



**LEETON HIGH SCHOOL
ASSESSMENT POLICY AND PROCEDURES**

**YEAR 9
2023**



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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 10% penalty per day for up to 5 days. Tasks submitted after two weeks (10 school days) 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 II).

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 and electronic devices during Assessment Tasks and Examinations

In 2018, the New South Wales Education Standards Authority (NESA) issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and may receive a zero for contravening this policy. To reinforce this message in the junior school, students will not be allowed to use electronic devices, unless prescribed in 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.

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.

My Year 9 Assessment Calendar

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

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

Term 2	
Week 1	Task 2: Science Mathematics Semester 1 Project
Week 2	
Week 3	
Week 4	Task 2: Commerce
Week 5	Task 2: English, Geography (examination), History Elective, Music (Week 5/6) Task 1: Agriculture,
Week 6	Task 2: Food Technology, Istem
Week 7	Task 2: PASS (Weeks 7 – 10)
Week 8	Task 3: Agriculture 9 (ongoing Term 2 Week 8 to Term 4 Week 3), Industrial Technology Timber
Week 9	Task 2: Drama
Week 10	Task 2: Industrial Technology Metal

Term 3	
Week 1	
Week 2	
Week 3	Task 2: Agriculture
Week 4	
Week 5	Task 3: Science
Week 6	Task 3: PDHPE (Weeks 6 – 10)
Week 7	Task 1: History Task 3: Food Technology
Week 8	Task 3: Commerce, Drama, History Elective, PASS (Weeks – 10)
Week 9	Task 3: English
Week 10	Task 3: iSTEM, Music Mathematics Semester 2 Project

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)
Week 4	Task 4 – Examinations: Commerce , Drama, English, History, Industrial Technology Metal, Industrial Technology Timber, iSTEM, Music, PDHPE, PASS, Science
Week 5	Task 4: Food Technology, History Elective
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

Assessment Schedules

Assessment schedules for each course begin on the next page.

Year 9 Agriculture 2023

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 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Writing/Research	COM5-1, COM5-2, COM5-7, COM5-8, COM5-9	Term 1 Week 8	25
2	Mid-course Examination	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	Term 2 Week 4	25
3	Writing/Research	COM5-1, COM5-3, COM5-4, COM5-6 COM5-7, COM5-8, COM5-9	Term 3 Week 8	25
4	Yearly Examination	COM5-1, COM5-2, COM5-3 COM5-5,	Term 4 Week 4	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 Drama 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Improvisation/ Elements of Drama	5.1.1, 5.1.2, 5.2.3, 5.3.1	Term 1 Week 9	20
2	Commedia Dell'Arte Mask and Group Tableaux	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.2, 5.3.3	Term 2 Week 9	20
3	Scripted Performance	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	Term 3 Week 8	30
4	Examination	5.1.4, 5.3.1, 5.3.2, 5.3.3	Term 4 Week 4/5	30
Total				100

Syllabus outcomes

A student:

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

Year 9 English 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Creative Composition	EN5-3B, EN5-5C, EN5-7D, EN5-8D	Term 1 Week 9	25
2	Comprehension	EN5-1A, EN5-3B, EN5-4B, EN5-6C, EN5-9E	Term 2 Week 5	25
3	Multimodal Presentation	EN5-1A, EN5-2A, EN5-3B, EN5-5C	Term 3 Week 9	25
4	Examination	EN5-1A, EN5-3B, EN5-5C, EN5-7D	Term 4 Week 4/5	25
Total				100

Syllabus outcomes

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

Year 9 Food Technology 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Food in Australia	FT5.8, FT5.9, FT5.10, FT5.11, FT.12	Term 1 Week 7	25
2	Food Equity	FT5.2, FT5.5, FT5.6, FT5.11, FT5.13	Term 2 Week 6	25
3	Food Product Development	FT5.1, FT5.2, FT5.10, FT5.11, FT5.13	Term 3 Week 7	25
4	Food Selection and Health	FT5.3, FT5.4, FT5.6, FT5.7, FT5.8, FT5.9, FT5.10, FT5.11, FT5.12, FT5.13	Term 4 Week 5	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 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Task	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	Term 1 Week 7	50
2	Examination	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 2 Week 5	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 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Project	HT5-1, HT5-2, HT5-4, HT5-8, HT5-9, HT5-10	Term 3 Week 7	50
2	Examination	HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	Term 4 Week 4	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 History Elective 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Research Task	HTE5-1, HTE5-3, HTE5-6, HTE5-8, HTE5-9	Term 1 Week 8	25
2	Research Task	HTE5-4, HTE5-6, HTE5-8, HTE5-9	Term 2 Week 5	25
3	Research Task	HTE5-2, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9	Term 3 Week 8	25
4	Presentation	HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 4 Week 4	25
Total				100

Syllabus outcomes

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

Year 9 Industrial Technology—Metal 2023

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 4/5	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 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

Year 9 Industrial Technology—Timber 2023

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 4/5	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 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

Year 9 iSTEM 2023

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 4/5	20
Total				100%

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 2023

Task Description	Outcomes	Due Date	Weighting %
Cycle Tests	Will vary for each student. Some or all of the outcomes listed below may be assessed.	Fortnightly From Term 1 Week 6	60
Semester 1 Project		Term 2, Week 1	20
Semester 2 Project		Term 3, Week 10	20
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

(Stage 5.1 and 5.2 outcomes listed; however, students may be working on other stages and on content working towards or beyond Stage 5.1 and 5.2 depending on each individual student's pathway.) 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

MA5.1-4NA 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

MA5.1-7NA graphs simple non-linear relationships

MA5.1-8MG calculates 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

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

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

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

MA5.2-1WM 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

MA5.2-4NA solves financial problems involving compound interest

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

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions

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

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

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

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

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

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

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

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

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

Year 9 Music 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Composition	5.4, 5.5, 5.6 (5.11, 5.12)	Term 1 Week 7	20
2	Performance	5.1, 5.3 (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 (Listening/ Written)	5.7, 5.9, (5.11, 5.12)	Term 4 Week 4/5	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 2023

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 6-10	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 4/5	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) 2023

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Coaching Assessment Task / Practical Netball Assessment	PASS55, PASS56, PASS57, PASS58, PASS59, PASS510	Term 1 Week 9 - Term 2 Week 2	25
2	Nutrition Task	PASS51, PASS52, PASS58, PASS510	Term 2 Week 8	25
3	Health Promotion Video Task	PASS55, PASS56, PASS510, PASS53, PASS54	Term 3 Week 10	25
4	Yearly Examination	All outcomes may be assessed.	Term 4 Week 2	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 2023

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	First Hand 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 4/5	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

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

Appendix I

Application for Assessment Task Consideration - Illness/Misadventure

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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Reason for absence: (Attach evidence such as a medical certificate)
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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/Guardian Signature:	Date:

Recommendation of Teacher/Head Teacher
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.....
...

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	

Appendix II

Application for Year 7-10 Assessment Task Consideration—Extension

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

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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/Guardian Signature: Date:

Recommendation of Teacher/Head Teacher

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.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	

Appendix III

Application for Appeal of the Assessment Procedure—Year 7-10

Name:		Year:		Date:	
Subject:		Teacher:			

Task No.		Due Date:		Task Weighting	
Task Description					
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Details of appeal
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<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> <p>Student Signature: Date:</p> <p>Parent/Guardian Signature: Date:</p>
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Recommendation of Teacher/Head Teacher
.....
.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Adviser Signature		Date	