St Clair High School

Courtesy, Consideration & Commonsense

Year 9

Assessment Policy & Schedules 2025

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This booklet contains essential information for students attempting courses in Year 10 2025.

This booklet:

- **specifies the assessment tasks and the weighting for each task**
- **provides a schedule of the tasks for each course**
- **outlines the school's assessment policies and procedures**

Please become familiar with this document and retain it for future reference.

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MESSAGE FROM THE PRINCIPAL

Dear Year 9,

You have commenced your studies in Stage 5 courses and are working towards achieving your Record of School Achievement (RoSA). A prerequisite to progress to Year 11 Preliminary HSC is the satisfactory completion of NSW Educational Standards Authority (NESA) requirements to achieve your RoSA.

This assessment book for Year 9 is provided to:

- assist you in understanding the role of assessment in your RoSA Course credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary, and
- assist you in planning and organising your time, by informing you of when assessment tasks are due.

You are advised to refer to NSW Education Standards Authority website for advice:

http://educationstandards.nsw.edu.au/

You need to ensure that you have read and understood the requirements so that you are aware of your responsibilities and those of the school with regards to assessment for your RoSA.

Your teachers, Year Advisers and Mentors will be there to assist you in the year ahead. Your family and friends are also part of this journey with you. Together with your teachers, they will form a support for you as you work through the many challenges of completing the RoSA.

The assessment schedules for every course outlined in this booklet are your guide to formal assessment.

Students who successfully complete their RoSA focus on three main things:

- attending school regularly
- allocating time to complete tasks and homework and submitting on time
- applying sustained and diligent effort

I encourage you to give yourself the best possible chance of a successful outcome by taking this advice on board and working consistently throughout the next two years in pursuit of your RoSA.

I wish you every success in the journey ahead.

Mrs J Tegart

Principal

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Definition

The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate (HSC). Section 94 of the *Education Act 1990* (NSW) sets out the eligibility requirements for the award of the Record of School Achievement (RoSA). The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, and the date of leaving school. NESA issue the formal RoSA credential to students who satisfy the eligibility requirements when they leave school and are nominated as a RoSA school leaver. Students who leave school before the completion of Year 10 are not eligible for the RoSA or Transcript of Study (Assessment Certification Examination Rules (ACE Rules Manual), 2024)

From the end of Year 10, students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online. The Student eRecord is an interim report, not a formal credential.

Purpose

The school-based assessment grades submitted by a school for each course are intended to indicate students' achievements at the end of the RoSA course.

The school-based assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the external examination
- multiple measures and observations made throughout the RoSA course rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (eg research, fieldwork or practical skills).

The assessment marks submitted by the school reflect **the knowledge and skills objectives of the course and the related outcomes**. Schools should not include measures of objectives and outcomes from the affective domain (ie values and attitudes) in their assessments. Assessments should not be influenced by factors such as student conduct.

Disability provisions have been designed to meet NESA's obligations under the Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005. Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Schools must ensure that students with disability can access and participate in education on the same basis as other students, as required under the Disability Standards for Education 2005. Through collaborative curriculum planning, the school must determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Disability provisions address students' exam needs impacted by one or more of the following categories of disability:

- learning, and/or
- medical, and/or
- vision, and/or hearing.
- are determined on the basis of functional evidence of impact and provide practical support for students with disability to access HSC exams, not to achieve potential. The practical support does not include any adjustments to marks in an exam. Students with disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Eligibility Requirements

According to ACE Rules Manual 2024 1.1.7, To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

a. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
b. participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
c. complied with any other regulations or requirements mandated by the Minister or NESA.

Assessment and Course Requirements

Students are expected to undertake ALL TASKS and CLASS ACTIVITIES in order to satisfactorily complete the course, whether they are part of an assessment schedule or not.
One of the conditions of completing a course satisfactorily is that students must "*apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"* (NESA, ACE Rules Manual 2024).

Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Your attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" Determination, which is regarded as having not satisfactorily completed the course.

Students not eligible for the RoSA

According to ACE Rules Manual 2024 1.1.11-14, Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA, for a **Transcript of Study**. Nominated students may download a Transcript of Study in Students Online from the end of Year 10.
The Transcript of Study outlines a student's:

a. completed 7–10 mandatory curriculum requirements
b. results for completed Stage 5 and/or Stage 6 courses, and
c. current enrolments in courses not yet completed.

To be eligible for a Transcript of Study, a student must:

a. have completed a minimum of one course of study, and
b. be nominated as a school leaver after Year 10.

Appealing NESA's decision to withhold the RoSA

Students wishing to appeal against NESA's decision to withhold the RoSA should email Student Support at studentsupport@nesa.nsw.edu.au. NESA's decision regarding any appeal is final (ACE Rules Manual 1.1.23 and 1.1.24)

Assessment of Achievement in Year 9

Assessment Tasks

In all courses, assessment tasks will be designed so that students can demonstrate their level of achievement of the outcomes of the course. There will be a variety of task types which may include formal examinations, practical tests, oral tests, research projects, process diaries, etc. appropriate for the outcomes being assessed. Assessment tasks will be adjusted where necessary to allow for learning difficulties and/or disability.

Issuing and Receiving this Assessment Policy and Assessment Notice

- All students receive their Assessment Policy for Year 9 early the school year during their Mentor session where explanation to students is made, and a signed receipt is kept.
- **With the exception of Formal Examinations, you will be notified in writing typically 14 calendar days of each of your Assessment Tasks.** This notice will include the nature of the task, outcomes, assessment criteria, marking guidelines and the date for its completion or submission. **If a student is absent for the issuing of 'notice', it is the student's responsibility to obtain the task information.** There will not be a staggered due date because of 'late' notice.
- A moratorium on the conduct of assessment tasks will be held for one week prior to any examination period.

Completion of Assessment Tasks at School

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task they must make these circumstances known to their class teacher and the appropriate Head Teacher **before** the day of the task. They must use the Illness/ Misadventure/ Application for Extension Appeal Process. They must ensure that arrangements have been made for them to complete the task or a substitute task. It is important that students attend ALL day on days with scheduled assessment tasks.

Students who are late for school must report to the office and obtain a late pass before attempting an assessment task. They must go through the Illness/ Misadventure/ Application for Extension Appeal Process.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed (e.g. sign that they are aware of the new date and time).

Submission of Assessment Tasks Completed at Home

Unless notified to the contrary, all assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day. Failure to adhere to the above necessitates the Illness/ Misadventure/ Application for Extension Appeal Process being accessed. Taking time off school to prepare assessment tasks on the due date is malpractice. It is a form of cheating. You will receive a **zero mark** for the task.

Students unable to be present at school on the day the task is due must submit the task before school on the next day they are at school

They may arrange for delivery of the task to the Front Office on the due day. The time of receipt of the task at the Front Office should be recorded on the task by the school assistant and the appropriate Head Teacher notified. The student must then go through the Illness/ Misadventure/ Application for Extension Appeal Process to receive any marks.

Receipt Process: Receiving Task Notice, Submission of Assessment Tasks and Assessment Tasks Completed in Class

Every Faculty at St Clair High School maintains an accurate register for (i) students' receipt of assessment notice and (ii) each assessment task submitted for assessment and (iii) assessment tasks completed in class. For examinations, a roll is taken in every examination session and submitted to the roll office from where it can then be checked. Student attendance slips are also completed before each examination and collected by supervising staff before being transferred to Faculties with completed papers.

Absence when task is notified

Whenever you are absent from school, it is your responsibility to ensure that you know what work has been missed and to catch up on that work.
The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.
If you have a prolonged absence, you may submit to the Principal an Application for Consideration/Extension.

Illness/Misadventure/Application for Extension Appeal Process

If any assessment task is missed, is overdue or late or any other anomaly arises, the Illness/ Misadventure/ Application for Extension Appeal Process MUST be followed.

If you cannot attend school on the day of an assessment task to submit it or complete the task in person because of a **valid** reason (illness or misadventure) you **must** do the following:

1. **Ring the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. **Collect an Illness/Misadventure Appeal form** from the Head Teacher of the subject/ course where you missed the task before school on the morning you return to school. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the appeal has been approved. YOU HAVE ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.
3. **Complete the Illness/ Misadventure Appeal form**, outlining your reasons and adding all documentation or evidence from a health professional or another relevant person e.g. counsellor or police officer. (In the case of **illness**, health professionals should describe the student's symptoms and describe how these symptoms could prevent the student's attendance at school to complete/submit an assessment task). A parent signature must be on each form before it is processed.
4. **Give the completed Illness/ Misadventure Appeal form to the relevant Head Teacher *before school on the next day after your parents have signed it.*** Discuss with the Head Teacher when you will do the task missed or a substitute task. You must be prepared to do the task or a substitute task on the day you return or at a time arranged by the Head Teacher. Return to school when you are best ready to perform well on such tasks as actual performance is the only valid measure – not potential performance ability. The result of your efforts on this task will depend on the success of your appeal. If it is not successful, a zero mark stands.
5. **The Head Teacher makes a written recommendation and transfers the completed Illness/ Misadventure form to the Deputy Principal for that year.** He/she attaches a copy of the medical certificate, notes it on the form and the student submits the original medical certificate to the Office.
6. **The relevant Deputy Principal meets** to discuss all appeals, liaising with Head Teachers where necessary.
7. **Head Teachers will be notified of the decision by the Deputy Principal. Students will be notified of the result of their appeal by the Head Teacher/Class Teacher**.
8. In the case of an unsuccessful appeal, the Class Teacher will notify the parents in writing (through an official NSW Educational Standards Authority letter) of the zero mark. If successful, the completed assessment task will be marked as usual and the mark will stand.

Appeal Results

Students should check with their Class Teacher/Head Teacher to confirm the result of their appeal.

Late Submission of an Assessment Task

If an assessment task is submitted 'late' (i.e. after the beginning five minutes of the first lesson in that subject on the due day), a z**ero mark** will be awarded. Students must then follow the Illness/ Misadventure/ Application for Extension Appeal Process. Students have ONE WEEK FROM THE DUE DATE OF THE TASK TO LODGE AN APPEAL.

Failure to Complete or Submit an Assessment Task

Where a task is not completed and there is no valid reason, parents will be notified initially via phone contact and then through an official NSW Educational Standards Authority (NESA) letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in this letter.

(All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.) If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Head Teacher will generate a substitute task upon their return or in exceptional circumstances and after consultation with the proven cases of undertaking or assisting in cheating or dishonest practices (e.g. copying another's work; using material from a source without reference to the source; plagiarism, particularly from websites; buying work; passing off the work of another including parents, tutors, friends, ex-students and relations as your own; breaching school examination rules; using non-approved aides) parents will be notified. If you facilitate cheating (e.g. providing your work to be 'looked at' or copied), you are cheating. The Illness/ Misadventure/ Application for Extension Appeal Process can be followed by the affected parties.

If your assessment task effort is deemed by the classroom teacher and Head Teacher to be non-serious you will receive **a zero mark** and parents will be notified. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by NESA. The Illness/ Misadventure/ Application for Extension Appeal Process can be followed by the affected parties.

Non-genuine attempts at tasks

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, a mark will not be recorded, and it will be treated in the same manner as a non-attempt of the task. A non-genuine attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and is the student's own work and has been done to the best of the student's ability.

Electronic Submission of Assessment Tasks

Instructions for electronic submission of assessment tasks will be clearly specified on the assessment task. The following rules apply:

1. All assessment tasks must be submitted at the **beginning** of the **first** timetabled lesson in that subject on the due day. Failure to adhere to any of the above necessitates the Illness/Misadventure Application Appeal Process being accessed. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE.** It is a form of cheating. You will receive a **zero mark** for the task.
2. The school will not be responsible for unreadable, unusable or virus infected files or media.
3. Electronic submissions will be checked via AI and Plagiarism detectors.
4. The school will only accept assessment tasks which are submitted in applications to which school staff have ready access, and in format which can be read by school the school's platforms (Google/Teams).
5. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
6. The school will not be responsible for the non-receipt or delay of emails. If submitting work by email, students must specifically request acknowledge by return email of the receipt of their work. Teachers will acknowledge receipt as soon as feasible. Students who do not receive a

receipt within a reasonable time should regard their work as not submitted and take appropriate action.

7. The school will make every endeavour to ensure the safe return of submitted media but cannot guarantee this.

Technology Problems

Computer or USB/disk malfunction (loss of data) needs to be safeguarded by you through backing up (either using USBs or Department cloud storage), print outs or paper drafts. You would attach these as evidence to any genuine case through The Illness/ Misadventure/ Application for Extension Appeal Process. Computer or USB/disk malfunction (loss of data) is not sufficient grounds for appeal on its own. Printer issues are not grounds for Appeal.

Procedures for Students in Danger of Not Meeting NESA Requirements of a Course

Students must make a genuine attempt at assessment To satisfactorily complete a course, students must also **follow the course** developed or endorsed by NESA; apply themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and **achieve some or all of the course outcomes**.

Students will be sent a copy (or over time, copies) of official NESA letters outlining the precise concerns and ways the student can redeem the situation. Absence from school will affect a student's ability to meet course completion criteria and these letters will indicate this impact. These letters will be presented as evidence to assist the Principal in determining whether a student is an 'N' or unsatisfactory student. Termly student reviews where a letter is sent or a parent interview is arranged may also alert students to the likelihood of an 'N' determination in a subject or subjects. Letters regarding the failure to meet course requirements are kept on student files.

Student Assessment Task Feedback

All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course.

Malpractice

NESA is authorised under sections 20A and 95 of the *Education Act 1990* (NSW) to:

- prepare and distribute to schools information relating to the conduct of exams and other forms of assessment
- determine rules and procedures for the conduct of exams
- consider all alleged breaches of exam rules found to have a case to answer and determine penalties
- consider all alleged malpractice cases found to have a case to answer and determine penalties.

As per NESA ACE Rules Manual 10.1.1:

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption (ICAC).

As per NESA ACE Rules Manual 10.1.1, Malpractice constitutes:

Misrepresentation:
Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

a) making up journal entries for a project, and/or
b) submitting falsified or altered documents, and/or
c) referencing incorrect or non-existent sources, and/or
d) contriving false explanations to explain work not handed in by the due date.

Plagiarism:
Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

a. copying someone else's work in part or in whole, and presenting it as their own, and/or
b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
c. building on the ideas or words of another person without appropriate acknowledgement, and/or
d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion:
Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

a. sharing answers to an assessment with other students, and/or
b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
c. contract cheating by outsourcing work to a third party, and/or
d. unauthorised use of artificial intelligence technologies.

Breach of exam conditions

All students undertaking exams must comply with the assessment conditions.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

a. Exam rules and procedures,

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Artificial Intelligence

NESA has developed a policy on the use of AI in schools. This policy falls under NESA's existing rules governing academic honesty and the use of external reference materials and sources in student work. Schools and school sectors remain responsible for policies concerning the use of AI in schools.

AI has implications for academic honesty (see NESA ACE Rules Manual 9022). Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately (see ACE 9023).

All students must complete All My Own Work (AMOW), or its equivalent, to be eligible for entry into a Preliminary and/or HSC course and for the award of the HSC. NESA has updated AMOW topics in, 2024 which includes a new topic covering ethical use of AI.

NESA also provides resources to support the teaching of correct source referencing. St Clair High School has practices in place ensuring that students have confidence that plagiarism controls will be fairly applied.

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI (see NESA ACE Rules Manual 9024). All work

should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that are not based on real data or events and false citations. This could compromise the quality of your submissions.

In cases where students are found to have misused Artificial Intelligence (AI) to manipulate or produce fraudulent work, the following will be actioned:

An investigation will be conducted by the St Clair High School Assessment Review Panel ideally comprised of three members of the school executive, external to the faculty in which the case has arisen. As per NESA ACE Rules Manual 9023, in the case of suspected malpractice, including the use of artificial intelligence (AI), students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- Providing evidence of an explaining the process of their work, which may include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding or skills.

The Assessment Review Panel will review each malpractice case on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. The Principal will impose a penalty appropriate to the seriousness of the offence which **may** include:

- a ***zero*** mark for the assessment.
- a deduction in marks
- N Warning Letter

An investigation that determines Al misuse was part of a broader pattern of academic dishonesty, further disciplinary actions may be taken in accordance with School and Department policies.

Cheating - If a student is found to be cheating (or assisting others to cheat) in any assessment task,

they will score ***zero*** for the task, parents/guardians will be informed, and the Principal or Head Teacher may take further action as appropriate.

Examinations - You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled, and you will be reported to the Principal. The Principal may determine that you received a zero mark for your examination paper.

Assessment Schedules

The assessment schedule included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get the best results. It is recommended that you go through your schedules and use your calendar listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

- Child Studies
- Commerce
- English
- Food Technology
- Geography
- History
- History Elective
- Industry Technology – Timber
- Mathematics Core
- Mathematics Paths
- Music
- Personal Development, Health and Physical Education
- Photography
- Physical Activity and Sports Studies (PASS)
- Science
- STEM
- Visual Arts
- Work Education

Child Studies – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Preparing for Parenthood Care Package and leaflet/brochure	**Newborn Care** Magazine Article	**Play and the Developing Child** Practical Project and Written Report	**Yearly Examination**	
Due Date : Term 1, Week 10	Due Date: Term 2, Week 6	Due Date: Term 4, Week 8	Due Date: Term 4, Week 5	
Outcomes assessed: CS5-8, CS5-11	Outcomes assessed: CS5-2, CS5-5, CS5-6, CS5-8	Outcomes assessed: CS5-4, CS5-5, CS5-8, CS5-9	Outcomes assessed: CS5-1, CS5-2, CS5-4, CS5-9, CS5-11, CS5-12	
25 %	**25 %**	**25 %**	**25 %**	**100**

Course Outcomes:

CS5-1 **I**dentifies the characteristics of a child at each stage of growth and development	**CS5-7** Discusses the importance of positive relationships for the growth and development of children
CS5-2 describes the factors that affect the health and wellbeing of the child	**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-3 analyses the evolution of childhood experiences and parenting roles over time	**CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment	**CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-5 evaluates strategies that promote the growth and development of children	**CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-6 describes a range of parenting practices for optimal growth and development	**CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Consumer & Financial Decisions Consumer & Financial Choice Topic Test	**The Economic & Business Environment in Our Economy** Company Research Task	**Investing** ASX (Australian Stock Exchange) Research Task	**Travel** Travel Itinerary Brochure	
Due Date: Term 1, Week 10	Due Date: Term 2, Week 5	Due Date: Term 3, Week 10	Due Date: Term 4, Week 5	
COM5-1, COM5-2, COM5-4, COM5-5	COM5-1, COM5-4, COM5-7	COM5-2, COM5-5, COM5-7, COM5-8	COM5-5, COM5-7, COM5-8, COM5-9	
25%	**25%**	**25%**	**25%**	**100**

Course Outcomes:

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

English – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Novel Study ALARM In-Class Writing Task	Half Yearly Exam	Shakespeare Multimodal Presentation	Yearly Exam	
Week 11, Term 1	As per school exam timetable	Week 9, Term 3	As per school exam timetable	
Outcomes assessed EN5-URB-01; EN5-ECA-01; EN5-ECB-01	Outcomes assessed EN5-RVL-01; EN5-URA-01; EN5-ECA-01	Outcomes assessed EN5-URA-01; EN5-URB-01; EN5-ECA-01	Outcomes assessed EN5-RVL-01; EN5-URA-01; EN5-URC-01; EN5-ECA-01	
20%	**30%**	**20%**	**30%**	**100**

Course Outcomes:

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

Food Technology – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Food Selection & Health Diet related disorders – Research and practical	**Food in Australia** Australian Cuisine - Magazine article	**Food Service & Catering** Design and produce an appetiser and dessert – Folio & Practical	**Yearly Examination** Multiple, choice, short answer and extended response	
Due Date : Term 1, Week 9	Due Date: Term 2, Week 7	Due Date: Term 3, Week 9	Due Date: Term 4, Week 5	
Outcomes assessed: FT5-1; FT5-2; FT5-6; FT5-7; FT5-8; FT5-9; FT5-10; FT5-11	Outcomes assessed: FT5-7; FT5-8; FT5-9	Outcomes assessed: FT5-1; FT5-5; FT5-9; FT5-10; FT5-11; FT5-12; FT5-13	Outcomes assessed: FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-12, FT5-13	
25 %	**25 %**	**25 %**	**25 %**	**100**

Course Outcomes:

FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product	FT5-8 Collects, evaluates and applies information from a variety of sources
FT5-2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food	FT5-9 Communicates ideas and information using a range of media and appropriate terminology
FT5-3 Describes the physical and chemical properties of a variety of foods	FT5-10 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-4 Accounts for changes to the properties of food which occur during food processing, preparation and storage	FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes
FT5-5 Applies appropriate methods of food processing, preparation and storage	FT5-12 Examines the relationship between food, technology and society
FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	FT5-13 Evaluates the impact of activities related to food on the individual, society and the environment
FT5-7 Justifies food choices by analysing the factors that influence eating habits	

Geography – Year 9

Task 1	Task 2	Task 3	Weighting %
Changing Places Report	Skills Task	Semester Examination	
Due Date: Week 7, Term 1	Due Date: Week 10, Term 1	Due Date: Week 5, Term 2	
Outcomes assessed GE5-2, GE5-3, GE5-8	Outcomes assessed GE5-7	Outcomes assessed GE5-1, GE5-2, GE5-5	
40%	**20%**	**40%**	**100**

Course Outcomes:

GE5-1 Explains the diverse features and characteristics of a range of places and environments	**GE5-5** Assesses management strategies for places and environments for their sustainability
GE5-2 Explains processes and influences that form and transform places and environments	**GE5-6** Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-3 Analyses the effect of interactions and connections between people, places and environments	**GE5-7** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues	**GE5-8** Communicates geographical information to a range of audiences using a variety of strategies

History – Year 9

Task 1	Task 2	Task 3	Weighting %
Source Based Assessment Task	Movement of People Extended Response	Semester Examination	
Due Date: Week 6, Term 3	Due Date: Week 10, Term 3	Due Date: Week 5, Term 4	
Outcomes assessed HT5-2, HT5-7	Outcomes assessed HT5-3, HT5-5, HT5-6	Outcomes assessed HT5-1, HT5-4, HT5-9	
30%	**35%**	**35%**	**100**

Course Outcomes:

HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia	**HT5-6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of 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	**HT5-7** Explains different contexts, perspectives and interpretations 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	**HT5-8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia	**HT5-9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-5 Identifies and evaluated the usefulness of sources in the historical inquiry process	**HT4-10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History Elective – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Source Analysis and In–Class Writing Task	Semester Examination	Historical Investigation	Semester Examination	
Due Date: Week 9, Term 1	Due Date: Week 5, Term 2	Due Date: Week 9, Term 3	Due Date: Week 5, Term 4	
Outcomes assessed: HTE5-7, HTE5-8	Outcomes assessed: HTE5-3, HTE5-10	Outcomes assessed: HTE5-1, HTE5-6,	Outcomes assessed: HTE5-4, HTE5-9	
25%	**25%**	**25%**	**25%**	**100**

Course Outcomes:

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry	**HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-2 examines the ways in which historical meanings can be constructed through a range of media	**HTE5-7** explains different contexts, perspectives and interpretations of the past
HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation	**HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities	**HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage	**HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

Industrial Technology Timber – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Research Assessment task- Hardwood, Soft wood, adhesives and abrasives	Project Assessment 1- Reverse Box project and folio	Project Assessment 2- Mug Tree project and folio	Yearly Assessment Task	
Due Date: Term 1 Week 7	Due Date: Term 2 Week 7	Due Date: Term 4 Week 2	Due Date: Term 4 Week 5	
Outcomes assessed: IND5-4	Outcomes assessed: IND5-1, IND5-3, IND5-4, IND5-7, IND5-8	Outcomes assessed: IND5-1, IND5-3, IND5-4, IND5-7, IND5-8, IND5-9	Outcomes assessed: IND5-1, IND5-4, IND5-7, IND5-9	
25%	**252%**	**25%**	**25%**	**100**

Course Outcomes:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies	IND5-6 identifies and participates in collaborative work practices in the learning environment
IND5-2 applies design principles in the modification, development and production of projects	IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications	IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects	IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Mathematics – Year 9: Core

Task 1	Task 2	Weighting %
Half-Yearly Examination: Numeracy and Calculation, Geometry and Networks, Analysing Data, Indices	Yearly Examination: Pythagoras' Theorem, Financial Maths, Algebra, Trigonometry, Probability, Equations, Coordinate Geometry	
Due Date: Term 2, Weeks 5-6	Due Date: Term 4, Weeks 5-6	
Outcomes assessed MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4-GEO-C-01, MA5-NET-P-01, MA5-DAT-C-01, MA5-DAT-P-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-IND-P-01	Outcomes assessed MAO-WM-01, MA4-PYT-C-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-ALG-C-01, MA5-ALG-P-01, MA5-TRG-C-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-LIN-P-01	
50%	**50%**	**100**

Course Outcomes:

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	MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts
MA4-INT-C-01 compares, orders and calculates with integers to solve problems	MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money
MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems	MA5-FIN-C-02 solves financial problems involving compound interest and depreciation
MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs	MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems	MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits	MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems
MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations	MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations
MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest	MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures	MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices	MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems

At end of each unit of work, the topic will be assessed according to the appropriate outcome(s). For information regarding approximate timing for completion of each unit and its specific outcomes assessed, please refer to the scope and sequence.

Mathematics – Year 9: Paths

Task 1	Task 2	Weighting %
Half-Yearly Examination: Numeracy and Calculation, Geometry and Networks, Analysing Data, Indices, Surds	Yearly Examination: Pythagoras' Theorem, Financial Maths, Products and Factors, Trigonometry, Probability, Equations, Coordinate Geometry	
Due Date: Term 2, Weeks 5-6	Due Date: Term 4, Weeks 5-6	
Outcomes assessed MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-RAT-C-01, MA4-GEO-C-01, MA5-NET-P-01, MA5-DAT-C-01, MA5-DAT-P-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-IND-P-01, MA5-IND-P-02	Outcomes assessed MAO-WM-01, MA4-PYT-C-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-TRG-C-01, MA5-TRG-C-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-P-01, MA5-LIN-C-02	
50%	**50%**	**100**

Course Outcomes:

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	MA5-FIN-C-02 solves financial problems involving compound interest and depreciation
	MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA4-INT-C-01 compares, orders and calculates with integers to solve problems	MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA4-FRC-C-01 represents and operates with fractions, decimals and percentages to solve problems	MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs	MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems
MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problems	MA5-TRG-C-02 (TRIGONOMETRY B) applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits	MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations
MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations	MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest	MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases	MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures	MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices	MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-IND-P-02 describes and performs operations with surds and fractional indices	MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts	
MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money	MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

At end of each unit of work, the topic will be assessed according to the appropriate outcome(s). For information regarding approximate timing for completion of each unit and its specific outcomes assessed, please refer to the scope and sequence.

Music – Year 9

Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Performance Perform as a class at the Harmony Day concert	Half Yearly Examination Examination of course work and content.	Composition Group arrangement task	Performance and analysis In-class performance and aural analysis	Yearly Examination Examination of course work and content.	
Due Date Term 1 Week 8	Due Date Term 2 Week 6	Due Date Term 3 Week 6	Due Date Term 3 Week 9	Due Date Term 4 Week 6	
Outcomes assessed MU5-PER-01	Outcomes assessed MU5-LIS-01, MU5-LIS-02	Outcomes assessed MU5-COM-01, MU5-LIS-01, MU5-PER-01, MU5-LIS-02	Outcomes assessed MU5-PER-01, MU5-PER-02, MU5-LIS-04	Outcomes assessed MU5-LIS-01, MU5-COM-01	
15%	**15%**	**25%**	**20%**	**25%**	**100**

Course Outcomes:

MU5-PER-01 performs repertoire with stylistic awareness and musical expression	MU5-LIS-02 uses listening skills to evaluate how the elements of music are manipulated and combined
MU5-PER-02 manipulates and combines the elements of music in performance to communicate musical ideas	MU5-COM-01 improvises, arranges or composes with stylistic understanding and musical expression
MU5-LIS-01 uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts	MU5-COM-02 manipulates and combines the elements of music to create musical ideas

Personal Development, Health & Physical Education – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Topic Test	Semester 1 Ongoing Practical Assessment	Semester 2 Ongoing Practical Assessment	Yearly examination	
Due Date: Term 1, Week 10	**Due Date:** Term 2, Week 4	**Due Date:** Term 3, Week 4	**Due Date**: Term 4, Week 5	
Outcomes assessed PD5-1, PD5-2	**Outcomes assessed** PD5-4, PD5-5	**Outcomes assessed** PD5-4, PD5-5	**Outcomes assessed** PD5-1, PD5-2, PD5-3, PD5-4, PD5-5, PD5-10, PD5-11	
25%	**25%**	**25%**	**25%**	**100**

Course Outcomes:

PD5-1 Assesses their own and others capacity to reflect on and respond positively to challenges.	PD5-7 Plans, implements and critiques strategies to promote, health, safety, wellbeing and participation in physical activity in their communities.
PD5-2 Researches and appraises the effectiveness of health information and support services available in the community.	PD5-8 Designs, implements and evaluates personalized plans to enhance health and participation in a lifetime of physical activity.
PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.	PD5-9 Assesses, applies self-management skills to effectively manage complex situations.
PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.	PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
PD5-5 Appraises and justifies choices of actions when solving complex movement challenges.	PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.
PD5-6 Critiques contextual factors, attitudes and behaviours to effectively health, safety, wellbeing and participation in physical activity.	

Photography – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Research Written Essay	Body of Work & Photography Process Diary	Body of Work & Photography Process Diary	Written Analysis	
Due Date Term 2 Week 3	Due Date Term 2 Week 4	Due Date Term 4 Week 3	Due Date Term 4 Week 4	
Outcomes assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Outcomes assessed 5.7, 5.8, 5.9, 5.10	Outcomes assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Outcomes assessed 5.7, 5.8, 5.9, 5.10	
25%	**25%**	**25%**	**25%**	**100**

Course Outcomes:

5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works	5.6 selects appropriate procedures and techniques to make and refine 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	5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning	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
5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works	5.9 uses the frames to make different interpretations of photographic and digital works
5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works	5.10 constructs different critical and historical accounts of photographic and digital works

Physical Activity and Sports Studies (PASS) – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Topic Test	Semester 1 Assessment Task	Semester 2 Assessment Task	Yearly examination	
Due Date: Term 1, Week 10	**Due Date:** Term 2, Week 4	**Due Date:** Term 3, Week 4	**Due Date**: Term 4, Week 5	
Outcomes assessed PASS5-1, PASS5-2	**Outcomes assessed** PASS5-6, PASS5-5	**Outcomes assessed** PASS5-2, PASS5-7	**Outcomes assessed** PASS5-2, PASS5-7, PASS5-1, PASS5-9, PASS5-10	
25%	**25%**	**25%**	**25%**	**100**

Course Outcomes:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform	PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-2 analyses the benefits of participation and performance in physical activity and sport	PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport	PASS5-9 performs movement skills with increasing proficiency
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives	PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.
PASS5-5 demonstrates actions and strategies that contribute to active participation and skillful performance	
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport	

Science – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Atoms and Nuclear Energy Topic Test	Half-Yearly	Practical Exam	Yearly Exam – 1 hr	
Term 1 **Week 7**	Term 2 **Week 5**	Term 3 **Week 6**	Term 4 **Week 5** During exam period	
SC5-7WS SC5-16CW	SC5-10PW, SC5-12ES SC5-9WS	SC5-11PW, SC5-6WS	SC5-14LW, SC5-17CW	
Know 10% Skills 15%	*Know 10% Skills 15%*	*Know 5% Skills 20%*	*Know 15% Skills 10%*	**100**

Course Outcomes:

SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-14LW	Analyses interactions between components and processes within biological systems
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Discuss the importance of chemical reactions in the production of a range of substances and the influence of society and the development of new materials
SC5-12ES	Describe changing ideas about the structure of the Earth and the universe to illustrate how models , theories and laws are refined overtime by the Scientific community.

STEM – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
STEM Challenges Portfolio	Half Yearly Examination	Portfolio of Mini Projects - Project Based Learning	Yearly Examination	
Due Date Term 1 Week 10	Due Date Term 2 Examination Period	Due Date Term 3 Week 10	Due Date Term 4 Examination Period	
Outcomes assessed ST5-1 ST5-2 ST5-3	Outcomes assessed ST5-5	Outcomes assessed ST5-3 ST5-4 ST5-6	Outcomes assessed ST5-5	
30%	**20%**	**30%**	**20%**	**100**

Course Outcomes:

ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Visual Arts – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Artmaking	Critical/Historical Study	Artmaking	Critical/Historical Study	
Due Date Term 2 Week 2	Due Date Term 2 Week 5	Due Date Term 4 Week 2	Due Date Term 4 Week 5	
Outcomes assessed 5.4, 5.5, 5.6	Outcomes assessed 5.7, 5.8, 5.9, 5.10	Outcomes assessed 5.1, 5.2, 5.3	Outcomes assessed 5.7, 5.8, 5.9, 5.10	
30%	**20%**	**30%**	**20%**	**100**

Course Outcomes:

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

Work Education – Year 9

Task 1	Task 2	Task 3	Task 4	Weighting %
Workplace Strategies – Case Study	Workplace issues research report	Job Search, Cover Letter & Resume	End of course examination	
Due Date: Week 8, Term 1	Due Date: Week 8, Term 2	Due Date: Week 8, Term 3	Due Date: Week 5, Term 4	
Outcomes assessed: WE4-2, WE4-4, WE4-8.	Outcomes assessed: WE4-1, WE4-3, WE4-9.	Outcomes assessed: WE4-6, WE4-7, WE4-8, WE4-10.	Outcomes assessed: WE4-1, WE4-2, WE4-3, WE4-5.	
25%	**25%**	**25%**	**25%**	**100**

Course Outcomes:

WE4-1. Describes different types of work and employment options.	**WE4-6**. Explains personal goals, attributes and values to inform choices and career pathway plans.
WE4-2. Recognises appropriate behaviours and protocols in diverse work contexts.	**WE4-7**. Identifies skills, attributes and entrepreneurial behaviors for effective participation in work and society.
WE4-3. Identifies the range of organisations within their local community	**WE4-8**. Identifies skills related to career development and managing transitions.
WE4-4. Describes the roles and responsibilities of individuals within the local community.	**WE4-9**. Uses relevant information from a variety of sources.
WE4-5. Describes the purpose of education, employment and training organisations.	**WE4-10**. Selects and uses appropriate forms to communicate information about the world of work.

Individual Assessment Calendar

Term 1

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
1					Staff Development Day	
2	Staff Development Day	Staff Development Day	Staff Development Day			
3						
4						
5						
6						
7						
8						
9						
10						
11						
	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar

Term 2

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
1	Staff Development Day	Staff Development Day				
2						
3						
4						
5						
6						
7						
8						
9						
10						
	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar

Term 3

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
1	Staff Development Day					
2						
3						
4						
5						
6						
7						
8						
9						
10						
	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays
	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	School Holidays

Individual Assessment Calendar

Term 4

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
1	Staff Development Day					
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

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