

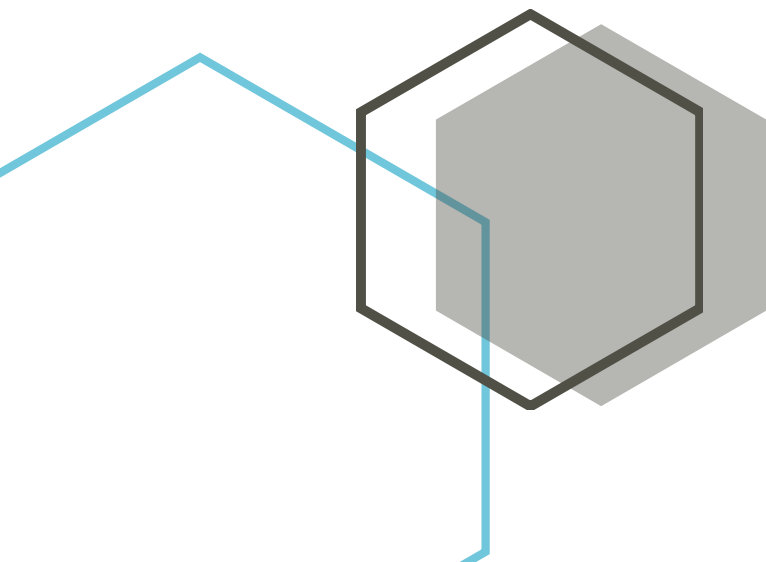


LEETON HIGH SCHOOL

ASSESSMENT POLICY AND PROCEDURES

YEAR 9

2024



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Junior Assessment Policy

"I am not a product of my circumstances. I am a product of my decisions." — Stephen R. Covey

Assessment and Course Requirements

Students are expected to undertake all learning activities to meet completion requirements for a subject. Normal procedures for contacting parents will apply for failure to meet these requirements.

Reminders will be provided two weeks prior to the due date of an assessment task; however, students are encouraged to use the Assessment Calendar at the end of this booklet as notification of upcoming assessments.

In-class assessment tasks / Examinations

- Students must be present for examinations. If they are absent, they need to present an Illness/Misadventure Form (see Appendix I) from a parent/carer/guardian explaining their absence. No penalty will occur if the form is provided with a legitimate reason.
- Absence from an examination or in-class task will incur a 20% penalty if no satisfactory reason is given by a parent, carer or guardian.
- Failure to sit a negotiated substitute task will result in a zero being awarded for this task.
- Refusal to do a task will result in a zero mark being awarded for this task.
- Absences through school approved activities such as representation at sporting knockouts do not require a note from a parent or carer. Students should let their teacher know if they will be absent for an assessment task due to school approved activities prior to the date. Alternative arrangements will be provided to the student without penalty.

Take-home assessment tasks

- Usually, two weeks' notice will be given for a research or take-home task. The due date is the last day the task can be handed in without penalty.
- Tasks submitted late will incur a 20% penalty per day for up to 5 days. Tasks submitted after this time will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved illness/misadventure form – Appendix I) may be given an extension or an estimate as determined by the teacher and the Head Teacher.
- Refusal to complete a task will result in a zero mark being awarded for the task.
- School approved activities such as representation at sporting knockouts occurring on the due date do not warrant an extension. Students must make arrangements to submit the task prior to excursion in this case, unless a pre-approved extension has been granted (see Appendix I).

Plagiarism and Malpractice in Assessment Tasks

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process.

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It can include copying someone else's work, cheating during an exam in any form, or providing false information for not submitting an assessment task on time. Malpractice in assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual and disadvantaging other students.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Students who have completely plagiarised their assessment will receive a zero and a letter of concern (Years 7-9). Students must show ethical scholarship by learning how to summarise and write in their own words.

Misbehaviour during Assessment Tasks and Examinations

Students who misbehave during examinations will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment.

If a student finishes an examination before the allocated time, they are encouraged to use this time to review and edit their answers.

My Year 9 Assessment Calendar

Highlight your assessment tasks on this calendar to help you organise your time.

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	Mathematics cycle tests begin (every fortnight)
Week 5	
Week 6	Task 1: History, Science
Week 7	Task 1: Commerce, Food Technology, Music Task 2: PDHPE (Weeks 7 – 11)
Week 8	Task 1: Industrial Technology Metal
Week 9	Task 1: Industrial Technology Timber
Week 10	Task 1: Mathematics, PDHPE, PASS
Week 11	Task 1: English

Term 2	
Week 1	Task 2: Science
Week 2	
Week 3	
Week 4	Task 1: Visual Arts Task 2: Commerce (Weeks 4-5)
Week 5	Task 1: Agriculture Task 2: Music (Week 5/6), History (Week 5/6)
Week 6	Task 2: Food Technology, iSTEM
Week 7	
Week 8	Task 2: English, Industrial Technology Timber, PASS Task 3: Agriculture (ongoing: Term 2 Week 8 to Term 4 Week 3),
Week 9	
Week 10	Task 2: Industrial Technology Metal

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Task 3: Science
Week 6	Task 3: English, PDHPE (Weeks 6 – 10)
Week 7	Task 3: Commerce, Food Technology
Week 8	Task 2: Agriculture, Visual Arts
Week 9	Task 1: Geography
Week 10	Task 3: iSTEM, Music, PASS Task 2: Mathematics

Term 4	
Week 1	
Week 2	Task 3: Industrial Technology Metal, Industrial Technology Timber
Week 3	Task 3: Agriculture 9 (ongoing Term 2 Week 8 to Term 4 Week 3), Visual Arts
Week 4	
Week 5	Examinations: Commerce, English, Food Technology, Geography, Industrial Technology Metal, Industrial Technology Timber, iSTEM, Music, PDHPE, PASS, Science
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

Assessment Schedules

Year 9 Agriculture 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Agriculture in Australia	AG5-1, AG5-2, AG5-3, AG5-4, AG5-8, AG5-9, AG5-13, AG5-14	Term 2 Week 5	25
2	Animal/ Plant Study	AG-1, AG5-2, AG5-4, AG5-5, AG5-6, AG5-7,	Term 3 Week 8	25
3	Practical	AG5-2, AG5-4, AG5-6, AG5-7, AG5-10, AG5-13, AG5-14	Ongoing Term 2 Week 8 Term 4 Week 3	50
Total				100

Syllabus outcomes

A student:

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

Year 9 Commerce 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Writing/Research	COM5-1, COM5-2, COM5-7, COM5-8, COM5-9	Term 1 Week 7	25
2	Mid-course Examination	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	Term 2 Week 4 - 5	25
3	Writing/Research	COM5-1, COM5-3, COM5-4, COM5-6 COM5-7, COM5-8, COM5-9	Term 3 Week 7	25
4	Yearly Examination	COM5-1, COM5-2, COM5-3 COM5-5,	Term 4 Week 5/6	25
Total				100

Syllabus outcomes

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.

Year 9 English 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Portfolio	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	Term 1 Week 11	20
2	Analytical Response	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01,	Term 2 Week 8	20
3	Persuasive multimodal	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	Term 3 Week 6	30
4	Examination	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	Term 4 Week 5/6	30
Total				100

Syllabus outcomes

A student:

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.

Year 9 Food Technology 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Food in Australia	FT5.8, FT5.9, FT5.10, FT5.11, FT5.12	Term 1 Week 7	25
2	Food Equity	FT5.1, FT5.2, FT5.5, FT5.6, FT5.8, FT5.9, FT5.10, FT5.11,	Term 2 Week 6	25
3	Food Product Development	FT5.1, FT5.2, FT5.9, FT5.10, FT5.11, FT5.13	Term 3 Week 7	25
4	End Of Year Exam	FT5.3, FT5.4, FT5.6, FT5.7, FT5.10, FT5.12, FT5.13	Term 4 Week 5/6	25
Total				100

Syllabus outcomes

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.

Year 9 Geography 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Task	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	Term 3 Week 9	50
2	Examination	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 4 Week 5/6	50
Total				100

Syllabus outcomes

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 well-being and ways to improve human well-being.
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies.

Year 9 History 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Project	HT5-1, HT5-2, HT5-4, HT5-8, HT5-9, HT5-10	Term 1 Week 6	50
2	Examination	HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	Term 2 Week 5/6	50
Total				100

Syllabus outcomes

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.

Year 9 Industrial Technology—Metal 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Sheet Metal Task	IND5-1, IND5-3, IND5-4, IND5-6, IND-7, IND5-8	Term 1 Week 8	20
2	Fabrication and machining Task	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	Term 2 Week 10	25
3	Minor Design Task & Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	Term 4 Week 2	35
4	Yearly Examination	IND5-1, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 5/6	20
Total				100

Syllabus outcomes

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 qualities 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.

Year 9 Industrial Technology—Timber 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Basic Level practical Tasks	IND5-1, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8	Term 1 Week 9	20
2	Moderate Level Practical Task	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	Term 2 Week 8	25
3	Minor Design Task & Portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 2	35
4	Yearly Examination	IND5-1, IND5-4, IND5-5, IND5-8, IND5-9, IND5-10	Term 4 Week 5/6	20
Total				100

Syllabus outcomes

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 qualities 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.

Year 9 iSTEM 2024

Task No.	Task Description	Areas for Assessment	Due Date	Weighting
1	Inquiry based STEM fundamentals challenges	5-1, 5-2, 5-3, 5-4, 5-6, 5-10	Term 1 Ongoing	15
2	Mechatronics and Robotics Project Based Learning	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	Term 2 Week 6	30
3	Aeronautical Engineering Project & Portfolio	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	Term 3 Week 10	35
4	Yearly Examination	All outcomes may be assessed.	Term 4 Week 5/6	20
Total				100%

Syllabus outcomes

A student:

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

Year 9 Mathematics 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Semester 1 Project	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-RAT-P-01, MA5-RAT-P-02	Term 1 Week 10	30
2	Semester 2 Project	MAO-WM-01, MA5-DATA-C-01, MA5-DATA-C-02, MA5-DATA-P-01	Term 3 Week 10	30
3	Formative Assessment	MAO-WM-01	Ongoing	40
Total				100

Note: Examinations are held for Semester 1 and 2 but are not included in the weighting as they are individualised and based on what the student has mastered throughout the semester.

Syllabus Outcomes

(Core and Pathway outcomes; however, students may be working on other stages and on content working towards or path outcomes leading to stage 6.)

A student:

- MAO-WM-01** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
- MA5-RAT-P-01** identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
- MA5-RAT-P-02** analyses and constructs graphs relating to rates of change (Path: Stn, Adv)
- MA5-ALG-C-01** simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
- MA5-ALG-P-01** simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
- MA5-ALG-P-02** selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
- MA5-IND-C-01** simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.
- MA5-IND-P-01** applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
- MA5-IND-P-02** describes and performs operations with surds and fractional indices (Path: Adv)
- MA5-EQU-C-01** solves linear equations of up to 3 steps, limited to one algebraic fraction.
- MA5-EQU-P-01** solves monic quadratic equations, linear inequalities and cubic equations of the form $[ax]^3=k$ (Path: Adv)
- MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
- MA5-LIN-C-01** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-LIN-C-02** graphs and interprets linear relationships using the gradient/slope-intercept form.
- MA5-LIN-P-01** describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
- MA5-TRG-C-01** applies trigonometric ratios to solve right-angled triangle problems.
- MA5-TRG-C-02** applies trigonometry to solve problems, including bearings and angles of elevation and depression.
- MA5-TRG-P-01** applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
- MA5-TRG-P-02** establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
- MA5-ARE-C-01** solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
- MA5-ARE-P-01** applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
- MA5-VOL-C-01** solves problems involving the volume of composite solids consisting of right prisms and cylinders.
- MA5-VOL-P-01** applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

- MA5-GEO-C-01** identifies and applies the properties of similar figures and scale drawings to solve problems.
- MA5-GEO-P-01** establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
- MA5-GEO-P-02** constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
- MA5-DAT-C-01** compares and analyses datasets using summary statistics and graphical representations.
- MA5-DAT-C-02** displays and interprets datasets involving bivariate data.
- MA5-DAT-P-01** plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
- MA5-PRO-C-01** solves problems involving probabilities in multistage chance experiments and simulations.
- MA5-PRO-P-01** solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)
- MA5-FIN-C-01** solves financial problems involving simple interest, earning money and spending money.
- MA5-FIN-C-02** solves financial problems involving compound interest and depreciation.
- MA5-NLI-C-01** identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
- MA5-NLI-C-02** identifies and compares features of parabolas and exponential curves in various contexts.
- MA5-NLI-P-01** interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
- MA5-MAG-C-01** solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.
- MA5-POL-P-01** defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
- MA5-LOG-P-01** establishes and applies the laws of logarithms to solve problems (Path: Adv)
- MA5-FNC-P-01** uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
- MA5-CIR-P-01** applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
- MA5-NET-P-01** solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

Year 9 Music 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Performance	5.1, 5.3 (5.11, 5.12)	Term 1 Week 7	20
2	Composition	5.4, 5.5, 5.6 (5.11, 5.12)	Term 2 Week 5/6	20
3	Music of a Culture Assignment	5.7, 5.8 (5.11, 5.12)	Term 3 Week 10	20
4	Yearly Examination (Performance/ Listening/ Written)	5.1, 5.3, 5.7, 5.9, (5.11, 5.12)	Term 4 Week 5/6	40
Total				100

Syllabus Outcomes

A student:

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

Year 9 PDHPE 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Email to the Editor Theory Task	PD5-6, PD5-7, PD5-9	Term 1 Week 10	25
2	Ultimate Frisbee Practical Task	PD5-4, PD5-5, PD5-9	Term 1 Weeks 7-11	25
3	Invade this space - League Tag Practical Task	PD5-4, PD5-5, PD5-10, PD5-11	Term 3 Week 6-10	25
4	Yearly Examination	All outcomes may be assessed	Term 4 Week 5/6	25
Total				100

Syllabus outcomes

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** adapt 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.

Year 9 Physical Activity & Sports Studies (PASS) 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Body Systems Test	PASS51, PASS52,	Term 1 Week 10	25
2	Fundamental Motor Skills Resource Cards	PASS51, PASS52, PASS58, PASS510	Term 2 Week 8	25
3	Australia's Sporting Identity Case Study	PASS53, PASS54, PASS55 PASS6, PASS510	Term 3 Week 10	25
4	Yearly Examination	All outcomes may be assessed.	Term 4 Week 5/6	25
Total				100%

Syllabus outcomes

A student:

- PASS5-1** discusses factors that limit and enhance the capacity to move and perform.
- PASS5-2** analyses the benefits of participation and performance in physical activity and sport.
- 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.

Year 9 SCIENCE 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Disease Research Task	SC5-7WS, SC5-9WS, SC5-14LW, SC5-15LW	Term 1 Week 6	25
2	Plate Tectonics Topic Test	SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES	Term 2 Week 1	25
3	Firsthand Investigation Volume of Gas Produced	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW	Term 3 Week 5	25
4	Yearly Examination	All Outcomes may be assessed.	Term 4 Week 5/6	25
Total				100

Note: Year 9 content will be assessed in the Year 10 VALID Science Test. Students should keep their class notes.

Syllabus outcomes

A student:

- 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 & 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.

YEAR 9 VISUAL ARTS 2024


Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Mixed Media	5.2, 5.3, 5.4, 5.5, 5.6	Term 2 Week 4	50
2	Photography	5.5, 5.6, 5.7	Term 3 Week 8	25
3	Painting	5.1, 5.2	Term 4 Week 3	25
Total				100%

Syllabus outcomes


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 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 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.

Appendix I: Illness/ Misadventure/ Extension Application Form

		ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM	
Student Name:		Year:	
Subject:		Teacher:	
Task Name:		Weighting: %	Date of Task:
Details of Illness/Misadventure/Extension Request 			
Please tick all that apply:			
<input type="checkbox"/>	School contacted	<input type="checkbox"/>	Medical Certificates
<input type="checkbox"/>		<input type="checkbox"/>	Written Statements Provided
In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.			
Student Signature:		Date:	
Parent Name:		Parent / Guardian Signature:	
Head Teacher Signature:		Date:	
Decision – STAFF USE ONLY (tick one box only)			
<input type="checkbox"/>	Zero Score to be recorded (N Award Warning Letter to be issued)		
<input type="checkbox"/>	Alternate Assessment Task to be set		
<input type="checkbox"/>	Extension of time granted until _____		
<input type="checkbox"/>	Estimate provided		
<input type="checkbox"/>	Other Action		
Principal / Deputy Principal Signature:		Date:	

Appendix II: Appeal of Assessment Procedure

		<h3>APPEAL OF ASSESSMENT PROCEDURE</h3>	
Student Name:		Year:	
Subject:		Teacher:	
Task Name:		Weighting: %	Task Due Date:
<p>Details of Appeal</p>			

<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p>	
Student Signature:	Date:
Parent Name:	Parent / Guardian Signature:
Head Teacher Signature:	Date:

<p>Recommendation of Teacher / Head Teacher</p>	
Head Teacher Signature:	Date:
<p>Decision</p>	
Principal / Deputy Principal Signature:	Date: