

Year 9

Assessment Guide 2023



ENDEAVOUR

SPORTS

HIGH SCHOOL

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A Message from the Principal

At Endeavour we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks. Remember our intelligence and ability can grow and is not static. Different subjects highlight an opportunity to extend our broad intelligence and thus there will be times when extra application is needed in courses, we find relatively challenging and demanding of more time.

The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to ensure the best possible results. It is especially important to ask relevant questions about all assessment tasks and when feedback is given to the class and you individually.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first and be regularly monitored by yourself and the respective course teachers.

We want students at Endeavour to constantly challenge themselves and to push the limits of what is possible. I look forward to sharing this journey with you in a learning environment that guarantees academic success.

James Kozlowski
Principal

ENDEAVOUR SPORTS HIGH SCHOOL – STAFF 2023

PRINCIPAL	Mr James Kozlowski	DEPUTY PRINCIPAL 10 and 12	Ms Nagla Jebeile
CAREERS ADVISER	Ms Liri Latimore	DEPUTY PRINCIPAL 7 and 9	Ms Jocelyn Gooch
DIRECTOR OF SPORTS	Mr Dave Davids	DEPUTY PRINCIPAL 8 and 11	Ms Lenore Blades
HEAD TEACHER ADMINISTRATION	Ms Marni Miller	STUDENT ADVISER	Ms Stephanie Di Martino
HSC MENTOR	Dr Ian Paterson	HEAD TEACHER WELLBEING	Ms Gillian Kaladelfos
HEAD TEACHER TEACHING & LEARNING	Ms Sarah Hawke	HEAD TEACHER WELLBEING	Mr Dave Howlett

KEY LEARNING AREAS HEAD TEACHERS

ENGLISH	English	Ms Aphrodite Chamos
MATHEMATICS	Mathematics Mathematics Extension	Mrs Sandra Williams
SCIENCE	Science Marine and Aquaculture Technology	Miss Jessica Rigg Mr Liam Dwyer (Relieving)
HSIE (Human Society and its Environment)	History Geography Commerce Forensic Archaeology	Ms Susie Smith
PD/H/PE (Personal Development/ Health/Physical Education)	PD/H/PE PASS	Mr Brad Kelly (Relieving)
TAS (Technological and Applied Studies)	Food Technology Textiles Industrial Technology Engineering Industrial Technology Timber	Mrs Olivera Souris
CAPA (Creative and Performing Arts)	Music Visual Arts	Ms Phillipa Whittaker

Assessment Policy

Accurate and comprehensive assessment of student performance against state-wide standards allows open communication of current learning performance and assists the development of strategies to enhance learning in the future. State-wide standards are expressed as learning outcomes in each syllabus document and these form the basis of the active teaching and learning programs implemented in the classroom and related learning environments for each course. This policy has been written to satisfy NESA and Department of Education requirements. The policy and procedures will be applied fairly and consistently. When an appeal is lodged by a student (using the Assessment Appeal form), an Appeals panel, comprising the Head Teacher and the Deputy Principal, will make a decision. Any decisions made by the Appeals panel will be referred to the Principal and the Principal's decision in the process will be final.

Assessment

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

Each assessment task should:

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

Implementation and notification

All students will be presented with an Assessment Booklet comprising the assessment policy, course based assessment schedules including assessment tasks, weighting of a variety of tasks and their timing. Tasks can take many forms including tests and assignments, projects, portfolios, observations and group work.

Notice will be given for each specific task. Teachers will give details of the task in writing via email and in some cases hard copy. Two weeks' notice will normally be given for variations to the published assessment Calendar or content of tasks. For each task, students will sign the assessment task receipt register.

If for any reason there is a variation to the course assessment schedule, students will be notified in writing at least two weeks before the task is due.

Late submissions and Non-attendance

- If an assessable task has to be submitted and a student fails to do so by the specified date and time, a 20% deduction of marks will be given per calendar day, including weekends.
- If a student is absent on medical grounds on the day of an assessment, appropriate medical evidence and/or medical certificate giving acceptable reasons for the absence must be given to the Teacher, Head Teacher or Deputy Principal. This should be given on the first day of the student's return to school.
- The Assessment Variation 2 Form – Consideration due to sickness or misadventure, must be submitted to the Head Teacher or Deputy Principal. It is the student's responsibility to complete the form and hand it in to the relevant Deputy Principal. Students can acquire this form from the Deputy Principal. The documents should be produced on the first day of the student's return.
- If a student has a known scheduled event that they must attend, that coincides with an assessment task, it is the student's responsibility to notify their teacher before the event and complete the Assessment Variation 1 Form – Application for alternative assessment. This is to be approved by the Head Teacher and Deputy before the event. An alternate time will be arranged for the student to complete the task.

Non-submission of assessable tasks

- If a task is not submitted after the 5th day, a zero mark will be given for the non-submission of an assessment task.
- A non-serious attempt of an assessment task may also incur a zero mark.
- ICT issues are not valid reasons for non-submission
- Written notification will be given to parents/carers in the form of a letter for any occurrence of a non-submission of a task or the instance of a zero-assessment mark been awarded.

Non-attendance at a test, exam, field study, practical test

- If a student fails to attend on the day of an assessment task which requires them to complete an in-class task, examination, field study, practical task, or a presentation the student must follow the procedures stated above for non-attendance or submission.
- A zero mark will be awarded, unless medical evidence, a medical certificate or other supporting documentation (eg Order of Service) is provided.
- Assessment Variation 2 Form – Consideration due to sickness or misadventure is submitted to the Deputy Principal on the first day back at school, providing reasons.
- A student must complete the missed task as soon as possible upon their return to school.
- In exceptional circumstances, an estimate, based on appropriate evidence, will be used. This will occur when the completion of the task is not feasible, is unreasonable, or when the missed task is difficult to duplicate.
- If a student is late for a test, practical task or examination, no extra time will be given except in extraordinary circumstances.
- If no valid reason for non-attendance is given, a zero mark will be awarded.

Malpractice, Plagiarism and Cheating

- **NESA definition:** Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest.
- If a student is found to be cheating during assessable tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- If a student submits a prepared task that the teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- If a student submits a piece of work identical to that of another student, and is known to be the work of another student or has been shared by the creator of the task, both students will receive a mark of zero for the task.
- If a student arrives for their exam out of uniform, the exam coordinator has the right to deny access to the exam room until the student can change into school uniform.
- No mobile phones or Smart watches are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam this will be regarded as an attempt to cheat and will result in a zero mark being awarded.

Student Feedback

To improve and focus future learning, following the assessment and marking of the task, quality feedback will be provided through the marking guidelines and written/verbal summaries and adjustments to teaching and learning programs. Students are expected to take this opportunity to ask relevant questions of the teacher so as to improve on their performance. Parent Teacher meetings will focus on assessment tasks and report outcomes.

Homework

Regular homework will be given to all students. Homework can take many forms to enable class work to be completed, concepts to be reinforced or new ideas to be explored when introductory concepts have been introduced in the lesson beforehand. Homework will normally be completed in a given timeframe and feedback provided to assess further student learning.

Future success in Learning

All students should enjoy their learning outcomes being assessed and helpful feedback being provided. If a student or parent has any questions regarding the Assessment schedule or a particular task, please contact the school as soon as possible.

Relevant assessment information

More specific details for every task will be issued by individual subject areas with a minimum of 2 weeks advance notice.

These details will include:

- Timing -dates
- the outcomes to be assessed as set out in syllabus requirements
- the task number and its weighting
- a description of the nature of the task
- a structured criteria of how the task must be undertaken
- criteria on how the task will be assessed
- Feedback that will be given

The assessment tasks included in each course schedule are referred to as summative assessments and are more formal in nature. However, many tasks in class or given for homework are formative assessments which assists teachers in making judgements about student progress and to support students in the effective completion of the summative or the scheduled assessment tasks.

All concerns regarding assessment should be directed to the Head Teacher indicated for each subject area.

ASSESSMENT SCHEDULES

9 ENGLISH

English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected. Through responding to and composing texts students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with, explore and compose a wide range of texts. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

English units of work across all stages incorporate:

- compulsory drafts and/or practice examinations with a focus on quality feedback
- the explicit teaching of writing and reading skills
- an explicit teaching and learning cycle which includes deconstructed exemplars, teacher-student jointly constructed responses and independently constructed responses with feedback

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Portfolio task	EN5-2A EN5-4B EN5-5C EN5-8D EN5-9E	<i>Drop the Mic</i> Poetry	30%	Week 2 Term 2
Semester 1 reports will include task 1					
SEMESTER TWO					
2	Analytical Response	EN5-1A EN5-5C EN5-6C EN5-7D EN5-9E	<i>So Many Books, So Little Time</i> Novel Study	35%	Week 3 Term 3
3	Yearly Examination	EN5-1A EN5-3B EN5-7D EN5-9E	<i>There are darkneses in life</i> Gothic Drama	35%	Week 3 Term 4
Semester 2 reports will include tasks 1-3					

English outcomes to be assessed:

A Student:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

9 GEOGRAPHY

During Stage 5, students will learn to explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations. Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena.

Focus: Sustainable Biomes

Focus: Changing Places

EITHER

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	<i>Sustainable Biomes</i> Research Task	GE5-3 GE5-5 GE5-7 GE5-8	Research Task based on Sustainable Biomes Topic	40%	Week 10 Term 1
2	Semester Examination	GE5-1 GE5-2 GE5-7	Formal examination will test geographical skills and content studied this semester.	60%	Week 4 Term 2
Semester 1 reports will include tasks 1-2					
OR					
1	<i>Sustainable Biomes</i> Research Task	GE5-3 GE5-5 GE 5-7 GE5-8	Research Task based on Sustainable Biomes Topic	40%	Week 10 Term 3
2	Semester Examination	GE 5-1 GE 5-2 GE5-7	Formal examination will test geographical skills and content studied this semester.	60%	Week 4 Term 4
Semester 2 reports will include tasks 1-2					

Reporting Cycle

Both assessment tasks for ONE semester only will be included in their overall Geography assessment for the year. As we semesterise our courses in Stage 5 Geography, students will intensively focus on their study of Geography in one semester, and study History in the other. This allows for continuity in teaching and learning in these subjects.

Geography outcomes to be assessed:

A Student:

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

9 HISTORY

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the way in which people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The following historical concepts will be taught during this stage; continuity and change, cause and effect, perspectives, empathetic understanding, significance and contestability.

Students will develop their skills in comprehension; specifically, chronology, terms and concepts. Students will learn to analyse and use sources effectively while also refining their ability to undertake historical research and improving their skills in identifying and explaining different historical perspectives and interpretations. They will develop an empathetic understanding of events and experiences in the past and learn to explain and communicate these using a range of communication forms for different audiences.

Focus - The Making of the Modern World

Topics - The Industrial Revolution

- Australians at War (World Wars I and II)

EITHER

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	<i>Industrial Revolution</i> Research Task	HT5-5 HT5-6 HT5-8 HT5-10	Research task based on The Industrial Revolution topic.	50%	Week 7 Term 1
2	<i>World War I</i> Source Task	HT5-1 HT5-2 HT5-3 HT5-4 HT5-7 HT5-9	This task will assess students understanding of course content and their ability to interpret the past using historical sources.	50%	Week 4 Term 2
Semester 1 reports will include tasks 1-2					
OR					
SEMESTER TWO					
1	<i>Industrial Revolution</i> Research Task	HT5-5 HT5-6 HT5-8 HT5-10	Research task based on The Industrial Revolution topic.	50%	Week 7 Term 3
2	<i>World War I</i> Source Task	HT5-1 HT5-2 HT5-3 HT5-4 HT5-7 HT5-9	This task will assess students understanding of course content and their ability to interpret the past using historical sources.	50%	Week 5 Term 4
Semester 2 reports will include tasks 1-2					

Reporting Cycle

Both assessment tasks for ONE semester only will be included in their overall History assessment for the year. As we semesterise our courses in Stage 5 History, students will intensively focus on their study of History in one semester, and study Geography in the other. This allows for continuity in teaching and learning in these subjects.

History outcomes to be assessed:

A Student:

- HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- 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

9 MATHEMATICS

The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. It provides students with the ability to make informed decisions and to interpret and apply mathematics in a variety of contexts.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1a	Assignment	MA5.1-2 WM MA5.1-4 NA MA5.2-1 WM	Working Mathematically – Problem Solving, Algebraic Techniques, Area and Investigating Data.	15%	Week 4 Term 1
1b	In-class component	MA5.2-2 WM MA5.3-2 WM		5%	
2	Half Yearly Examination	MA5.3-5NA MA5.3-6NA MA5.3-8NA MA5.3-9NA	Stage 5.3: Number, Indices, Products and Factors and Equations	25%	Week 5 Term 2
		MA5.2-1WM MA5.2-2WM MA5.2-4NA MA5.2-5NA MA5.2-6NA	Stage 5.2: Working with Number, Algebra and Equations.		
		MA5.2-2WM MA5.2-8NA MA5.2-11MG MA5.2-14MG MA5.1-3WM	Stage 5.1: Number, Investigating Data, Surface Area and Volume, Congruent and Similar Figures, Algebra.		
3	Bookmark	MA5.1 - 1WM	An assessment of coursework for Semester One including all class tasks, homework and general organisation of notes and worksheets	5%	Week 9 Term 1 Week 5 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	In class: Open book Examination	MA5.3-9NA MA5.3-17SP MA5.2-12MG MA5.2-13MG	Stage 5.3: Coordinate Geometry and Graphs, Probability, Surface area and volume, Pythagoras' Theorem and Surds.	20%	Week 7 Term 3
		MA5.1-1WM MA5.1-2WM MA5.1-9MG MA5.1-10MG MA5.2-1WM MA5.2-2WM MA5.2-13MG MA5.2-7NA MA5.2-8NA	Stage 5.2: Earning Money, Indices Geometry, Investigating Data, Surface Area and Volume. Stage 5.1: Equations, Geometry, Pythagoras Theorem and Trigonometry		
5	Semester Examination	MA5.1-1 WM MA5.1-2 WM	Stage 5.2-5.3: A selection of topics from the three major strands of the syllabus:		Week 5 Term 4

	– Stage Examination	MA5.1-3 WM MA5.2-1 WM MA5.2-2 WM MA5.2-14 MG MA5.1-12 SP MA5.2-8 NA	Number and Algebra, Measurement and Geometry, Statistics and Probability. Stage 5.1-5.2: A selection of topics from the three major strands of the syllabus: Number and Algebra, Measurement and Geometry, Statistics and Probability.	25%	
6	Bookmark	MA5.1 - 1WM	An assessment of coursework for Semester Two including all class tasks, homework and general organisation of notes and worksheets	5%	Week 7 Term 3 Week 5 Term 4
Semester 2 reports will include tasks 1-6					

Assessment Schedule:

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9. Students studying some or all of the content in Stage 5.2 also study all of the content of Stage 5.1. Similarly, Students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and 5.2.

Mathematics outcomes to be assessed:

A Student:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1-2WM selects and uses appropriate strategies to solve problems

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2-3WM constructs arguments to prove and justify results

MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.2-5NA recognises direct and direct proportion, and solves problems involving direct proportion

MA5.2-6NA simplifies algebraic fractions

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA5.2-8NA solves linear and simple quadratic equations

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

MA5. NA performs operations with surds and indices

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions

MA5.3-6NA performs operations with surds and indices

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA5.3-8NA uses formulas to find midpoint, gradient and distance on the number plane, and applies standard forms of the equation of a straight line

MA5.1-8MG calculate the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10 MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG applies formulas to calculate the volumes of composite solids

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

MA5.2-14MG calculates the angle sum of any polygon, uses minimum conditions to prove triangles are congruent or similar

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilateral

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-17SP describes and calculates probabilities in multi-step chance experiment

9 PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Research Task	PD5-1 PD5-9	R U OK?	25%	Week 9 Term 1
2	Meeting practical outcomes (ongoing)	PD5-4 PD5-5 PD5-7 PD5-8 PD5-9 PD5-10 PD5-11	Feel the Force Athletics Let's Dance Cross Country	25%	Ongoing Terms 1- 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Yearly Examination	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8 PD5-9 PD5-10	Looking Good Feeling Great	25%	Week 5 Term 4
4	Meeting practical outcomes (ongoing)	PD5-4 PD5-5 PD5-7 PD5-8 PD5-9 PD5-10 PD5-11	Movement and Fitness	25%	Ongoing Term 3-4
Semester 2 reports will include tasks 1-4					

Throughout the year, students will also be provided regular feedback on their progress in regards to meeting practical outcomes.

PDHPE outcomes to be assessed:

A Student:

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- 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

9 SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Through questioning and seeking solutions to problems, students develop an understanding of relationships between science and technology and its importance in the current and future practice of science.

By the end of Stage 5 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with evidence, identifying sources of uncertainty and possible alternative explanations for findings

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Model Making	SC5-2VA SC5-4WS SC5-9WS SC5-10PW SC5-17CW	Atoms and Compounds	20%	Week 7 Term 1
2	Half Yearly Examination	SC5-1VA SC5-11PW SC5-13ES SC5-16CW	Atoms and Waves, Light and Communication	30%	Week 3 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Practical task	SC5-6WS SC5-7WS SC5-10PW SC5-11PW	Electricity	20%	Week 1 Term 3 or Week 7 Term 3
4	Yearly Examination	SC5-10PW SC5-11PW SC5-13ES SC5-14LW SC5-15LW	Ecology, Electricity and Natural Disasters	30%	Week 5 Term 4
Semester 2 reports will include tasks 1-4					

Science outcomes to be assessed:

A Student:

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

9 COMMERCE ELECTIVE

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Core Topics: Consumer Choice, Consumer and financial decisions, Employment and work futures

Other study options: Investing, Promoting and Selling, Towards Independence, Political Involvement, Travel, Law in Action, Our Economy, Running a Business, School-developed Option

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Research Task	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8	<i>Travel</i> Research Task based on the topic Travel	25%	Week 10 Term 1
2	Investigative Study	COM5-1 COM5-4 COM5-7 COM5-8 COM5-9	<i>Consumer and Financial Decisions</i> Field work and price comparison	25%	Week 4 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Research Task	COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	<i>Running a Business</i> Market day Task	25%	Week 9 Term 3
4	Topic Test	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8	<i>Employment and Work futures</i> This examination will test student's skills in Commerce and understanding of content studied throughout the topic.	25%	Week 5 Term 4
Semester 2 reports will include tasks 1-4					

Commerce outcomes to be assessed:

A Student:

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

9 FOOD TECHNOLOGY ELECTIVE

Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns. Students develop practical skills in preparing and presenting food that will allow them to select and use appropriate ingredients, methods and equipment.

In Year 9 there is a focus on the evolution of Australian eating patterns, nutritional practices and the effect on health and contemporary food trends.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Food in Australia Theory and Practical task	FT5-1 FT5-5 FT5-7	Students will plan and develop their own "Australian Pie" which reflects the nature of Australian cuisine and research and justify their choice.	Theory 10%	Week 2 Term 2
				Practical 15%	
2	Theory Booklet: Food in Australia	FT5-6 FT5-7 FT5-9 FT5-12 FT5-13	Students will be required to complete all components of the Food in Australia topic booklet.	10%	Week 3 Term 2
3	Progressive practical task	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	Students will be assessed on a variety of practical tasks related to the topic: Food in Australia	15%	Week 2 Term 1 till Week 3 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Food Service & Catering Group Project	FT5-1 FT5-2 FT5-5 FT5-8 FT5-9 FT5-10 FT5-11	Students will be required to plans, prepare, present and evaluate food solutions for a specific catering event.	Theory 10%	Week 2 Term 4
				Practical 10%	
5	Progressive Practical Tasks	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	Students will be assessed on a variety of practical tasks related to the topics: Food Selection & Health and Food Service & Catering	15%	Week 4 Term 2 till Week 7 Term 4
6	Yearly Examination	FT5-6 FT5-7 FT5-12 FT5-13	Students will complete a Yearly Examination. Topics to be assessed: Food in Australia Food Selection & Health Food Service and Catering	15%	Week 4-5 Term 4
Semester 2 reports will include tasks 1-6					

Food Technology outcomes to be assessed:

A Student:

- FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 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

9 FORENSIC ARCHAEOLOGY ELECTIVE

Forensic archaeology is the application of archaeological methods to the resolution of medicolegal issues. Specifically, forensic archaeology performs the controlled recovery of human remains and other evidence at forensic scenes. The end result of sometimes tedious effort is the ability to exactly reconstruct the entire scene as it appeared before excavation.

With information provided by the forensic archaeologist, the investigator may be able to:

- Verify/exclude testimony from witness or suspect.
- Draw a connection between assailant and the scene
- Reconstruct the circumstances of the deceased's death
- Establish how/when the human remains ended up at the recovery spot.
- Understand the natural forces that may have disturbed the scene after it was created.

Topics Studied - Ancient Society

Ice Man – Burial customs and traditions

Maritime Archaeology

Forensics in crime- Crime scene investigations- examples -The pyjama girl mystery, Juanita Nielson & Australian crime.

SEMESTER ONE

No.	Task	Outcomes	Components/Description	Weighting	Due
1	Source Study	HTE5-6 HTE5-7 HTE5-8 HTE5-9 HTE5-10	<i>Ancient Society</i> Students will complete a source study and skills analysis using evidence and their own knowledge	20%	Week 6 Term 1
2	Report	HTE5-1 HTE5-3 HTE5-5 HTE5-9	<i>The Iceman</i> This task will require students to investigate the evidence surrounding the death of Ice Man to construct an essay based on their findings.	30%	Week 3 Term 2

Semester 1 reports will include tasks 1-2

SEMESTER TWO

3	Presentation and evidence portfolio	HTE5-1 HTE5-2 HTE5-7 HTE5-8	<i>Aviation or Maritime Archaeology Investigation</i> Students will investigate a maritime or aviation disaster or mystery and construct a Prezi/PPT/media item plus an evidence portfolio to supplement and support the presentation.	30%	Week 5 Term 3
4	Semester Examination	HTE5-1 HTE5-4 HTE5-5 HTE5-6 HTE5-9	<i>Examination</i> This final examination will assess students understanding of course content studied throughout the year.	20%	Week 5 Term 4

Semester 2 reports will include tasks 1-4

Forensic Archaeology outcomes to be assessed:

A Student:

- 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

9 INDUSTRIAL TECHNOLOGY ENGINEERING ELECTIVE

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The Engineering module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms. Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	Bookwork/ Assessment Research an innovative bridge design	IND5-4 IND5-5 IND5-7 IND5-8 IND5-9	Understanding, researching and presenting theoretical components.	10%	Week 8 Term 1
2	Practical Project Balsa Wood Bridge Challenge	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the Balsa wood bridge challenge	15%	Week 9 Term 1
3	Practical Project Water Bottle Rocket	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to water bottle rockets	10%	Week 5 Term 2
4	Half yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND510	Understanding, theoretical components of the course	15%	Week 6 Term 2
Semester 1 reports will include tasks 1-4					
SEMESTER TWO					
5	Engineered Systems Assessment: Force, Motion & Energy	IND5-4 IND5-5 IND5-7 IND5-8 IND5-9	Understanding, researching and presenting theoretical components.	10%	Week 8 Term 3
6	Practical Project Co2 Racer	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project	25%	Week 3 Term 4
7	Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-9 IND5-10	Understanding theoretical course content	15%	Week 5 Term 4
Semester 2 reports will include tasks 1-7					

Industrial Technology Engineering outcomes to be assessed:

A Student:

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

9 INDUSTRIAL TECHNOLOGY TIMBER ELECTIVE

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

SEMESTER ONE					
No.	Task	Outcomes	Components/Description	Weighting	Due
1	OnGuard Safety Training online	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-9 IND5-10	Completion of mandatory online safety modules to participate in the practical course component.	10%	Week 2 Term 1
2	Portfolio of Work	IND5-4 IND5-5 IND5-7 IND5-8 IND5-9	Understanding theoretical components of design management	15%	Week 5 Term 2
3	Practical Project Foot Stool	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project.	25%	Week 9 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Practical Project Device Holder	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7	Demonstrating specific skills and knowledge related to the practical project	30%	Week 3 Term 4
5	Yearly Examination	IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	Understanding theoretical course content	20%	Week 5 Term 4
Semester 2 reports will include tasks 1-5					

Industrial Technology Timber outcomes to be assessed:

A Student:

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

9 INFORMATION AND SOFTWARE TECHNOLOGY (IST) ELECTIVE

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Core content of the Information and Software Technology provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. Students develop information and software technology solutions through project work, individually and collaboratively.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Advertising Campaign – Video and Portfolio	5.2.1 5.2.2 5.2.3	Option Component: Authoring & Multimedia	Theory 10%	Week 8 Term 1
				Practical 20%	
2	Half Yearly Examination	5.3.2	Students will complete a half-yearly examination on the Core Content: Data Handling	20%	Week 4 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Practical Application: Website Development	5.1.1 5.1.2 5.5.2	Option Component: Internet & Website Development	30%	Week 1 Term 4
4	Yearly Examination	5.1.2 5.3.1 5.2.1 5.2.2 5.2.3	Hardware & Software Development and Programming	20%	Week 5 Term 4
Semester 2 reports will include tasks 1-4					

IST outcomes to be assessed:

A Student:

- 5.1.1** selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2** selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1** describes and applies problem solving processes when creating solutions
- 5.2.2** designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3** critically analyses decision-making processes in a range of information and software solutions
- 5.3.1** justifies responsible practices and ethical use of information and software technology
- 5.3.2** acquires and manipulates data and information in an ethical manner
- 5.4.1** analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.5.1** applies collaborative work practices to complete tasks
- 5.5.2** communicates ideas, processes and solutions to a targeted audience
- 5.5.3** describes and compares key roles and responsibilities of people in the field of information and software technology

9 MARINE and AQUACULTURE TECHNOLOGY ELECTIVE

The study of Marine and Aquaculture Technology gives students the opportunity to develop the necessary knowledge and skills to use and protect unique ecosystems. It provides an opportunity to instill in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

By studying Marine and Aquaculture Technology students increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Digital Media Task	MAR5-2 MAR5-7 MAR5-8 MAR5-12	Introduction to Marine and Aquaculture Technology	25%	Week 6 Term 1
2	Research Task	MAR5-2 MAR5-3 MAR5-9 MAR5-10	Dangerous Marine Creatures	25%	Week 6 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Field Study Data Analysis	MAR5-1 MAR5-13 MAR5-14	Life at the Sea	25%	Week 6 Term 3
4	Yearly Examination	MAR5-4 MAR5-5 MAR5-6 MAR5-11	Introduction to Marine and Aquaculture Technology, Dangerous Marine Creatures, Dangerous Marine Creatures and Food from the Sea and Fish Biology	25%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

Marine and Aquaculture Technology outcomes to be assessed:

A Student:

- 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

9 MATHEMATICS EXTENSION ELECTIVE

This course is designed to excel students in mathematical thinking and higher order problem solving. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing, and modelling the world to investigate patterns, order, generality, and view the interconnected nature of mathematics, its beauty and functionality.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Test of Limited Scope	MA5.3-1,2,3WM MA5.3 -5NA MA5.3 -7NA	Problem solving using equations and inequalities	25%	Week 9 Term 1
2	Assignment	MA5.1-1,2,3 WM MA5.3 -7NA	Applications of quadratic functions and Absolute value equations	25%	Week 5 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Assignment In-class component	MA5.1-1,2,3 WM MA5.3-9NA MA5.3-8NA	Linear Relationships and non-linear relationships	25%	Week 6 Term 3
4	Yearly Examination	MA5.1-1,2,3 WM MA5.3-15MG	Trigonometry applications	25%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

Throughout the year, students complete formative assessments with regular feedback provided on their progress to achieve course outcomes within homework and classwork.

Mathematics Extension outcomes to be assessed:

A Student:

- MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM** selects and uses appropriate strategies to solve problems
- MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context
- MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM** uses deductive reasoning in presenting arguments and formal proofs
- MA5.3-6NA** performs operations with surds and indices
- MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-9NA** sketches and interprets a variety of non-linear relationships
- MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

9 MUSIC ELECTIVE

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

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Assignment – Written with Aural component	5.7 5.8 5.9	Music of Another Culture	10%	Week 8 Term 1
2	Performance of given piece.	5.1 5.2 5.3	Music of Another Culture	20%	Week 11 Term 1
3	Written musicology / theory exam.	5.7 5.8 5.9	Half Yearly Examination	20%	Week 7 Term 2
Semester 1 reports will include tasks 1-3					
SEMESTER TWO					
4	Performance of given piece.	5.1 5.2 5.3	Popular Music	10%	Week 5 Term 3
5	Assignment – Written with Aural component	5.7 5.8 5.9	Popular Music	10%	Week 8 Term 3
6	Composition complete with drums, bass line, harmony and melody.	5.4 5.5 5.6 5.10	Composition (Complete)	30%	Week 6 Term 4
Semester 2 reports will include tasks 1-6					

Music outcomes to be assessed:

A Student:

- 5.1** performs repertoire with increasing levels of complexity in a range of styles an understanding of the musical concepts demonstrating
- 5.2** performs repertoire in a range of styles genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3** performs music selected with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4** demonstrates an understanding of the concepts through improvising, arranging & composing in the styles or genres selected
- 5.5** notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6** uses different forms of technology in the composition process
- 5.7** demonstrates an understanding of musical concepts through the analysis, comparison/ critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8** demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9** demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and interpretation and analysis of selected scores
- 5.10** demonstrates an understanding of the influence and impact of technology on music

9 PHYSICAL ACTIVITY and SPORTS STUDIES (PASS)

RUGBY LEAGUE ELECTIVE

Applied Sport Rugby League (PASS) represents a view of physical activity in a Rugby League context. It incorporates a range of rugby league based physical activities, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Applied Sport Rugby League also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Class quiz	PASS 5-3 PASS 5-4 PASS 5-10	Australia's sporting identity History of Rugby League	20%	Week 9 Term 1
2	Game strategies and Tactics- Game tactics and player analysis	PASS 5-5 PASS 5-6 PASS 5-8 PASS 5-10	Enhancing performance – strategies and techniques	20%	Week 6 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Fitness Profile- Analysis of fitness testing	PASS 5-1 PASS 5-2 PASS 5-6 PASS 5-8 PASS 5-10	Physical Fitness	20%	Week 9 Term 3
4	Yearly Examination	PASS 5-1 PASS 5-2 PASS 5-3 PASS 5-4 PASS 5-6 PASS 5-8 PASS 5-10	Australia's sporting identity / Enhancing Performance/ Physical Fitness/ Physical activity and sport for specific groups	20%	Week 5 Term 4
5	Application to, effort and performance in training sessions	PASS 5-3 PASS 5-4 PASS 5-5 PASS 5-6 PASS 5-7	Physical activity and sport for specific groups	20%	Ongoing Term 1 – Term 4
Semester 2 reports will include tasks 1-5					

PASS outcomes to be assessed:

A Student:

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

9 PHYSICAL ACTIVITY and SPORTS STUDIES (PASS)

SPORTS SCIENCE ELECTIVE

Sports Science (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Sports Science also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	In class Quiz	PASS 5-1 PASS 5-2 PASS 5-5 PASS 5-10	Body Systems and energy for physical activity	25%	Week 9 Term 1
2	Practical and Theory Assessment Disability groups	PASS 5-3 PASS 5-4 PASS 5-6 PASS 5-7	Physical Activity and sport for specific groups	25%	Week 5 Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Testing Analysis	PASS 5-1 PASS 5-2 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9 PASS 5-10	Physical Fitness	25%	Week 8 Term 3
4	Yearly Examination	PASS 5-6 PASS 5-7 PASS 5-10	Technology, Participation and Performance	25%	Week 5 Term 4
Semester 2 reports will include tasks 1-4					

PASS outcomes to be assessed:

A Student:

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

9 PHYSICAL ACTIVITY and SPORTS STUDIES (PASS)

MOVEMENT EDUCATION ELECTIVE

Movement Education (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Movement Education also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Coaching Session	PASS 5-5 PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-9	Coaching	25%	Weeks 4-8 Term 1
2	Practical Ongoing	PASS 5-1 PASS 5-2 PASS 5-4 PASS 5-5 PASS 5-9 PASS 5-10	Physical activity for Health	25%	Ongoing Term 2
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
2	Body Systems Quiz	PASS 5-1 PASS 5-2 PASS 5-5 PASS 5-10	Body Systems and Energy for Physical health	25%	Week 8/9 Term 3
4	Yearly Examination	PASS 5-3 PASS 5-4 PASS 5-10	Issues in Physical Activity and sport	25%	Week 5 Term 4
Semester 2 reports will include tasks 1-4					

PASS outcomes to be assessed:

A Student:

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

9 VISUAL ARTS ELECTIVE

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

SEMESTER ONE					
No.	Task	Outcomes	Component/Description	Weighting	Due
1	Art Making 1 <i>Pop goes the easel</i>	5.1 5.2 5.3 5.4 5.5 5.6	VAPD 1- containing visual investigations, media experimentation and planning activities	10%	Week 9 Term 1
			BODY-of-WORK 1 - collection of in-class artworks produced over the semester	20%	
2	Historical and Critical Studies 1 <i>Dream On</i>	5.7 5.8 5.9 5.10	Historical and Critical Study: independent writing task	20%	Week 10 Term 1
Semester 1 reports will include tasks 1-2					
SEMESTER TWO					
3	Art Making 2 <i>Lasting Impressions</i>	5.1 5.2 5.3 5.4 5.5 5.6	VAPD 2- containing visual investigations, media experimentation and planning activities	10%	Week 10 Term 3
			BODY-of-WORK 2 - collection of in-class artworks produced over the semester	20%	
4	Historical and Critical Studies 2 <i>Hands on your art</i>	5.7 5.8 5.9 5.10	Historical/Critical Study - independent writing task- exploration of Artist's Practice/The Frames/Conceptual Framework	20%	Week 4 Term 4
Semester 2 reports will include tasks 1-4					

Visual Arts outcomes to be assessed:

A Student:

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

Year 9 Assessment Planner

Term 1

Term 1	Course	Task	Weight
Week 2	Industrial Technology Timber	On-Guard training	10%
Week 4	Mathematics	Assignment	15%
	Mathematics	Assignment – in-class	5%
Week 4/8	PASS Movement Education	Coaching	25%
Week 6	Forensic Archaeology	Source Study	20%
	Marine and Aquaculture Technology	Digital Media Task	25%
Week 7	History	Research Task	50%
	Science	Model Making	20%
Week 8	Industrial Technology Engineering	Bookwork/Research	10%
	Information Software Technology	Theory	10%
	Information Software Technology	Practical	20%
	Music	Assignment	10%
Week 9	Industrial Technology Engineering	Practical Project	15%
	Mathematics Ext.	Class test	25%
	PASS Rugby League	Quiz	20%
	PASS Sport Science	Quiz	25%
	PDHPE	Research Task	25%
	Visual Arts	VAPD marking	10%
	Visual Arts	Body of Work	20%
Week 10	Commerce	Research Task	25%
	Geography	Research Task	40%
	Visual Arts	Independent Writing Task	20%
Week 11	Music	Performance	20%

Term 2

Week	Course	Task	Weight
Week 2	Food technology	Theory Task	10%
	Food technology	Practical Task	15%
Week 2	English	Portfolio Task	15%
Week 3	Food technology	Theory Booklet	10%
	Food Technology	Progressive Practical Tasks	15%
	Forensic Archaeology	Report	30%
	Science	Half Yearly Examination	30%
Week 4	History	Source Task	50%
	Information Software Technology	Half Yearly Examination	20%
	Geography	Semester Examination	60%
	Commerce	Investigative Study	25%
Week 5	Industrial Technology Engineering	Practical Project	10%
	Industrial Technology Timber	Portfolio of Work	15%
	Mathematics	Half Yearly Exam	25%
	Mathematics	Bookmark	5%
	Mathematics Extension	Assignment	25%
	PASS Sport Science	Written Task	25%
Week 6	Industrial Technology Engineering	Half Yearly Examination	15%
	Marine and Aquaculture Technology	Research Task	25%
	PASS Rugby League	Game Tactics	20%
Week 7	Music	Half Yearly Examination	20%
Week 9	Industrial Technology Timber	Practical Project	25%
On-going	PASS Movement Education	Practical Tasks	25%
On-going	PDHPE	Practical Tasks	25%

Term 3

Week	Course	Task	Weight
Week 1	Science	Practical task*	20%
Week 3	English	Analytical Response	35%
Week 5	Forensic Archaeology	Presentation and Folio	30%
	Mathematics	Bookmark	5%
	Music	Performance	10%
Week 6	Mathematics Extension	Assignment - in-class	25%
	Marine and Aquaculture Technology	Field Study data analysis	25%
Week 7	History	Research Task	50%
	Mathematics	Open book exam	20%
	Science	Practical task*	20%
Week 8	Industrial Technology Engineering	Assessment	10%
	Music	Assignment	10%
	PASS Sport Science	Testing Analysis	25%
Week 8/9	PASS Movement Education	Quiz	25%
Week 9	PASS Rugby League	Fitness testing Analysis	20%
	Commerce	Research Task	25%
Week 10	Geography	Research Task	40%
	Visual Arts	VAPD marking	10%
	Visual Arts	Body of Work	20%

*This task will be completed in **either** week 1 of Term 2 **or** Week 7 of Term 3

Term 4

Week	Course	Task	Weight
Week 1	Information Software Technology	Website Development	30%
Week 2	Food technology	Practical Tasks	10%
	Food technology	Theory Tasks	10%
Week 3	English	Yearly Examination	15%
	Industrial Technology Engineering	Practical Project	25%
	Industrial Technology Timber	Practical Project	30%
Week 4/5	Food technology	Yearly Examination	15%
Week 4	Geography	Semester Examination	60%
	Marine and Aquaculture Technology	Yearly Examination	25%
	Mathematics Extension	Yearly Examination	25%
	Visual Arts	Writing task	20%
Week 5	Commerce	Topic Test	25%
	Forensic Archaeology	Yearly Examination	20%
	History	Source Task	50%
	Information Software Technology	Yearly Examination	20%
	Industrial Technology Engineering	Yearly Examination	15%
	Industrial Technology Timber	Yearly Examination	20%
	Mathematics	Yearly Examination	25%
	PASS Rugby League	Yearly Examination	20%
	PASS Sport Science	Yearly Examination	25%
	PASS Movement Education	Yearly Examination	25%
	PDHPE	Yearly Examination	25%
	Science	Yearly Examination	30%
Week 6	Music	Composition	30%
On-going	Food technology	Practical Tasks	15%
On-going	PASS Rugby League	Practical Tasks	20%
On-going	PDHPE	Practical Tasks	25%



Assessment Variation Form 1
Application for alternative assessment task/time

Tasks are scheduled well ahead of time to give students the best opportunity to prepare for best performance. Students unable to sit any one of these assessment tasks due to **illness** or **individual circumstances** must apply on this form for special consideration as outlined in the Assessment Guide issued to each student. Failure to comply may result in a zero mark for that assessment task:

Section to be completed by Parent/Carer

Student Name:	Year:
Parent Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____	

Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Class Teacher and Head Teacher

Comments and Recommendation:		

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

Section to be completed by Deputy Principal

Comments and Recommendation:	

Signature:	Date:



Assessment Variation Form 2

Consideration due to illness/misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, situations or events may arise which prevent students from performing to their personal best. Students who feel that they have been disadvantaged due to a situation or event may apply for special consideration. All applications will be considered by a panel which includes the Deputy Principal.

Section to be completed by Parent/Carer	
Student Name:	Year:
Parent Name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Illness or misadventure details:	
<hr/> <hr/> <hr/> <hr/> <hr/>	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
<hr/>	
Student Signature:	Date:
Parent signature:	Date:

Section to be completed by panel	
Outcome and Recommendation:	
<hr/> <hr/> <hr/>	
Deputy Principal's Signature:	Date:

Year 9 Assessment and Examination Planner

	TERM 1 2023	TERM 2 2023	TERM 3 2023	TERM 4 2023
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				