



**JAMISON HIGH SCHOOL**

**2024**

**YEAR 9**

**ASSESSMENT SCHEDULES &  
ASSESSMENT POLICY AND PROCEDURES**

**Traditional values, modern education**

# JUNIOR ASSESSMENT POLICY (Year 9)

Assessment tasks are a vital part of student learning and are given at regular intervals throughout all courses.

Assessment tasks must be submitted for course/learning outcomes to be satisfactorily met. Students who do not submit tasks will be issued with a Non-Completion Warning Letter outlining the work requirements which must be addressed by the student within the school year if they are to progress to the next stage.

We strongly encourage our students to actively and conscientiously complete required assessment tasks in time to maximise their marks for Semester One and Semester Two Reports. Students are required by NESA to complete the work in order to meet NESA Learning Outcomes, however, late tasks will be awarded zero marks without a special consideration application.

Assessment tasks must reflect the student's own work and **plagiarism is unacceptable**. A full and accurate bibliography is expected for each formal assessment task.

## NOTIFICATION OF ASSESSMENT TASKS

With the exception of formal Examinations (Half Yearly and Yearly), you will be notified in writing at least 14 calendar days before each of your Assessment Tasks. The due date and information for all assessment tasks will be given to you when you are notified of the task. You will need to sign the Assessment Notification register issued by the teacher when you receive notification of the task.

## ABSENCE WHEN TASK IS NOTIFIED

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task.

If you have a prolonged absence, you may submit to the Head Teacher an Application for Consideration / Extension which will require a Medical Certificate. A note from a parent/carers will **not** be sufficient in most circumstances.

## COMPLETING AND SUBMITTING ASSESSMENT TASKS

It is an expectation of NESA that all students will undertake all assessment tasks set. Once the notified assessment deadline has been given, staff will not pursue students for work. All tasks are to be submitted at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed **late**. Late work will receive a **zero** mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a **zero** mark will be recorded for that task. The task will be graded and feedback provided to students, but no mark will be awarded.

You and your teacher will sign the Assessment Register when you submit your assignment on the due date. The process ensures that both you and your teacher have an official record that you have submitted the task.

**Note:** No allowance will be made for **failure of a student's computer hardware and software**. Students are advised to keep back-ups of all work completed on computer equipment. Students are advised to regularly email themselves a copy of assessment tasks / draft work via their email account to ensure work is not lost.

All electronic assessment tasks for each course will be submitted using **Turnitin**. Turnitin is a web-based text-matching software which assists students and teaching staff in understanding and supporting the correct use of printed materials used in assignment work.

### Why use Turnitin?

- To act as a deterrent against plagiarism and AI.
- To provide reports which can help identify occurrences of plagiarism and AI.
- To provide students with a tool to identify and correct possible occurrences of plagiarism in their own work and improve their academic writing before submitting an assessment task.

### How does Turnitin work?

A Turnitin Assessment Task is set up by a teacher. Students access this assessment task online and upload their work before the due date. Turnitin will then analyse the submitted work to identify text matches with other sources. Teachers view the work that has been submitted, mark the work online (including grades and comments) and digitally return the task to the student once all assessment tasks have been marked.

For each piece of submitted work, Turnitin provides two things:

- A *similarity index*, which indicates the percentage of the submitted paper that Turnitin has identified as being matched against other sources.
- An *originality report*, which shows each of these matches in more detail, including the source(s) that Turnitin has found. These can be websites, books, journals and articles, or work that has previously been submitted through Turnitin.

### Things you should know about Turnitin ...

- Turnitin does not directly identify plagiarism. Instead, it provides a report that allows students and teachers to see where plagiarism may have occurred. No student would be accused of plagiarism without a member of staff first reviewing this report in detail to verify that there are indeed grounds for such an accusation based on reasonable academic judgement.
- When you submit work to Turnitin, it is usually stored within the Turnitin database so that it can be cross-checked against future submissions from other students.
- Although a high originality index may indicate possible plagiarism and a low originality index may indicate original work, this is not always the case. The extent of this depends on the nature of the subject, how many quotations you use and your own academic writing style.
- Do not aim for a specific originality index that you think will be low enough to avoid detection. Plagiarism can occur even if only a small amount of text is copied. Instead aim for academically sound writing with all your sources properly acknowledged.
- Turnitin is only one of the tools used to identify possible occurrences of plagiarism. Don't forget that your work will also be read by subject experts with years of experience in marking student work. They are able to spot instances of plagiarism even where electronic systems such as Turnitin do not.

### Submitting your Assessment Task using Turnitin

- To submit an assessment task to an assignment on Turnitin, the user must log in and upload a file to an existing assignment.

- Assignments in Turnitin cannot accept student submissions until the assignment start date and time has passed.
- Assignments may also reject submissions after the due date and time set by the instructor.
- To check the start date and due date information, either click on the name of the assignment in the class portfolio page or view the start and due dates located under the assignment name.

Use the following steps to submit your assessment task using Turnitin:

1. Log in to [www.turnitin.com](http://www.turnitin.com).
2. Once you've logged in, you should see your homepage listing the classes you are enrolled in.
3. Click the name of the class where you'd like to upload a file. This will take you to your Class Homepage for that class.
4. Click the Submit button to the right of the assignment name. This will take you to the file submission page. NOTE: On the file submission page, make sure the phrase next to the Submit: heading says "Single File Upload." If it says "Cut and Paste Upload," use the dropdown menu (the down arrow) next to Submit: to switch to "Single File Upload." This will allow you to upload your file rather than using the Cut and paste file submission feature.
5. Enter a title for the submission.
6. Click the What can I submit? link to review the types of files and file sizes Turnitin can accept.
7. Decide whether you'd like to upload a file from: the computer you're using OR Dropbox OR Google Drive.
8. Click one of the submission buttons (computer, Dropbox, or Google Drive).
9. Select the file you want to upload.
10. Click the Upload button on the file submission page.

After the submission has completed, a digital receipt is displayed in your browser window. A copy is also sent via email. It is important to use a valid email address to receive this copy of the digital receipt. Save the receipt and the submission ID it contains, as this is proof of a completed submission. If the digital receipt is not shown on screen after submission, return to the class portfolio page and view the assignment to ensure the paper submission has been completed correctly. Submissions can be checked and viewed by clicking on the title of the assessment task submitted under the title column to the right of the assignment name.

## **LATENESS / ABSENCE DUE TO ILLNESS, MISADVENTURE OR EXCEPTION CIRCUMSTANCES**

It is your responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, ON THE DAY YOU RETURN TO SCHOOL:

- (1) Submit the task or come prepared to complete the task.
- (2) Talk to your class teacher or Head Teacher to arrange a time to do the task or a substitute task.
- (3) Submit an Application for Consideration/Extension Form with supporting documentation (Appendix 2) to the Head Teacher for a decision.

Absences due to illness **MUST** be accompanied by a Medical Certificate. This must be dated during the period of illness.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you may receive ZERO for that task.

In exceptional circumstances, the Head Teacher and Deputy Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

NOTE:

- A letter from a parent may not be sufficient to satisfy the requirement
- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- If you are suspended from school when assessment tasks are due you must:
  - a) not attend school for the duration of your suspension
  - b) submit out-of-school assessment tasks by delivery to the Front Office or electronic submission.
  - c) miss your in-school assessment task for which you will be given an alternative task or an estimate

## EXTENSIONS TO DUE DATES

An extension to the due date of an assignment may be approved, **by the Head Teacher**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. You must complete an Application for Special Consideration/Extension. This is available in this booklet. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Head Teacher**, the late submission of a task will result in **zero** marks being awarded for that task.

## STUDENTS WITH A DISABILITY: ASSESSMENT AND ADJUSTMENT

Students with special education needs may require adjustments in order to demonstrate achievement in both informal and formal assessment experiences. Schools provide adjustments to assessment activities for some students with a disability. Assessment adjustments are actions taken that enable a student with disability to demonstrate achievement of outcomes. The types of adjustments will vary according to the needs of the individual student. Decisions are made at school level to offer adjustments to students with disability in both their coursework and assessment activities.

# STEPS IN ANSWERING QUESTIONS USING THE ALARM MATRIX

				What is it?
			What is it?	What does it do/look like?
		What is it?	What does it do/look like?	How does it do it?
	What is it?	What does it do/look like?	How does it do it?	What does it lead to/relationships/ impact?
What is it?	What does it do/look like?	How does it do it?	What does it lead to/relationships/ impact?	How well does it do it?
<i>Examples</i>	<i>Examples</i>	<i>Examples</i>	<i>Examples</i>	<i>Examples</i>
<b>IDENTIFY OUTLINE</b>	<b>DESCRIBE</b>	<b>EXPLAIN DISCUSS</b>	<b>ANALYSE</b>	<b>EVALUATE JUDGE</b>

If the question asks to CRITICALLY ANALYSE - state the positives and negatives.

If the question asks to CRITICALLY EVALUATE - state the positives and negatives AND make a judgement.

**TOPIC NAME:**

**DEFINITION AND EXPLANATION:**

**CRITERIA FOR EVALUATION:**

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature +'s advantages    -'s disadvantages	(How well) EVALUATE/CONCLUDE: Each Area/Feature
(How well) <b>EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE:</b> all areas/features covered					
(Why Important) <b>CONCEPTUALISE TOPIC:</b> Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
(Why Important) <b>APPRECIATE</b> (concept/question): <b>Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?</b>					

**TOPIC NAME:** What is the name of the topic, unit, subject or process of study?

**DEFINITION AND EXPLANATION** of Topic: Briefly, what is the topic (1-2 sentences)?

**CRITERIA FOR EVALUATION:** What are some of the value judgement type words that students could use to demonstrate that the impact or effect of the aspects or application of the topic or process is positive and/or negative, beneficial/harmful; advantageous and/or disadvantageous; valid/invalid; etc.

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature	(How well) EVALUATE/CONCLUDE: Each Area/Feature
What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration? Give a name and definition of EACH of these areas.	What are the features/characteristics/properties pertaining to EACH component/element in the topic/ unit/subject or step/stage in the process under consideration?	For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered?	Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/features/steps, stages and/or their impact/effect?	Explain how each area/feature is beneficial or unbeneficial, even through implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand)	To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa?
				+’s advantages    -’s disadvantages	
<b>(How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered</b> After establishing the extent of success/effectiveness of each individual feature/function/purpose, compare and contrast ALL the areas covered. To what extent is one more effective than another? Therefore, to what extent, come to a final judgement, were ALL of the features/impacts/effects, the whole process, successful or effective?					
<b>(Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features</b> How are all of the various features/impacts/effects interrelated to form the whole topic/unit/subject/process of study? And why is this interrelationship important? Why is it important to be able to evaluate all of the aspects of study or the process itself?					
<b>(Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?</b> Why is this understanding of the concept and all that it entails important to my life, or the life of others? How does this help answer a question?					

**ALARM: A Learning And Responding Matrix by M Woods**



# ALARM MEETS BLOOMS TAXONOMY

<b>Knowledge</b> NAME, DESCRIBE AND DEFINE	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Characteristics, Features
<b>Comprehension</b> EXPLAIN SIGNIFICANCE	Conclude, Demonstrate, Discuss, Explain, Generalise, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarise, Tell, Purpose, Function, Impact, Effect
<b>Application</b> ANALYSE	Apply, Change, Choose, Compute, Dramatise, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use, How
<b>Analysis</b> ANALYSE	Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
<b>Synthesis</b> CRITICALLY ANALYSE	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite
<b>Evaluation</b> EVALUATE/ CONCLUDE	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select

# YEAR 9 AGRICULTURE 2024

## SYLLABUS OUTCOMES

- AG5-1:** Explains why identified plant species and animal breeds have been use
- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 5	AG4-1, AG4-2, AG4-3, AG5-6	Research Assessment Task	20%
2	Term 2 Week 4	AG4-4, AG4-6, AG4-7, AG4-10, AG4-13, AG4-14	Practical Assessment Task	20%
3	Term 3 Week 5	AG4-11, AG4-12	Research Assessment Task	20%
4	Term 4 Week 3	AG5-4, AG4-6, AG4-7, AG4-10, AG4-13, AG4-14	Practical Assessment Task	20%
5	Term 4 Week 6	AG4-1 to AG4-14	Yearly Examination	20%
				100%

# YEAR 9 COMMERCE 2024

## SYLLABUS OUTCOMES

- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	COM5-1, COM5-2, COM5-4, COM5-5	Research Task Core Topic 1	25%
2	Term 2 Week 6	COM5-1, COM5-2, COM5-4	Half Yearly Examination	25%
3	Term 3 Week 8	COM5-6, COM5-7, COM5-8, COM5-9	Research Task Option Topic 1	25%
4	Term 4 Week 6	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	Yearly Examination	25%
				100%

# YEAR 9 CHILD STUDIES 2024

## SYLLABUS OUTCOMES

- 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
- CS5-6** describes a range of parenting practices for optimal growth and development +
- CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	CS5-2	Newborn Care	25%
2	Term 2 Week 6	CS5-12 CS5-1	Half Yearly Examination	25%
3	Term 2 Week 9	CS5-11	Growth and Development Booklet	25%
4	Term 4 Week 6	CS5-6 CS5-9	Yearly Exam	25%
				100%

# YEAR 9 ENGLISH 2024

## SYLLABUS OUTCOMES

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10	EN5-ECA-01, EN5-ECB-01 EN5-URA-01	<b>Gothic Texts Speech Task</b> Reading in the Dark <b>Core:</b> Speech only <b>Critical:</b> Speech and Critical Reflection	25%
2	Term 2 Week 6	EN5-URA-01, EN5-RVL-01 EN5-ECA-01	<b>Half Yearly Examination</b> Extended response: The Raven	25%
3	Term 3 Week 8	EN5-URB-01, EN5-URC-01 EN5-ECB-01	<b>Novel Study Essay Task</b> Up Close and Personal <b>Core:</b> Scaffold (no notes)	25%
4	Term 4 Week 6	EN5-URA-01, EN5-RVL-01 EN5-ECA-01	<b>Yearly Examination</b> Up Close and Personal + Media Representation	25%
				100%

# YEAR 9 FOOD TECHNOLOGY 2024

## SYLLABUS OUTCOMES

- FT5-1:** Demonstrates hygienic and safe practices in the selection, handling and storage of food
- FT5-6:** Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-8:** Collects, evaluates and applies information from a variety of sources
- FT5-10:** Selects and employs appropriate techniques and equipment for a variety of food-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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Terms 1 - 4	FT5-1, FT5-10	Ongoing Practicals	50%
2	Term 1 Week 11	FT5-6, FT5-8	Disease related Research Task	15%
3	Term 2 Week 6	FT5-6	Half Yearly Examination	10%
4	Term 3 Week 9	FT5-8, FT5-13	Multicultural Food Research Task	15%
5	Term 4 Week 6	FT5-6, FT5-12, FT5-13,	Yearly Examination	10%
				100%

# YEAR 9 GEOGRAPHY 2024

## SYLLABUS OUTCOMES

- 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 organisation's 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	GE5-1, GE5-2, GE5-7 GE5-8	Research Task	40%
2	Term 2 Week 3	GE5-7	Geographical Skills Test	20%
3	Term 2 Week 6	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5	Semester Examination	40%
				100%

# YEAR 9 HISTORY 2024

## SYLLABUS OUTCOMES

- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 3 Week 8	HT5-1, HT5-2, HT5-4, HT5-6, HT5-10	Research Task	40%
2	Term 4 Week 2	HT5-7, HT5-8, HT5-9	History Skills Portfolio	20%
3	Term 4 Week 6	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9	Semester Examination	40%
				100%



# YEAR 9 COMPUTER TECHNOLOGY 2024

## SYLLABUS OUTCOMES

<b>CT5-SAF-01</b>	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
<b>CT5-DPM-01</b>	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
<b>CT5-COL-01</b>	manages, documents and explains individual and collaborative work practices
<b>CT5-EVL-01</b>	understands how innovation, enterprise and automation have inspired the evolution of computing technology
<b>CT5-DAT-01</b>	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
<b>CT5-COM-01</b>	communicates ideas, processes and solutions using appropriate media
<b>CT5-OPL-01</b>	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
<b>CT5-THI-01</b>	applies computational, design and systems thinking to the development of computing solutions
<b>CT5-DAT-02</b>	acquires, represents, analyses and visualises simple and structured data
<b>CT5-DES-01</b>	designs and creates user interfaces and the user experience

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 3	CT5-COL-01, CT5-THI-01, CT5-DAT-02	Computer Project	25%
2	Term 2 Week 6	CT5-DAT-01, CT5-COM-01, CT5-THI-01	Half Yearly Examination	25%
3	Term 4 Week 2	CT5-DPM-01, CT5-COM-01, CT5-THI-01	Computer Project	25%
4	Term 4 Week 6	CT5-DAT-01, CT5-COM-01	Yearly Examination	25%
				100%

# YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER 2024

## SYLLABUS OUTCOMES

- IND5-1:** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2:** 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	IND5-1, IND5-3	Part A: Project	20%
		IND5-5, IND5-8	Part B: Folio	10%
2	Term 2 Week 6	IND5-1, IND5-3, IND5-9	Half Yearly Examination	10%
3	Term 3 Week 10	IND5-1, IND5-2, IND5-3	Project	30%
		IND5-5, IND5-8	Folio	20%
4	Term 4 Week 5	IND5-1, IND5-3, IND5-9	Yearly Examination	10%
				100%

# YEAR 9 INDUSTRIAL TECHNOLOGY METAL 2024

## SYLLABUS OUTCOMES

- IND5-1:** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2:** 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	IND5-1, IND5-3	Project	20%
		IND5-5, IND5-8	Folio	10%
2	Term 2 Week 6	IND5-1, IND5-3, IND5-9	Half Yearly Examination	10%
3	Term 3 Week 10	IND5-1, IND5-2, IND5-3	Project	30%
		IND5-5, IND5-8	Folio	20%
4	Term 4 Week 6	IND5-1, IND5-3, IND5-9	Yearly Examination	10%
				100%

# YEAR 9 MATHEMATICS

## SYLLABUS OUTCOMES

- MAO-WM-01:** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
- MA5-FIN-C-01:** solves financial problems involving simple interest, earning money and spending money
- MA5-MAG-C-01:** solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
- 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-VOL-C-01:** solves problems involving the volume of composite solids consisting of right prisms and cylinders
- MA5-ALG-C-01:** simplifies algebraic fractions with numerical denominators and expands algebraic expressions
- MA5-EQU-C-01:** solves linear equations of up to 3 steps, limited to one algebraic fraction
- MA5-TRG-C-01:** applies trigonometric ratios to solve right-angled triangle problems
- MA5-LIN-C-01:** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
- MA5-IND-C-01:** simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5-GEO-C-01:** identifies and applies the properties of similar figures and scale drawings to solve problems
- MA5-PRO-C-01:** solves problems involving probabilities in multistage chance experiments and simulations

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8	MAO-WM-01, MA5-FIN-C-01	Investigative Assignment	20%
2	Term 2 Week 6	MA5-FIN-C-01, MA5-MAG-C-01 MA5-ARE-C-01, MA5-VOL-C-01 MA5-ALG-C-01	Half Yearly Examination	30%
3	Term 3 Week 6	MA5-EQU-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-IND-C-01, MA5-MAG-C-01	In-Class Task	25%
4	Term 4 Week 6	MA5-GEO-C-01, MA5-PRO-C-01, MA5-LIN-C-01	Yearly Examination	25%
				100%

- Please note:** Core content is assessed as per the schedule outlined above. Some classes may study Path content in addition to the Core content which may be informally assessed by class teachers.

# YEAR 9 MUSIC 2024

## SYLLABUS OUTCOMES

- 5.1:** Performs works of increasing complexity in a range of styles demonstrating an understanding of the musical concepts
- 5.2:** Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3:** Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4:** Demonstrates an understanding of the concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5:** Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6:** Uses different forms of technology in the composition process
- 5.7:** Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, cultural and historical contexts
- 5.8:** Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation, and notation in the music selected for study
- 5.9:** Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
- 5.10:** Demonstrates an understanding of the influence and impact of technology on music
- 5.11:** Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12:** Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	5.5, 5.4, 5.6	Composition Task	30%
2	Term 2 Week 6	5.1	Performance Task	20%
3	Term 2 Week 6	5.7, 5.9	Listening Assessment	15%
4	Term 3 Week 10	5.2, 5.3	Performance	20%
5	Term 4 Week 6	5.7, 5.8, 5.10	Aural Examination	15%
				100%

# YEAR 9 PHYSICAL ACTIVITY & SPORTS STUDIES 2024

## SYLLABUS OUTCOMES

- PASS5-1:** Discusses factors that limit and enhance the capacity to move and perform
- PASS5-2:** Analyses the benefits of participation and performance in physical activity and sport
- 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 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	PASS5-1 PASS 5-6	Written Task	25%
2	Term 2 Week 6	PASS5-7 PASS5-9	Practical Application	25%
3	Term 3 Week 6-10	PASS5-5 PASS5-9	Practical Application	25%
4	Term 4 Week 6	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-8, PASS5-10	Yearly Examination	25%
				100%

# YEAR 9 PDHPE 2024

## SYLLABUS OUTCOMES

- 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.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 1-10 Term 2 Week 1-3	PD5.4, PD5.5 PD5.11	Practical Application	25%
2	Term 2 Week 6	PD5.1, PD5.2	Written Application	25%
3	Term 3 Weeks 1-10	PD5-5, PD5-9	Practical Application	25%
4	Term 4 Week 6	PD5-1, PD5-2, PD5-3, PD5-5,PD5-6, PD5-7, PD5-8, PD5-9 PD5-10	Yearly Examination	25%
				100%

# YEAR 9 SCIENCE 2024

## SYLLABUS OUTCOMES

- 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
- SC5-13ES:** Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC5-14LW:** Relates the structure and function of living things to their classification, survival and reproduction
- 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 7	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Student Research Project	20%
2	Term 2 Week 4	SC5-6WS, SC5-7WS, SC5-17CW	Practical Assessment Task	15%
3	Term 2 Week 6	SC5-7WS, SC5-8WS, SC5-11PW, SC5-17CW	Progress Quiz	25%
4	Term 3 Week 8	SC5-7WS, SC5-9WS, SC5-10PW	Research Assessment Task	15%
5	Term 4 Week 6	SC5-7WS, SC5-8WS, SC5-10PW, SC5-13ES, SC5-14LW	Yearly Examination	25%
				100%



# YEAR 9 VISUAL ARTS 2024

## SYLLABUS OUTCOMES

- 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 the 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 arts
- 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 relationship 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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	5.1, 5.4	Body of Work and VAPD	25%
2	Term 2 Week 6	5.8, 5.9, 5.10	Written Assessment	15%
3	Term 3 Week 5	5.3, 5.5	Body of Work and VAPD	25%
4	Term 4 Week 6	5.7, 5.9 5.2, 5.6	Yearly Examination Practical Assessment	15% 20%
				100%





# APPENDIX 1



## ASSESSMENT TASK NOTIFICATION

Student Name: ..... Subject/Course: .....

Assessment Task Title: .....

Value of Task: ..... Date Task Issued: ..... Date Task Due: .....

Outcomes to be assessed:

- |                  |                  |
|------------------|------------------|
| ▪ .....<br>..... | ▪ .....<br>..... |
| ▪ .....<br>..... |                  |
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| ▪ .....<br>..... |                  |
| ▪ .....<br>..... |                  |
| ▪ .....<br>..... | ▪ .....<br>..... |

Task description:

Assessment Criteria – Your task will be assessed according to your ability to:



## APPENDIX 2

### SPECIAL CONSIDERATION APPLICATION FORM (Year 7-9)

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as they return.
3. The form, when completed, is to be submitted to the Head Teacher of course concerned.

Name of Student			
Teacher			
Subject Course		Faculty / Department	
Nature of Assessment Task e.g. Essay – Title			
Due Date		Time	
Reason for and  Nature of Request, e.g. Special consideration or extension of time			
Specify and attach any Supporting Documentation  e.g. Medical Certificate			
Signature of Student			Date
Comments			
H.T. Decision			
H.T. Signature			Date: