

NOWRA HIGH SCHOOL



YEAR 9

ASSESSMENT BOOKLET

2024

WISDOM THROUGH KNOWLEDGE

LEARNING

RESPECT

RESPONSIBILITY

SAFETY

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- b. Satisfactory completion explained
- c. Assessment explained
- d. Non-completion of task or late submission
- e. Absence: Illness and/or misadventure
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Information for Students

The following information is provided with the aim of supporting students through their schooling experience. Please aim to become familiar with, and adhere to, the policy requirements outlined in the assessment booklet that is relevant to the schooling year that you are in. Typical questions asked by students and parents regarding requirements are set out below:

A. What must I do to satisfactorily complete a subject?

The NSW Education Standards Authority (NESA) says that to satisfactorily complete a subject you must have:

- (a) Followed the course developed or endorsed by NESA and
- (b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- (c) Achieved some or all of the course outcomes

B. So what does this actually mean?

This means, you must do the following things in each of your subjects:

- Attend classes to a satisfactory level in each subject,
- Attempt all classwork and homework to a satisfactory level,
- Make a genuine attempt at assessment tasks, which together add up to **more than** 50% of the available assessment tasks in each subject (completing assessment tasks worth exactly 50% is NOT enough)

C. What will my assessment tasks look like?

Schools are required by (NESA) to set tasks which will be used to measure your performance in all the components of a course, not just those which can be measured in an examination. This means that assessment tasks are designed in different ways, to measure your performance against the outcomes specified within the syllabus for each course. As such, assessment tasks may take various forms, such as: fieldwork, research skills, laboratory tasks, extended essays, multi-modal presentations, oral work and/or project work etc.

D. What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?

- a) You will lose **25%** per day of the total assessment mark for each school day you fail to hand in your assessment.
- b) If the assessment task is not completed after **4** school days, you will receive a zero mark
- c) You will still be required to complete the assessment task,
- d) An 'N-Warning – Non-Completion of Course' letter will be sent home. This letter will outline what you need to do to resolve the situation. This might include completing an assessment that you failed to hand in, catching up on the work you have missed through absence, or because of an unsatisfactory attempt or non-completion of coursework. This letter will have a new due date for the completion of the required task. You should complete the task by this new due date,
- e) If the task is not completed you will receive another N-Warning with a new due date for completion,
- f) Once this second letter is sent home, you are required to contact the Head Teacher of the faculty and negotiate a suitable way of resolving the issue.
- g) If you *still* don't resolve the situation, you risk receiving an '**N-Determination**' (Non-completion of course requirements) for that subject.
- h) Upon the satisfactory completion of the assessment task, within the specified time period outlined in the N-Warning letter, the task will be marked, and feedback given.

E. What do I do if I am absent on the day an assessment task is due or is to be completed?

It is your responsibility to submit tasks by the due date. In the case of unexpected illness or exceptional circumstances, application for leave (with the appropriate corroborating evidence such as a medical certificate) may be made to the Deputy Principal (DP), after the date set down for the assessment task. The Deputy Principal will advise you to approach the Head Teacher (HT) concerned, to arrange the time for you to complete the assessment task. You should aim to

arrange to complete missed assessment tasks **on the day that you return to school.**

If you are absent, you must:

- (a) **Ring** the school to notify of your absence on the morning of the day of the task or the due date. You should aim to speak directly with your classroom teacher or the Head Teacher of the faculty.
- (b) If the task is a '**Take Home Task**' you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at nowra-h.school@det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures, which may require you to hand it in on the morning of the day you return.
- (c) If the task is an '**Examination or Practical Task**' you are to complete the form '**Appendix 1: Assessment Missed Due to Illness/Misadventure**'. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. Attach your supporting documentation, such as a medical certificate to this form. Hand the completed form to the Head Teacher of the subject from which the assessment task was missed as soon as you return to school – even if you don't have that particular subject on the day you return. Once signed and completed by the Head Teacher, take this form to your DP for sign-off. You will be required to sit the task, or a substitute task, at the soonest possible date as arranged between you and the Head Teacher (this could be a lunch time). Where the task is difficult to duplicate, the Principal may authorise the use of an estimate based on the evidence provided.
- (d) If there are exceptional circumstances, the Head Teacher and Deputy will discuss if there are valid grounds for an estimate to be granted and will make a recommendation to, and seek approval from, the Principal, to authorise the use of an estimate based on the evidence provided.

NOTE: It is not acceptable to miss timetabled classes on the day an assessment task is due, in order to complete the assessment task. If you are absent on the day of an assessment task, you must still complete a '**Appendix 1: Assessment Missed Due to Illness/Misadventure**' form. Valid documentation, such as a medical certificate, must be provided for absence from school on the day of an assessment task. It is unfair to other students if you miss classes in order to complete an assessment task and you risk receiving a zero mark.

NOTE: Computer or printing problems are NOT considered valid reasons for failure to hand in an assessment task on the due date. Where practical, tasks completed at home should be uploaded into the teacher's Google classroom or emailed to the school.

F. What if I will be attending a school event or am involved in other school related activities?

If you will be absent, you must:

- (a) **BEFORE** the scheduled assessment task is due **complete the form** '**Appendix 2: Assessment To Be Missed Due to School/Other Business**'. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. To complete this form, you are required to meet with EACH of your teachers and Head Teachers to make arrangements regarding missed classwork or assessments. They will discuss the requirements for submission with you and will write these on the form, sign the form and return it to you. Once each Head Teacher has signed the form you are then required to take it to your Deputy for application for approval.
- (b) If the task is a '**Take Home Task**' you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at nowra-h.school@det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures, which may require you to hand it in on the morning of the day you return.

- (c) If the task is an **'Examination or Practical Task'** you should expect to be asked to either submit or sit the task on a day PRIOR to your planned leave. You may be provided with or asked to sit a substitute task. The Head Teacher and classroom teacher will arrange with you an alternate designated date and time, (this could be a lunch time). If exceptional circumstances apply, the Deputy may determine that there are valid grounds for an estimate and may make a recommendation to the Principal for approval to be granted, for example, if the missed task is difficult to duplicate.

NOTE: If the leave is over an extended period for participation in the entertainment industry, elite sports or elite arts, see Section (F) below:

G. What if I am planning to take extended leave during the school term?

If the leave is for **family reasons**, for example, your family is planning to have a holiday during the school term, you should be aware that the NSW Department of Education does not support leave for students outside of the designated term breaks, however, under exceptional circumstances the Principal may give approval for leave for 5 days or more.

If you are taking family leave you are required to make application through the front office school administration and complete the form called **'Application for Extended Leave: Travel'**. You are also required to complete **'Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with each of your teachers and make arrangements regarding missed class work or assessments and follow the process outlined in Sections D and E above. The 'Application for Extended Leave: Travel' form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you on your travels.

If the leave is for **elite sports or performing arts representation**, you are required to make application through the front office school administration and complete the form called, **'Application for Exemption from attendance/enrolment at school'** which allows you to apply for an exemption. See your Deputy to discuss your circumstances and the arrangements. You are also required to complete **'Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with EACH of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above or if you are unable to complete the task, the Principal is able to authorize that an estimate is granted because of the exceptional circumstances. The application form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you whilst on leave.

H. What if I am suspended at the time an assessment task is due?

If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date. You must:

- (a) Arrange for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and teacher's or Head Teacher's name.
- (b) Submit the task by uploading it into the teacher's Google classroom or
- (c) email the school at nowra-h.school@det.nsw.edu.au

If the task is an in-class assessment (for example, a test), you will be required to sit the task, or a substitute task, at the soonest possible date upon your return, as arranged between you and the Head Teacher (this could be a lunch time). If there are valid grounds for exceptional circumstances, you may be granted consideration for you to receive an estimated mark.

I. Do assessment tasks contribute towards my reports?

Yes. School-based assessment, as indicated in your assessment booklet, is used throughout the year to allocate a mark and grade for the purpose of reporting.

J. How much warning should I be given about an upcoming task?

The school policy states that you should be given a minimum of at least 5 school days notification. You should receive this in writing.

K. What happens if the assessment booklet says a task is due, but the class has not received a notification of the task?

- a) Ask your teacher, or the Head Teacher, about it immediately,
- b) Your classroom teacher is to provide you with a written notification if the due date for an assessment task changes from the due date set down in the assessment booklet.

L. What am I required to do during assessment tasks?

The following rules laid down by NESA should be adhered to. They apply to ALL assessment tasks conducted at NHS, including 'In-School Assessment Tasks', which may include 'End of Course Examinations'. An 'In-School Assessment Task' may take the form of a written task, class essay, practical work, field work, oral presentation or report, skills test, topic test, open book test, examination, etc. When undertaking assessment tasks, you should conduct yourself in an acceptable manner. This means:

You **MUST**

- Follow the supervisor's instructions
- Behave in a polite and courteous manner towards the supervisor and other candidates

You **MUST NOT:**

- Attempt to view your phone during an assessment task
- Eat in a room when an examination or assessment is taking place.
- Speak to any person other than the supervisor during the examination or assessment task
- Behave in any way likely to disturb the work of other candidates or upset the conduct of the task
- Attend an assessment task or examination while under the influence of alcohol or illegal drugs. Take into the assessment room, or the room where the examination is being conducted, any books, notes or equipment other than those specified prior to the task.
- Cheat, or in any other way behave dishonestly during an assessment or examination.

NB: If you do not comply with these rules, your paper may be cancelled, and you will receive a zero mark. 'In-School' assessments will also receive a 'Letter of Concern'. See Sections A, B and C above and Section M below

M. What should I do if I feel the assessment task should be reviewed after it has been marked?

Complete a copy of the form '**Appendix 3: Assessment Appeal**' and return it to your Deputy Principal. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal.

Marks gained in assessment tasks can only be queried at the time the tasks are returned to you.

Any review undertaken of a specific assessment task will NOT look at marks awarded. Rather, the review will consider if the assessment task and processes were appropriate.

N. NHS YEAR 7-10 ACADEMIC MALPRACTICE POLICY [published 2017]

The following policy is to be read in conjunction with supporting documents in the ACE Manual at: <https://ace.nesa.nsw.edu.au/>

Nowra High School is committed to providing an educational approach to academic integrity, through support and guidance, to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful way, are accountable for their actions, and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, this will result in students **receiving a zero mark for the task**.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes: https://www.turnitin.com/login_page.asp?lang=en_us or <https://searchenginereports.net/plagiarism-checker/> or <http://smallseotools.com/plagiarism-checker/>

1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct.

Academic malpractice incorporates but is not limited to dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.

Academic malpractice includes but is not limited to the following:

1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either.

- a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
- b) Communicates or attempts to communicate with peers;
- c) Copies or attempts to copy from peers;
- d) Falsifying explanations to explain work not handed in (including medical certificates).

1.2 Fabrication of results includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

1.3 Plagiarism occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. [Unless advised otherwise by the Faculty issuing the assessment task, students should use the school web-link shown in 'Appendix 4: Referencing' which applies the Harvard Referencing Guide. This category of academic malpractice includes but is not limited to;

- a) collusion; preparing work with one or more students or in a group and presenting this work as their own which can include;
 - Preparing a piece of work together;
 - Determination of methods/approach to an assessment task;
 - Distribution of questions and/or answers for completed assessment tasks.
- b) obtaining or requesting a piece of work, which is not a student's own and representing it as if it were, by:
 - Engaging the use of commercial services including the internet for pre-written or specially prepared work;
 - Use of another person's work for example a peer or person who is not a member of the school.
- c) self-plagiarism, reusing your own work previously submitted in another assessment task;

- d) paraphrasing a paper either in electronic or printed form, without appropriate citation;
- e) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;
- f) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

2. Inadvertent or intentional academic malpractice

On occasion, a student that plagiarises may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the student to seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, the student will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero**. Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task**.

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences outlined below.

3. Consequences of Academic Malpractice

- a) If you are guilty of academic malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.
- b) Although you will receive no marks, you will need to resubmit the task in order to meet NESA requirements for the satisfactory completion of the course.
- c) Your parents/carers will be informed.
- d) Repeated instances of academic malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

This policy was created in consultation with NESA and various university policies on academic malpractice.

O. Principal's Decision

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

P. Where to Get Advice

Students who require information on assessment tasks are advised to see classroom teachers, Subject Coordinators and Head Teachers first, and then consult with the Deputy Principal in charge of your year group.

For advice in relation to all other matters, students can seek assistance from your Year Adviser, the Careers Adviser and/or the Deputy Principal for your year group.

Students can find further information at NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

Q. Summary of Student Responsibilities

It is your responsibility to:

- a) Refer to this booklet and the school's website throughout the year.
- b) Familiarise yourself with NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
- c) Ensure you refer to the assessment schedule for EACH course you are studying and that you are aware of specific course requirements.
- d) Be aware of the assessment policies and procedures of Nowra High School as detailed in this booklet and abide by them.
- e) Make a genuine attempt at all assessment tasks.
- f) Ensure that you conduct yourself in a manner that does not interfere with the progress of other students.

Aboriginal Studies

Year 9 Course Assessment

COURSE DESCRIPTION:

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal peoples of Australia, their cultures, and lifestyles. All students can develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness. Students can develop an appreciation of the unique values of Aboriginal peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. The study of the local community and other Aboriginal communities is important in developing an understanding of the diversity of Aboriginal peoples and communities. Students develop recognition of the fundamental importance of land and spirituality to all Aboriginal peoples. They also develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people.

Assessment Schedule and Weightings

Nature of Task	Task 1 Aboriginal Identities - Communication Task	Task 2 Portfolio of Learning – Class Activities	Task 3 Changing Cultural Expressions - Research Task	Weighting %
Timing	Week 10 Term 1	Ongoing	Week 4 Term 4	
Outcomes	AST5 – 1, AST5 – 4, AST5 – 10, AST5 - 11	AST5 – 1, AST5 – 2, AST5 – 3, AST5 – 4, AST5 – 5, AST5 – 6, AST5 – 7, AST5 – 8, AST5 – 9, AST5 – 10, AST5 – 11	AST5 – 1, AST5 – 4, AST5 – 10, AST5 – 11	
Component				
Knowledge and Understanding	5%	15%	10%	30%
Research and Inquiry Skills	10%	10%	20%	40%
Communication	10%	10%	10%	30%
Weighting %	25%	35%	40%	100%

Outcomes

A student develops the skills to:

AST5 -1	describes the factors that contribute to an Aboriginal person's identity
AST5 - 2	explains ways in which Aboriginal Peoples maintain identity
AST5 - 3	describes the dynamic nature of Aboriginal cultures
AST5 - 4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5 - 5	explains the importance of families and communities to Aboriginal Peoples
AST5 - 6	explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5 -7	assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5 - 8	analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5 - 9	analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
AST5 - 10	identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5 - 11	selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Agricultural Technology

Year 9 Course Assessment

COURSE DESCRIPTION: Agriculture and its associated industries contribute significantly to Australia's economic, social and cultural development and influence Australia's prosperity through investment, employment of skilled workers, consumption of products from other sectors of the economy, and export of raw products and processed goods. The continued viability of Australian agriculture can be strengthened through the careful management of long-term issues relating to the sustainability of agricultural systems including environmental impact and evolving economic and social factors.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Garden Task	Weed Collection	Half Yearly Quiz	Cows Create Careers	Yearly Examination	
Timing	Week 5, Term 1	Week 8, Term 1	Week 4, Term 2	Week 7, Term 3	Week 3, Term 4	
Outcomes	4, 13, 14	8, 9, 12	1, 2, 3, 6, 8,	1, 3, 4, 9, 10, 11, 12	1, 2, 3, 7, 8, 9	
Component						
Knowledge & Understanding (Agricultural Systems)			10%	5%	25%	40%
Knowledge & Skills (Agricultural Production)	15%		5%	5%		25%
Sustainable practices in Agriculture		5%		5%	5%	15%
Skills in Agriculture		15%		5%		20%
Weighting %	15%	20%	15%	20%	30%	100%

Outcomes

A student develops the skills to:

AG5-1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
AG5-2	explains the interactions within and between agricultural enterprises and systems
AG5-3	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
AG5-4	investigates and implements responsible production systems for plant and animal enterprises
AG5-5	investigates and applies responsible marketing principles and processes
AG5-6	explains and evaluates the impact of management decisions on plant production enterprises
AG5-7	explains and evaluates the impact of management decisions on animal production enterprises
AG5-8	evaluates the impact of past and current agricultural practices on agricultural sustainability
AG5-9	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10	implements and justifies the application of animal welfare guidelines to agricultural practices
AG5-11	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
AG5-12	collects and analyses agricultural data and communicates results using a range of technologies
AG5-13	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	demonstrates plant and/or animal management practices safely and in collaboration with others

Child Studies

Year 9 Course Assessment

COURSE DESCRIPTION: The aim of the *Child Studies Content Endorsed Course Years 7–10 Syllabus* is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting %
	Study	Research	Study	Assignment	
Timing	Term 1 week 8	Term 2 week 6	Term 3 week 9	Term 4 week 6	
Outcomes	CS-5-5, CS-5-7, CS-5-8< CS-5-9, CS-5-11, CS-5-12.	CS-5-1, CS-5-2, CS-5-5, CS-5-8, CS-5-11.	CS-5-3, CS-5-6.	CS-5-2, CS-5-9, CS-5-12.	
Component	Preparing for Parenting-Nursery task	Conception to birth-research task	Family interactions practical application	Newborn care-Examinations	
Knowledge and Understanding	15%	25%		25%	65%
Presented ideas			15%		15%
Quality Projects Skills	10%		10%		20%
Weighting %	25%	25%	25%	25%	100%

Outcomes

A student develops the skills to:

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

Commerce

Year 9 Course Assessment

COURSE DESCRIPTION: Commerce is a dynamic and contemporary subject that provides young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Assessment Schedule and Weightings

Nature of Task	Task 1 Consumer and Financial Decisions Research Task	Task 2 Portfolio of Learning	Task 3 Running a Business Task	Weighting %
Timing	Week 10 Term 1	Ongoing	Week 4 Term 3	
Outcomes	COM5-1, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-7, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-6, , COM5-8, COM5-9	
Component				
Knowledge and Understanding	5%	15%	10%	30%
Research, Problem-Solving and Decision-Making Skills	15%	10%	15%	40%
Communication	10%	10%	10%	30%
Weighting %	30%	35%	35%	100%

Outcomes

A student develops the skills to:

COM5-1	apply consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyse the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examine the role of law in society
COM5-4	analyse key factors affecting decisions
COM5-5	evaluate options for solving problems and issues
COM5-6	develop and implement plans designed to achieve goals
COM5-7	research and assess information using a variety of sources
COM5-8	explain information using a variety of forms
COM5-9	work independently and collaboratively to meet individual and collective goals within specified timeframes

Drama

Year 9 Course Assessment

COURSE DESCRIPTION: Students will develop skills in making drama through improvisation and playbuilding, and through interpreting, creating and enacting scripts and texts. They enter the collaborative process of devising drama through exploring and refining ideas and shaping their work using traditional and innovative dramatic structures. They will develop skills in using a range of dramatic devices and performance techniques to create and perform original and engaging work. They will use dramatic forms, performance styles, dramatic techniques and theatrical conventions to shape dramatic meaning.

Assessment Schedule and Weightings

Nature of Task	TASK 1 Greek Theatre: Chorus Performance and analysis	TASK 2 Commedia dell'Arte: Performance	TASK 3 Elements of Production: Design Portfolio	TASK 4 Children's Theatre: Playbuilt performance	Weighting %
Timing	Week 11, Term 1	Week 7, Term 2	Week 7, Term 3	Week 4, Term 4	
Outcomes	5.1.4, 5.2.1, 5.2.2, 5.3.2, 5.3.3	5.1.1, 5.1.3, 5.2.1	5.2.2, 5.2.3, 5.3.1	5.1.2, 5.1.3	
Component					
Making		10%	20%	10%	40%
Performing	15%	15%		10%	40%
Appreciating	10%		10%		20%
Weighting %	25%	25%	30%	20%	100%

Outcomes

A student develops the skills to:

5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

English

Year 9 Course Assessment

COURSE DESCRIPTION: Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected. Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics. Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts. Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Assessment Schedule and Weightings

Nature of Task	Task 1 Progress Task	Task 2 Half Yearly Examination	Task 3 Yearly Examination	Task 4 Analytic Task	Weighting %
Timing	Week 4, 6 & 8 Term 1	Week 4 Term 2	Week 1 Term 3	Week 10 Term 3	
Outcomes	EN5-RVL-01, EN5-URC-01, EN5-URA-01, EN5-ECA-01, EN5-URB-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01	EN5-RVL-01, EN5-URA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	
Component					
Unit: The Study of Genre	30%				30%
Unit: The Institution and the Individual Experience		20%			20%
Unit: Protest			20%	30%	50%
Unit: Love & Hate - Introduction to Shakespeare					
Weighting %	30%	20%	20%	30%	100%

Outcomes**A student develops the skills to:**

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

English

Year 9 Enrichment Course Assessment

COURSE DESCRIPTION: Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected. Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics. Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts. Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Assessment Schedule and Weightings

Nature of Task	Task 1 Creative Writing & Reflection	Task 2 Half Yearly Examination	Task 3 a) Yearly Examination	Task 4 Analytic Task	Weighting %
Timing	Week 9 Term 1	Week 3 Term 2	Week 1 Term 3	Week 10 Term 3	
Outcomes	EN5-RVL-01, EN5-URC-01, EN5-URA-01, EN5-ECA-01, EN5-URB-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01	EN5-RVL-01, EN5-URA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	
Component					
Unit: Genre Study	30%				30%
Unit: Literary Study		20%			20%
Unit: Novel Study/Protest			20%	30%	50%
Unit: Shakespearean Adaptations					
Weighting %	30%	20%	20%	30%	100%

Outcomes

A student develops the skills to:

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

Food Technology

Year 9 Course Assessment

COURSE DESCRIPTION: The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Assessment Schedule and Weighting

Nature of Task	Task 1 Assignment	Task 2 Practical	Task 3 Project Based Learning	Task 4 Practical	Weightings %
Timing	Week 8, Term1	Week 6, Term2	Week 9, Term3	Week 4, Term 4	
Outcomes	FT-5-8, FT-5-7, FT-5-9	FT-5-11, FT-5-6, FT-5-13	FT-5-2, FT-5-10, FT-5-8, FT-5-12	FT-5-3, FT-5-7, FT-5-6	
Component	Food in Australia	Food Equity	Food Product Development	Food Selection and Health	
Knowledge and Understanding	10%	10%	25%	15%	60%
Values and Attitudes	10%	10%	15%	5%	40%
Weighting %	20%	20%	40%	20%	100%

Outcomes

A student develops the skills to:

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
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
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
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
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
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

French

Year 9 Course Assessment

COURSE DESCRIPTION: This Stage 5 course enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Throughout this course, students develop an interest in and enjoyment of language learning and appreciate and value their own heritage, culture and identity. Through language learning, students learn to appreciate and respect the culture, beliefs and values of others

Assessment Schedule and Weightings

Nature of Task	Task 1 Performing a Dialogue	Task 2 In class Reading Task	Task 3 Creating a Procedural Text Recipe	Task 4 In Class Listening Comprehension Task	Weighting %
Timing	Week 8, Term 8	Week 3, Term 2	Week 8, Term 3	Week 4, Term 4	
Outcomes	LFR5-1C, LFR5-4C, LFR4-5U, LFR4-6U	LFR5-2C, LFR5-3C, LFR5-7U	LFR4-4C, LFR4-6U	LFR5-2C, LFR5-3C, LFR5-7U	
Component					
Communicating: Interacting	10%				10%
Communicating: Accessing and Responding		15%		5%	20%
Communicating: Composing	5%		15%		20%
Understanding: Systems of Language	10%	10%	10%	20%	50%
Weighting %	25%	25%	25%	25%	100%

Outcomes

A student develops the skills to:

LFR5-1C	use French to interact with others to exchange information, ideas and opinions and make plans
LFR5-2C	identify main ideas in, and obtains information in texts
LFR5-3C	organise and responds to information and ideas in texts for different audiences
LFR5-4C	apply a range of linguistic structures to compose texts in French using a range of formats for different audiences
LFR5-5U	apply French pronunciation and intonation patterns
LFR5-6U	apply features of French grammatical structures and sentence patterns to convey information and ideas
LFR5-7U	identify variations in linguistic and structural features of texts
LFR5-8U	identify that language use reflects cultural ideas, values and beliefs

Geography

Year 9 Course Assessment

Course Description:

Sustainable Biomes: Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

Changing Places: Students examine the patterns and trends in population movements and the increasing urbanization of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

Assessment Schedule and Weightings

	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Sustainable Biomes Research Task	Portfolio of Learning	Changing Places Writing Task	
Timing	Week 9 Term 1 or 3	Ongoing	Week 4 Term 2 or 4	
Outcomes	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-3, GE5-4, GE5-6, GE5-8	
Component				
Knowledge and Understanding	15%	20%	5%	40%
Geographical concepts, tools and skills	5%	20%	5%	30%
Communication	10%	10%	10%	30%
Weighting %	30%	50%	20%	100%

Outcomes

A student develops the skills to:

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

History

Year 9 Course Assessment

COURSE DESCRIPTION: In Year 9, students learn of significant developments in the making of the modern world and Australia. Studies include the Industrial Revolution, Australians at War (Part A: World War I) and Australia between the Wars. These studies offer opportunity to explore Australia's rich social and cultural history and examine Aboriginal perspectives and heritage.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Weighting %
	Industrial Revolution Research Task	Portfolio of Learning	World War One Topic Test	
Timing	Week 7 Term 1 or 3	Ongoing	Week 4 Term 2 or 4	
Outcomes	HT5-4, HT5-8, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6 HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-7, HT5-9, HT5-10	
Component				
Knowledge and Understanding	5%	20%	15%	40%
Research and Inquiry Skills	10%	20%		30%
Communication	5%	10%	15%	30%
Weighting %	20%	50%	30%	100%

Outcomes

A student develops the skills to:

HT5-1	explain and assess the historical forces and factors that shaped the modern world and Australia
HT5-2	sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explain and analyse the causes and effects of events and developments in the modern world and Australia
HT5-5	Identify and evaluate the usefulness of sources in the historical inquiry process
HT5-6	use 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
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History - Elective

Year 9 Course Assessment

COURSE DESCRIPTION: The study of Elective History enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. The study of Elective History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society. Elective History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.

Assessment Schedule and Weightings

Nature of Task	Task 1 Project Based Learning Task	Task 2 Portfolio of Learning	Task 3 In-Class Essay	Task 4 Topic Test	Weighting %
Timing	Week 9, Term 1	Ongoing	Week 9, Term 3	Week 4, Term 4	
Outcomes	HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10	HTE5-2, HTE5-6, HTE5-7	HTE5-3, HTE5-4, HTE5-7, HTE5-9	HTE5-1, HTE5-4, HTE5-5, HTE5-9	
Component					
Knowledge and Understanding	-	-	15	10	25
Research Skills	15	10	-	-	25
Communication Skills	10	-	10	5	25
Source Analysis Skills	10	15	-	-	25
Weighting %	35%	25%	25%	15%	100%

Outcomes

A student develops the skills to:

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

Industrial Technology Metal

Year 9 Course Assessment

COURSE DESCRIPTION: The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Assessment Schedule and Weightings

Nature of Task	Task 1 Tool Box	Task 2 F Clamp	Task 3 Engineers Vice	Weighting %
Timing	Term 1 Week 10	Terms 3 Week 7	Term 4 Week 6	
Outcomes	IND5-1, IND5-3	IND5-1, IND5-5	IND5-1, IND5-8	
Component	Practical	Practical	Practical	
Knowledge and Understanding	10%	10%	10%	30%
Quality Projects Skills	20%	30%	20%	70%
Weighting %	30%	40%	30%	100%

Outcomes

A student develops the skills to:

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

The Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These may include:

- fabricated projects
- metal machining projects
- sheet metal products

Industrial Technology Timber

Year 9 Course Assessment

COURSE DESCRIPTION: The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Assessment Schedule and Weightings

Nature of Task	Task 1 Cheese Board	Task 2 Serving Tray	Task 3 Stool	Task 4 Turning Between Centres	Weightings%
Timing	Term 1, Week 9	Term 2, Week 6	Term 4, Week 2	Term 4, Week 6	
Outcomes	IND5-1, IND5-3, IND5-8, IND5-9,	IND5-2, IND5-3, IND5-6, IND5-7, IND5-9	IND5-3, IND5-8, IND5-10	IND5-1, IND5-3, IND5-4, IND5-7	
Component	Practical	Practical	Practical	Practical	
Knowledge and Understanding	10%	10%	10%	10%	40%
Quality Projects Skills	15%	25%	10%	10%	60%
Weighting %	25%	35%	20%	20%	100%

Outcomes

A student develops the skills to:

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

Marine and Aquaculture Technology

Year 9 Course Assessment

COURSE DESCRIPTION: Marine and Aquaculture Technology in Years 7–10 fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment, and consider how to effectively manage 69 630 kilometres of coastline, 14.8 million square kilometres of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Task CPR and Water Safety	Model Task Fishing Rod	Poster Task	Yearly Examination	
Timing	Week 7, Term 1	Week 3, Term 3	Week 9, Term 3	Week 4, Term 4	
Outcomes	9, 11, 14	9, 11	6, 7, 14	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	
Component					
Knowledge & Understanding	10%			30%	40%
Research and Communication			20%		20%
Practical Skills	10%	30%			40%
Weighting %	20%	30%	20%	30%	100%

Outcomes

A student develops the skills to:

MAR5-1	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	explains why aquaculture provides an economically sustainable source of food
MAR5-5	assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

Mathematics

Year 9 Course Assessment

COURSE DESCRIPTION:

The aim of Mathematics in Year 9 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives. The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure 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.

Assessment Schedule and Weightings

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Timing	Week 9 Term 1	Week 6 Term 2	Week 1 Term 3	Week 9 Term 3	Week 6 Term 4	
Nature of Task	Class examination	Class examination	Moderator examination	Class examination	Class examination	
Outcomes	MAO-WM-01, MA5-ALG-C-01, MA5-FIN-C-01, MA5-MAG-C-01	MAO-WM-01, MA5-IND-C-01, MA5-PRO-C-01, MA5-GEO-C-01	MAO-WM-01, MA5-IND-C-01, MA5-ALG-C-01, MA5-FIN-C-01, MA5-PRO-C-01, MA5-GEO-C-01, MA5-MAG-C-01	MAO-WM-01, MA5-EQU-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-GEO-C-01	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-DAT-C-01	
Component						
Understanding, Fluency & Communication	10%	10%	10%	10%	10%	50%
Reasoning & Problem Solving	10%	10%	10%	10%	10%	50%
Weighting %	20%	20%	20%	20%	20%	100%

****Coursework & Class work is assessable as a contribution towards Reports.****

Outcomes

A student develops the skills to:

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-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (<i>Path: Adv</i>)
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $(ax)^3=k$ (<i>Path: Adv</i>)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)

MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)
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 (<i>Path: Stn, Adv</i>)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)
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 (<i>Path: Stn, Adv</i>)
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 (<i>Path: Stn, Adv</i>)
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 (<i>Path: Ext</i>)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)
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 (<i>Path: Stn, Adv</i>)
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 (<i>Path: Adv</i>)
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)

Music

Year 9 Course Assessment

COURSE DESCRIPTION: All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Assessment Schedule and Weightings

Name of Task	Task 1	Task 2	Weighting %
	Performance and Listening	Composition and Listening	
Timing	Week 5, Term 2	Week 5, Term 4	
Outcomes	5.1, 5.3, 5.7	5.4, 5.5, 5.8	
Component			
Performance	40%		40%
Composition		40%	40%
Listening	10%	10%	20%
Weighting %	50%	50%	100%

Outcomes

A student develops the skills to:

5.1	perform repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	perform repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	perform music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrate an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notate own compositions, applying forms of notation appropriate to the music selected for study
5.6	use different forms of technology in the composition process
5.7	demonstrate an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrate an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrate 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	demonstrate an understanding of the influence and impact of technology on music
5.11	demonstrate an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrate a developing confidence and willingness to engage in performing, composing and listening experiences

Photography and Digital Media

Year 9 Course Assessment

COURSE DESCRIPTION: Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Assessment Schedule and Weightings

Name of Task	Task 1	Task 2	Task 3	Weighting %
	Making / Critical Historical	Critical Historical	Making	
Timing	Week 5, Term 2	Week 9, Term 2	Week 5, Term 4	
Outcomes	5.1, 5.4, 5.9	5.7, 5.10	5.5, 5.6	
Component				
Making	30%		30%	60%
Critical Historical	10%	30%		40%
Weighting %	40%	30%	30%	100%

Outcomes

A student develops the skills to:

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

Physical Activity and Sports Studies

Year 9 Assessment Schedule

COURSE DESCRIPTION: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting %
	Body In Motion	Strategical Game Sense and Tactical Awareness in Sport	Participating with Safety	Lacrosse	
Timing	Week 8-10, Term 1	Week 8, Term 2	Week 8-10, Term 3	Week 6, Term 3	
Component					
Practical/Theory	30%		20%		50%
Practical		20%		30%	50%
Weighting %	30%	20%	20%	30%	100%

Outcomes

A student will develop the skills to:

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

PDHPE

Year 9 Course Assessment

COURSE DESCRIPTION: The study of PDHPE aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting %
	Health, Wellbeing and Relationships	Movement Skill and Performance	Party Safe	Basketball or Netball	
Timing	Weeks 6-8, Term 1	Weeks 1-6, Term 2	Week 10, Term 3	Weeks 6-8, Term 3	
Outcomes	PD5-1, PD5-2, PD5-3, PD5-9, PD5-10	PD5-4, PD5-10	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-5, PD5-11	
Component					
Knowledge and Understanding Skills Values and Attitudes	25%	25%	25%	25%	100%
Weighting %	25%	25%	25%	25%	100%

Outcomes

A student develops the skills to:

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

Science

Year 9 Course Assessment

COURSE DESCRIPTION: The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Semester One Quiz	Practical Skills Task	Yearly Examination	
Timing	Week 7, Term 1	Week 4, Term 2	Week 9, Term 3	Week 3, Term 4	
Outcomes	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 17	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	1, 2, 3, 4, 5, 6, 7, 8, 9,	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	
Component					
Knowledge & Understanding		10%	5%	20%	35%
Working Scientifically – Research	20%				20%
Working Scientifically – First hand investigations	5%	5%	15%	5%	30%
Working Scientifically – Analysing data		5%	5%	5%	15%
Weighting %	25%	20%	25%	30%	100%

Outcomes

A student develops the skills to:

SC5-1	appreciate the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2	show a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3	demonstrate confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4	develop questions or hypotheses to be investigated scientifically
SC5-5	produce a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6	undertake first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7	process, analyse and evaluate data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8	apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9	present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10	apply models, theories and laws to explain situations involving energy, force and motion
SC5-11	explain how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12	describe changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13	explain how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14	analyse interactions between components and processes within biological systems
SC5-15	explain how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16	explain how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17	discuss the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Science - Enrichment

Year 9 Course Assessment

COURSE DESCRIPTION: The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Semester One Quiz	Inquiry Skills Task	Yearly Examination	
Timing	Week 7, Term 1	Week 4, Term 2	Week 9, Term 3	Week 3, Term 4	
Outcomes	1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 17	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	1, 2, 3, 4, 5, 6, 7, 8, 9,	5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	
Component					
Knowledge & Understanding		10%	5%	20%	35%
Working Scientifically – Research	20%				20%
Working Scientifically – First hand investigations	5%	5%	15%	5%	30%
Working Scientifically – Analysing data		5%	5%	5%	15%
Weighting %	25%	20%	25%	30%	100%

Outcomes

A student develops the skills to:

SC5-1	appreciate the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2	show a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3	demonstrate confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4	develop questions or hypotheses to be investigated scientifically
SC5-5	produce a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6	undertake first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7	process, analyse and evaluate data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8	apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9	present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10	apply models, theories and laws to explain situations involving energy, force and motion
SC5-11	explain how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12	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
SC5-13	explain how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14	analyse interactions between components and processes within biological systems
SC5-15	explain how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16	explain how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17	discuss the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Visual Arts

Year 9 Course Assessment

COURSE DESCRIPTION: Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Assessment Schedule and Weightings

Nature of Task	Task 1	Task 2	Task 3	Weighting %
	Folio	Theory	Folio	
Timing	Week 5, Term 2	Week 8, Term 2	Week 5, Term 4	
Outcomes	5.5, 5.6	5.8, 5.10	5.1, 5.2, 5.3, 5.4	
Component				
Artmaking	30%		30%	60%
Art criticism and art history		40%		40%
Weighting %	30%	40%	30%	100%

Outcomes

A student develops the skills to:

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

APPENDIX 1: Assessment Missed Due to Illness or Misadventure



Student Name:	Year:
Course Name:	Class:
	Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due: Term: _____ Week: _____ Day: M T W T F Date: _____

Details of Illness/Misadventure/Absence

First day of absence: Term: _____ Week: _____ Day: M T W T F	Date: _____
Last day of absence: Term: _____ Week: _____ Day: M T W T F	Date: _____
Reason for Absence: _____	
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other supporting documentation	

Student Signature: _____

Date: _____

Parent/Caregiver Signature: _____

Date: _____

RECOMMENDATION:

<p>Teacher: <input type="checkbox"/> Hand in <input type="checkbox"/> Undertake task <input type="checkbox"/> Extension <input type="checkbox"/> Estimate <input type="checkbox"/> Zero mark <input type="checkbox"/> Percentage Loss New Date: Term: _____</p> <p style="text-align: center;">Week: _____ Day: M T W T F Date: _____</p> <p>Reason: _____</p>
<p>Head Teacher: <input type="checkbox"/> Hand in <input type="checkbox"/> Undertake task <input type="checkbox"/> Extension <input type="checkbox"/> Estimate <input type="checkbox"/> Zero mark <input type="checkbox"/> Percentage Loss</p> <p>[NB: Percentage Loss as per policy: Year 7 = 10%/day late; Year 8 = 20%/day late; Year 9 = 25%/day late]</p> <p>Agreed Date: <input type="checkbox"/> As per c/r/t recommendation OR Term: _____ Week: _____ Day: M T W T F Date: _____</p> <p>Reason: _____</p> <p>_____</p> <p>_____</p>

HT Name: _____ HT Signature: _____ Date: _____

DP Name: _____ DP Signature: _____ Date: _____

- Student copy
 Faculty copy
 Office copy
 Letter of concern

APPENDIX 2: Assessment Missed Due to School/Other Business



[NB: Exemption form is required to be attached to this document]

Student Name:	Year:
First day of absence: Term: _____ Week: _____ Day: M T W T F Date: _____	
Last day of absence: Term: _____ Week: _____ Day: M T W T F Date: _____	
<input type="checkbox"/> School <input type="checkbox"/> Academic <input type="checkbox"/> Sport <input type="checkbox"/> Other _____	
Supporting documentation supplied <input type="checkbox"/> Yes <input type="checkbox"/> No	

Subject: Task: Original Date:	Teacher: Name: Signature:	Re-scheduled Date: Time:	Head Teacher: Signature: Date:	Deputy: Signature: Date:
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
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*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*

I agree that it is my responsibility to complete each task as allocated.

Student Name:

Signature:

Date:

Student copy

Faculty copy

Office copy

APPENDIX 3: Assessment Appeal



Student Name:	Year:
Course Name:	Class:
	Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due: Term: _____ Week: _____ Day: M T W T F Date: _____

Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks.
 The review will consider if the assessment task and/or the processes were appropriate for the stage of the course being assessed.

Briefly outline your reasons for lodging an appeal for the task.

.....

.....

.....

.....

.....

Student Signature: _____ Date: _____

Parent/Caregiver Signature: _____ Date: _____

Appeal Decision

Review Panel Recommendation: Granted Denied

Reason: _____

Deputy: Name: _____ Signature: _____ Date: _____

Course Head Teacher: Name: _____ Signature: _____ Date: _____

Head Teacher: Name: _____ Signature: _____ Date: _____

Student copy
 Faculty copy
 Office copy

APPENDIX 4: Referencing



The web link referencing service currently provided by NHS can be found at <https://org.slasa.asn.au/harvard>. See the librarian, or your teacher, for the login password.

Harvard Style Referencing uses the 'Author-Date' system, as shown below:

Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

Electronic Sources (World Wide Web)

Web sites The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <http://www.cpu.sa.gov.au/sa_indproj.htm>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

The nature of cults 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccg.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site: For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003, <<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.

APPENDIX 5: AIMING TOWARDS ACHIEVING SUCCESS

Success is achievable for everyone. The work habits you develop and refine throughout your schooling years will not only help determine the quality of your overall schooling outcomes they, will also be invaluable skills to draw upon throughout life.

SOME GENERAL TIPS THAT YOU MIGHT FIND USEFUL:

GETTING ORGANISED: STAYING ORGANISED

1. Buy a diary or use your phone as an organiser to record your homework and tasks.
2. Write all your assessment tasks on a large wall calendar and refer to it regularly.
3. Set up a well-organised workspace. Aim for a quiet, well-lit area.
4. Decide on a regular homework/study time and commit to it as best you can.
5. Turn off electronic devices. Listen to music, without lyrics, that is recommended to assist with studying.
6. Consider your personal study preferences. Do you:
 - work better early in the morning or in the evening?
 - like to eat before or after you do your homework?
 - like to be warm or cool?
 - prefer a strong or soft light?
 - like it to be quiet, wear ear plugs, or have some low-level noise around you?

SOME STUDY SUGGESTIONS

- ✓ Keep your schoolbooks tidy, well organised and up-to-date. You need to be able to find and read your notes.
- ✓ Work efficiently on tasks during lesson time.
- ✓ Find a 'study buddy'. Work with a friend who wants to do well too.
- ✓ Make a study timetable.
- ✓ Start your homework by looking over your class work for that day. Try to recall classroom discussions. Add ideas to your answers. Complete any unfinished activities. Practise a few class tasks again.
- ✓ Undertake some research around topics studied in lessons.
- ✓ Write summaries at the end of units or create mind maps linking concepts.
- ✓ Put summary notes and study cribs up on your walls, the door, the ceiling.....
- ✓ Record your notes and listen to them.

- ✓ Get someone like your carer, a sibling or a friend to 'hear' what you need to memorise.
- ✓ Start preparing for assessments several weeks before they are due.
- ✓ Read your task notification carefully and check the details of what is required.
- ✓ Break up assignments into 'chunks' and work through them one at a time.
- ✓ Prepare drafts and present them to your teacher for feed-back comments.
- ✓ Do a little often, don't leave anything to the last minute. Plan ahead.

MANAGING YOUR WELLBEING

- Develop skills in organisation and time management, they will come with practice.
- Prioritise and make plans.
- Be positive! Expect to succeed! Imagine how good you will feel when you complete and submit your work.
- Listen for and block negative self-talk. You can do it! You do deserve success!
- Eat well and get plenty of exercise.
- Remember to schedule in some 'me' time. Do things you enjoy and spend time with friends and family.
- Keep a good balance between school, your social life, family and job commitments.
- If you need help, ask for it! Remember that your teachers, your Year Adviser, your Deputy and the whole school community are here to help you achieve your goals.
- Talk to someone you trust if you are feeling overwhelmed.
- Work at keeping positive relationships at home. It's amazing how understanding and helpful others can be if you let them.
- Congratulate yourself on each achievement. Promise yourself a reward when you complete a difficult task. It doesn't have to be big
- Remember, not all pressure or stress is bad, managed properly it can help you reach greater heights.