3-4	Progressive
OUTCOMES		WE5.1 WE5.2 WE5.7 WE5.9 WE5.10	ALL	WE5.3 WE5.4 WE5.5 WE5.6 WE5.9 WE5.10	ALL	ALL
Syllabus Components	Component Weighting	Skills Portfolio	Half Yearly Examination	Research Task	Yearly Examination	Bookwork/ Class Participation
The world of Work	20%	5%	5%		5%	5%
Role of people and organisations in the community	25%	5%	5%	5%	5%	5%
Role of education, training and life transitions	20%		5%	5%	5%	5%
Skills, values and attitudes that relate to the world of work	35%	5%	10%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>15%</b>	<b>25%</b>	<b>20%</b>

# GLENMORE PARK HIGH SCHOOL: N-AWARDS FLOWCHART

## YEAR 7, 8, 9

### REASON #A

#### LACK OF DILIGENCE & SUSTAINED EFFORT

INCLUDES: Extensive unexplained absence (under 85% attendance), classwork,

A: NOT followed the course developed or endorsed by the Board)

B: NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school)

C: NOT achieved some/all of course outcomes

### REASON #B

#### NON-COMPLETION OF ASSESSMENT TASK

INCLUDES: Can include plagiarism, non-serious attempt, or continued/deliberate avoidance of exams.

A: NOT followed the course developed or endorsed by the Board

B: NOT applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school

C: NOT achieved some/all of course outcomes

TEACHER TO ISSUE:	N AWARD: NON-COMPLETION 7-9 LETTER		
<ul style="list-style-type: none"> <li><input type="checkbox"/> CREATE a Sentral entry under Wellbeing: N Award: <b>Non completion</b> tab</li> <li><input type="checkbox"/> COMPLETE all boxes. Include task number, title, and weighting</li> <li><input type="checkbox"/> MARK entry as 'Further Action Required'.</li> <li><input type="checkbox"/> ATTACH/OUTLINE work to be completed AND/OR assessment task AND/OR notification of exam catch-up</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SET date for work/task to be completed to <u>at least</u> 3 weeks later (based on outcomes) OR set exam catch-up for nearest available opportunity.</li> <li><input type="checkbox"/> RECORD zero in Sentral mark book</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SELECT and EDIT the N Award Non-Completion 7-9 letter</li> <li><input type="checkbox"/> PRINT three copies and have them signed by HT and DP:</li> <li><input type="checkbox"/> GIVE copy 1 to student.</li> <li><input type="checkbox"/> MAIL copy 2 to parent/carer.</li> <li><input type="checkbox"/> FILE copy 3 in office for school records.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> TELEPHONE parent/carer to discuss</li> <li><input type="checkbox"/> MEETING with student to discuss</li> <li><input type="checkbox"/> ANNOTATE Sentral entry with conversation details</li> </ul>

**NON-ATTEMPT**  
WORK/TASK NOT COMPLETED (Within 2 weeks)

**2 WEEKS LATER**  
DETERMINE IF WORK/TASK HAS BEEN COMPLETED

**COMPLETED**  
WORK/TASK COMPLETED (Within 2 weeks)

**TEACHER TO REPEAT CONTACT PHASE**

- USE a **COURSE COUNT** for numbering letters. **DO NOT** use a task count.
- REFER to Head Teacher if assessment remains outstanding.

**TEACHER**

- CHANGE status of Sentral record for N-Award Warning to 'Completed' and 'Resolved'.

HEAD TEACHERS REVIEW SENTRAL N-AWARD NON-COMPLETION WARNINGS	DEPUTY PRINCIPAL
<ul style="list-style-type: none"> <li><input type="checkbox"/> CHECK N-Award Warnings for faculty each term, Weeks 5 and 10.</li> <li><input type="checkbox"/> CHECK that teachers in faculty have redeemed / referred on N-Award Warnings for students.</li> <li><input type="checkbox"/> Once a student has failed to redeem (combined) assessment tasks over 50%, coordinate a parent meeting to discuss the student's lack of progress in the course.</li> <li><input type="checkbox"/> SET up meeting with parents/carers, and student</li> <li><input type="checkbox"/> CREATE a plan to resolve the N Award Non-Completion letter(s)</li> <li><input type="checkbox"/> ANNOTATE Sentral entry with conversation details</li> <li><input type="checkbox"/> CHANGE status of Sentral Entry to RESOLVED</li> <li><input type="checkbox"/> REFER students with unresolved N Award Non-Completion Warning to the Deputy Principal for disciplinary action</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> DISCUSS concerns about student's progress with parents/carers, and student.</li> <li><input type="checkbox"/> ISSUE consequence for failing to meet course requirements.</li> </ul>



## Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

### Application for school-based Illness or Misadventure

If you are unable to complete an assessment task due to an illness or misadventure on or before the due date the school must be advised immediately. Where possible, it is best the school is notified before the due date.

Students seeking an extension or special consideration on the grounds of illness and/or misadventure must submit this completed application with a copy of the relevant documentation (e.g. Doctor's certificate) **on the first day of returning to school.**

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date school advised of illness/misadventure: \_\_\_\_\_ Person advised: \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART B: Class teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

##### Class Teacher Recommendation (Tick one)

I recommend this application be upheld:  I recommend this application not be upheld:

Comment:

Signature of Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART C: Head Teacher section

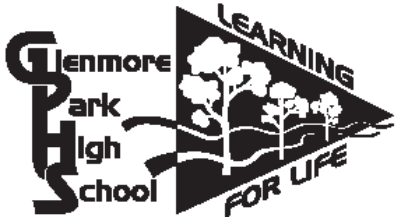
Action to be taken by the class teachers.

Provide an estimate based on all other assessment task  Student required to complete an alternate task

Extension granted until \_\_\_\_\_  Zero mark to be awarded for late submission

Other action: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



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Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

### Application for an Extension

Students seeking an extension must submit this completed application with a copy of the relevant documentation, a minimum of one week prior to the due date to the Head Teacher of the relevant faculty.

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_ Date Due: \_\_\_\_\_

Date school advised of extension request: \_\_\_\_\_ Person advised: \_\_\_\_\_

Student signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for the extension request:

#### PART B: Head Teacher section

This section must be completed by the class teacher **BEFORE** presenting this form to the subject Head Teacher.

##### Head Teacher Recommendation

I recommend this application be upheld

I recommend this application not be upheld

Comment:

Signature of Class Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

#### PART C: Class Teacher Action

Action to be taken by the class teachers.

Provide an estimate based on all other assessment task

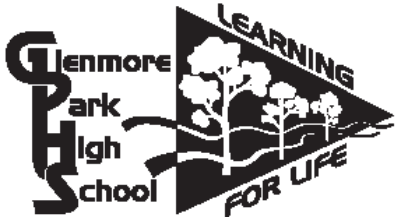
Student required to complete an alternate task

Extension granted until \_\_\_\_\_

Other action: \_\_\_\_\_

Signature of Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_  
Year 9 2024 Assessment Handbook



## Glenmore Park High School

Glenmore Parkway  
Glenmore Park NSW 2745  
Ph: 02 4733 0155  
Fax: 02 4733 0984

Email: glenmore-h.school@det.nsw.edu.au

### Application for an Appeal

This form must be submitted within **48 hours** of receiving a denial for an Illness-Misadventure or after receiving an N Determination Warning letter. Attach a copy of your original Illness-Misadventure request form and supporting documentation.

#### PART A: Student and parent request section.

This section must be completed by the student **BEFORE** presenting this form to your subject teacher.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course Name: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Date Set: \_\_\_\_\_

Date Due: \_\_\_\_\_

**Grounds for an Appeal:** Tick the appropriate category

- Denied an Illness-Misadventure Request
- Issued with a N Determination Warning letter
- Issued with a final N Determination in Course letter

Clearly state the reasons for seeking an appeal:

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#### PART B: Deputy Principal/Principal section

Things to consider: (Tick all that apply)

- Has the student submitted the appeal within 48 hours?       Student has a pattern of not meeting deadlines.
- Documentation to support application is attached       There were reasonable grounds for request denial

#### Decision

- Uphold the appeal       Reject the appeal

Reason:

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Signature of Deputy Principal/Principal: \_\_\_\_\_

Date: \_\_\_\_\_

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