



Parramatta High School

Year 9 Assessment Policy 2024

A guide for students and their parents

What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do. Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject.

The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in class assessment tasks

All formal assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports.

All students will be given an assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This schedule should be referred to throughout the year.

You may also obtain clarification regarding your assessments from your teacher or the Head Teacher of the subject, provided you allow adequate time for a response.

Please remember that your teachers have many responsibilities and demands on their time and that the opportunity to obtain advice is limited (they cannot be available 24/7).

You are also required to complete class work and homework.

Student's Rights and Responsibilities:

Rights

Students have the right to –

Be given information about each task such as

- dates for each task;
- topic area and/or nature of assessment task;
- an approximate length or time for each task;
- mark value in relation to the total number of marks for the course; and
- how marks will be earned

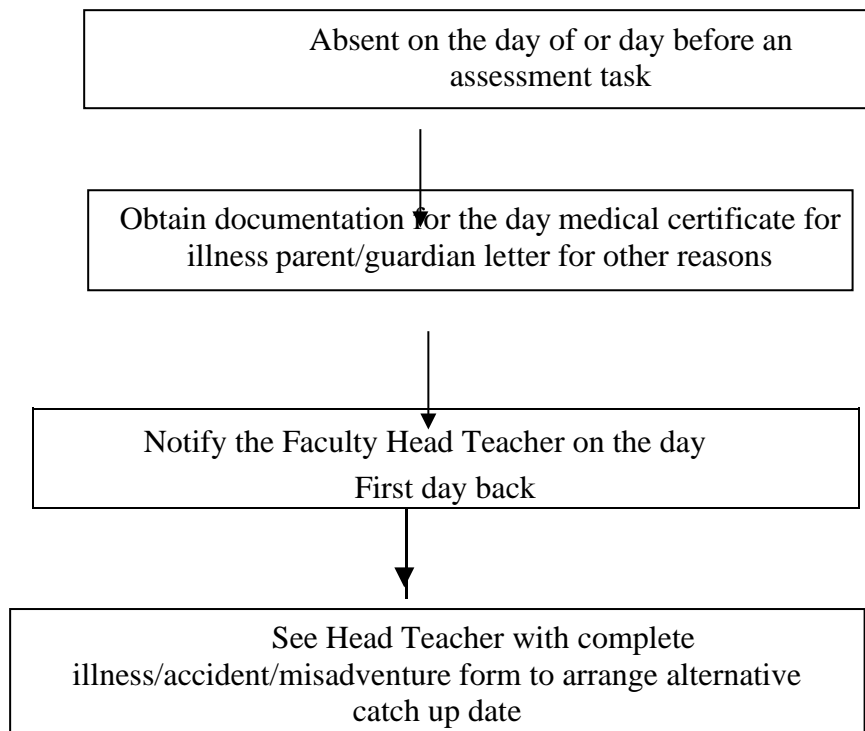
Be given Notification at least two weeks prior to formal Task

Be given meaningful feedback on their performance, ie why they received the Assessment Mark they did and how they may improve their performance.

Responsibilities

- Carefully read the assessment notification issued on the school's pro forma
- Plan and mark the due dates for the tasks in your homework diary and on a calendar at home
- You cannot be away ON the day or the day BEFORE any assessment task.
- In the event of unforeseeable circumstances, a misadventure form must be filled out. It is the responsibility of the student to see the Subject Head Teacher to organise an alternative catch up task/date on the FIRST DAY back to school.
- Check that any technology or equipment needed to complete the task is working before the due date (computer access and printing issues are not an acceptable misadventure)
- Keep your drafts of assignments as evidence of your work
- Keep a record of your submission of the task
- Keep a record of your results

Misadventure Illness Appeal



As the assessment marks are intended to be a measure of a student's performance, applications must relate to illness or misadventure suffered immediately before or during the assessment that has affected the student's performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If you do not complete the task on the due date an illness/accident/misadventure form must be completed with relevant documentations and submitted to the Subject Head Teacher within 5 working days. An illness/accident/misadventure form can be found on the school website and at the end of this document.

Unacceptable grounds for appeal

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday unless prior approval has been obtained from the Principal
- Technology failure such as computer or printer malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save his/her work frequently and also to back up their work.
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

Late Submission Policy

- Submit a Misadventure Form with a Medical Certificate or Letter from Parent/Guardian explaining the reason for lateness. This documentation must be handed to the class teacher the day the student returns to school after his/her absence/s and within 5 days of the task (Note that weekends count as days). DO NOT wait until the next time you have a lesson.
- Penalty and letter home will be awarded/sent for students who fail to submit the task without appropriate and timely documentation.

Days Late	1-5	6 +
Penalty Rate	10% per day	Zero Mark

Frequently Asked Questions

What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason

- e.g. a funeral or an approved school activity, urgent medical attention-you will need to explain the circumstances in writing, before the absence, to your class teacher and/or faculty Head Teacher and a new due date will be given.
- e.g. overseas trip, extended leave-you will need to obtain approval from the Principal and organise an alternate arrangement with the faculty Head Teacher

What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task handed in and issue you with a receipt. In a formal examination, you will complete an examination attendance slip for each subject or your attendance will be noted on the class roll.

What is malpractice?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source
- Building on the ideas of another person without referring to the source
- Buying, stealing or borrowing another's work and presenting it as your own
- Damaging another student's work
- Paying or having someone else complete the task for you
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
- Breaking published school examination rules
- Using non approved aids during an assessment task
- Providing false explanations for work not handed in by the due date
- Assisting another student to engage in malpractice

What if you copy other people's work?

A penalty will be imposed for copying, plagiarism or having someone else do the work for you.

What if you do not make a serious attempt or cheat?

A penalty may be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

Please Note:

Parents will be informed of any instances of malpractice. Students have the right to appeal if they consider that the penalty imposed is not justified.

9 Big History		Task 2	Task 3	Task 4
		Term 2 Week 2	Term 3 Week 9	Term 4 Week 2
TASK		Portfolio	Data Analysis	Yearly Exam
OUTCOMES		BH 1, 2, 5-10	BH 1-10	BH 1-10
Knowledge and understanding	50%	15	10	25
Critical thinking and problem solving	35%	10	15	10
Communication	15%	5	5	5
TOTAL	100%	30%	30%	40%

Big History Outcomes

A student:

- **BH5-1** describes terms and concepts in appropriate contexts
- **BH5-2** evaluates a range of differing claims of knowledge and perspectives
- **BH5-3** identifies types of evidence and interdisciplinary claims of knowledge of the universe used in addressing essential questions
- **BH5-4** explains and assesses the role of evidence and interdisciplinary claims of knowledge of the universe used in addressing essential questions
- **BH5-5** describes appropriate concepts to address relevant questions, cases, problems and claims of knowledge
- **BH5-6** analyses differing perspectives and claims of knowledge through the use of sources and evidence
- **BH5-7** locates and uses relevant sources of information and evidence from across a range of disciplines
- **BH5-8** evaluates the usefulness of sources and evidence across a range of disciplines to respond to essential questions
- **BH5-9** assesses claims of knowledge across a range of disciplines
- **BH5-10** selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively to different audiences.

9 Café Culture		TASK 1	TASK 2	TASK 3
		Term 2 Week 2	Term 3 Week 3	Term 4 Weeks 2
TASK		Coffee Observation and Written Task	Café Skills Practical Task	Café Design and Proposal
POSSIBLE COURSE OUTCOMES		PBL 1 PBL 2 PBL 4	PBL 1 PBL 3 PBL 5	PBL 1 PBL 2 PBL 3 PBL 4 PBL 5
Knowledge and understanding		✓		✓
skills in researching, evaluating and communicating			✓	✓
skills in designing, producing and evaluating		✓	✓	✓
Indicative hours	100	20	30	50

Reporting Outcomes Assessed in Semester 1

PBL1 Engages in learning experiences with motivation

PBL2 Applies knowledge of course content, using critical thinking skills, during project making

PBL4 Develops and evaluates innovative and creative ideas

Reporting Outcomes Assessed in Semester 2

PBL3 Works collaboratively with others, demonstrating positive communication, planning and management of project-based learning

PBL4 Develops and evaluates innovative and creative ideas

PBL5 Communicates successfully to a target audience with the productions of quality work

9 COMMERCE Semester 1 and 2 2024		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 3 Week 7/8	Term 4 Week 4-5
TASK		Common Task: Research Task Consumer and Financial Decisions	Common Task: Research Task Law, Society & Political Involvement	Common Task: Yearly Examination All topics
POSSIBLE ASSESSED SYLLABUS OUTCOMES		COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5- 2, COM5-4, COM5-5, COM5- 6, COM5-8
TOTAL	100%	35%	35%	30%

Stage 5 Commerce 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

Computing Technology

Course Components		Task 1	Task 2	Task 4
	Timing	Term 2 Week 2	Term 3 Week 3	Term 4 Week 3
	Task Type	Individual Project Programming	Group Project: Multimedia Website Task	Common Yearly Exam
	Outcomes Assessed			
Identifying and defining	20	5	5	10
Researching and planning	20	5	10	5
Producing and implementing	35	15	15	5
Testing and evaluating	25	10	5	10
Topics		CT5-DES-01, CT5-THI-01, CT5-OPL-01 CT5-COL-01 CT5-COM-01	CT5-SAF-01 CT5-COL-01 CT5-OPL-01 CT5-COM-01 CT5-EVL-01 CT5-DES-01	CT5-SAF-01 CT5-EVL-01 CT5-DPM-01 CT5-THI-01 CT5-DES-01
Total Weighting	100%	35%	35%	30%

Reporting Outcomes

1. Applies computational, design and systems thinking to the development of computing solutions. (Sem 1)
2. Designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language. (Sem 1 and 2)
3. Manages, documents and explains individual and collaborative work practices. (Sem 1 and 2)
4. Understands how innovation, enterprise and automation have inspired the evolution of computing technology.
5. Selects and applies safe, secure and responsible practices in the ethical use of data and computing technology. (Sem 2)

9 Critical Thinking (Third Elective)	TASK 1 T2 Wk 2	TASK 2 T3 Wk1	TASK 3 T4 Wk1-2
TASK TYPE	Evaluating Text	Toulmin Essay	Digital Portfolio Misinformation Case Study
OUTCOMES ASSESSED	CT5-2, CT5-3, CT5-5	CT5-1, CT5-2, CT5-3, CT5-5	CT5-1, CT5-2, CT5-3, CT5 – 4, CT5-5
Total Weighting	30	30	40

Critical Thinking Outcomes:

A student:

- CT5-1 distinguishes different modes of thinking and identifies the characteristics and perspectives that are central to critical thinking
- CT5-2 evaluates a range of evidence to consider bias, generalisation, simplification, stereotyping and fallacies
- CT5-3 constructs and builds stronger arguments with evidence-based decision making by discerning fact from fiction
- CT5-4 undertakes research and engages in evident self-reflection throughout the critical thinking process
- CT5-5 communicates arguments logically in a range of modes
- CT5-6 analyses the key attributes of critical thinking in a variety of contexts or scenarios to develop ideas solutions or further questions
- CT5-7 evaluates the impact of critical thinking on society and explains the importance of transferable skills across disciplines.

9 DESIGN & TECHNOLOGY		TASK 1	TASK 2	TASK 3	TASK 4
		Terms 1 Week 9	Term 2 Week 4	Term 3 Week 5	Term 4 Week 6
TASK		Project 1 Logo Portfolio	Designers Research Task	Project 2 3D & Laser Print Keytags	Project 3 Textiles Task
SYLLABUS OUTCOMES		DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9 DT5-10	DT5-2, DT5-4	DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9 DT5-10	DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9 DT5-10
The Design Process	40	10	10	10	10
Activity of Designers	10		5		5
Skills in designing, producing and evaluating solutions	50	15		15	20
TOTAL	100%	25	15	25	35

**Year 9 Design & Technology Reporting Outcomes
Semester 1 & 2**

- Analyses the work and responsibilities of designers and the factors affecting their work
- Develops and evaluates innovative, enterprising and creative design ideas and solutions
- Uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- Selects and uses a range of technologies competently in the development and management of quality design solution

9 DRAMA		Task 1	Task 2	Task 3	Task 4
		Term 1 Weeks 8 - 9	Term 2 Weeks 8 - 9	Term 3 Weeks 8 - 9	Term 4 Week 4
TASK		Playbuilding Group Performance	Scripted Individual Performance	Group Performance	Yearly Examination
OUTCOMES		5.1.1, 5.1.2, 5.1.3 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.3 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.3 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.3.1, 5.3.2, 5.3.3
Making	35%	15	5	15	
Performing	35%	10	15	10	
Appreciating	30%	5		5	20
TOTAL	100%	30%	20%	30%	20%

Making and Performing are assessed simultaneously. Most tasks are prepared in class; the above schedule indicates the approximate assessment and/or completion date.

Year 9 Drama Report Outcomes	
1	Devises, interprets and enacts drama
2	Contributes and develops ideas in improvisation and play-building
3	Applies acting and performance techniques to communicate meaning in group performances.
4	Employs a variety of performance styles and dramatic techniques to create dramatic meaning in individual performances
5	Responds to and reflects on the elements of drama, performance styles and theatrical conventions.
6	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama.

9 ELECTIVE HISTORY 2024		Task 1	Task 2	Task 3
		Term 1 Week 9/10	Term 3 Week 5/6	Term 4 Week 3/4
TASK		Common Task: Topic 1 : Tutankhamun <i>Oral Presentation</i>	Common Task: Topic 2 : Vikings <i>Group Work Museum Display</i>	Common Task: Topic 3 : Myths and Legends <i>Visual Resource - Storybook/ token cards/ cartoon strip</i>
POSSIBLE ASSESSES SYLLABUS OUTCOMES		HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8	HTE5-1, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-10	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10
TOTAL	100%	30%	40%	30%

Stage 5 History Elective Outcomes:

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

9 ENGLISH		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9-10	Term 2 Week 9-10	Term 3 Week 8	Term 4 Weeks 4/5
TASK		<i>Common</i> MESSAGE TO THE WORLD Narrative or Persuasive Response	<i>Class Based</i> THEME STUDY OF A NOVEL Analytical Writing	<i>Common</i> REPRESENTATIONS OF IDENTITY Discursive Writing Task	<i>Class Based</i> CROSSING BOUNDARIES - SHAKESPEARE Group Performance & Reflection
SYLLABUS OUTCOMES		EN5-RVL-01 EN5-URA-01 EN5-URB – 01 EN5-ECA-01	EN5 – RVL-01 EN5-URA-01 EN5-URB – 01 EN5-ECA-01	EN5-RVL -01 EN5-URA-01 EN5-URB – 01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB–01 EN5-ECA-01 EN5-ECB-01
Reading, Viewing and Listening		x	x	X	X
Expressing Ideas and Composing Texts		x	x	x	X
Expressing Ideas and Composing Texts/ Reflecting					x
Speaking					x
TOTAL	100%	30%	20%	30%	20%

Outcomes

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

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

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

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

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

6C-investigates the relationships between and among texts

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

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

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

9 FOOD TECHNOLOGY		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 10	Term 2 Week 4	Term 3 Weeks 6	Term 4 Week 3/4
TASK		Nutrition Research Task	Practical Exam	Cultural Food Project	Yearly Exam
POSSIBLE SYLLABUS OUTCOMES		FT5-3, FT5-6, FT5-7, FT5-8, FT5-11 FT5-12	FT5-1, FT5-10, FT5-11	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-2, FT5-3, FT5-6, FT5-7, FT5-12, FT5-13
Knowledge and understanding	40	15			25
skills in researching, evaluating and communicating	20	10		10	
skills in designing, producing and evaluating	40		20	20	
TOTAL	100%	25%	20%	30%	25%

Reporting Outcomes Assessed in Semester 1

1. Demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
2. Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
3. Collects, evaluates and applies information from a variety of sources FT5-8
4. Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
5. Examines the relationship between food, technology and society FT5-12

Reporting Outcomes Assessed in Semester 2

1. Justifies food choices by analysing the factors that influence eating habits FT5-7
2. communicates ideas and information using a range of media and appropriate terminology FT5-9
3. Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
4. Plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
5. Evaluates the impact of activities related to food on the individual, society and the environment FT5-13

Year 9 French 2024	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5
Task Name:	Email	Half Yearly	Fashion Show	Conversation
Unit:	Un Jour de Ma Vie	Fêtoyons	Les Personnages	Le Week-end Dernier
Interacting ML5-INT-01	✓			✓
Understanding Texts ML5-UND-01		✓		
Creating Texts ML5-CRT-01		✓	✓	
Weighting	15	25	30	30

Semester 1 Report Outcomes

ML5-INT-01- exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

ML5-UND-01- analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

ML5-CRT-01 -creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Semester 2 Report Outcomes

ML5-CRT-01 -creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

ML5-INT-01- exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

STAGE 5 (Year 9) GEOGRAPHY Semester 1 & 2 2024		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7/8	Term 2 Week 2	Term 3 Week 6/7	Term 4 Week 3/4
TASK		Common Task: Topic / Skills Test Sustainable Biomes	Common Task: Fieldwork Task Environmental Change and Management	Common Task: Research Essay Task Changing Places	Common Task: Yearly Examination All topics
		POSSIBLE ASSESSED SYLLABUS OUTCOMES	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-8	GE5-1, GE5-2, GE5-3, GE5-7, GE5-8	GE5-3, 5-5, 5-7, 5-8
TOTAL	100%	25%	25%	25%	25%

Stage 5 Geography 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 wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

9 Graphics Technology 2024		Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 9	Term 2 Week 1	Term 3 Week 4	Term 4 Week 3	Term 4 Week 6
TASK		Common Research Task: Jobs in graphics industry	Project & Portfolio	Common Research Task: Design a bedroom	Project & Portfolio	Common Semester Test
SYLLABUS OUTCOMES		GT4-2	GT4-1, GT4-3 GT4-7	GT4-1, GT4-4	GT4-5, GT4-6	GT4-6
Research skills	10%	10%				
Unit 1	25%		25%			
Half Yearly class test	15%					
Drawing Skills	10%			20%		
Unit 2	25%				25%	
Yearly exam	15%					20%
TOTAL	100%	10%	25%	20%	25%	20%

Reporting Outcomes

Semester 1 & 2

1. Communicates ideas graphically using freehand sketching and accurate drafting techniques
2. Designs and produces a range of graphical presentations
3. Identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
4. Manipulates and produces images using computer-based drafting and presentation technologies

Industrial Technology – Engineering

Course Components		Task 1	Task 2	Task 3
	Timing	Term 2 Week 6	Term 4 Week 1	Term 4 Week 3 or 4
	Task Type	Individual Project Folding Foot Stool	Group Research & Development Task – Pinball Machines	Yearly Exam
	Outcomes Assessed	5-1, 5-2, 5-3, 5-4, 5-8	5-2, 5-5, 5-6 5-7, 5-8, 5-10	5-1, 5-3, 5-4, 5-5 5-8, 5-9, 5-10
WHS and risk management	15%	5		10
Materials	15%	5	5	5
Tools, equipment and techniques	10%	5		5
Engineering principles and processes	15%	5	5	5
Design	10%	5		5
Workplace communication skills	15%	10		5
Societal and environmental impact	10%		5	5
Links to industry	10%		5	5
Total Weighting	100%	35%	20%	45%

Year 9 Industrial Technology - Engineering Reporting Outcomes

1. Applies design principles in the modification, development and production of projects (Semester 1 & 2)
2. Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects (Semester 1 & 2)
3. Selects, justifies and uses a range of relevant and associated materials for specific applications (Semester 1 & 2)
4. Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects (Semester 1 & 2)
5. Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction (Semester 1 & 2)

iSTEM	Task 1	Task 2	Task 3
Components	STEM Fundamentals Self-Evaluation Portfolio	Project-based learning: Localised food production Research and Experimentation Portfolio	Design for space: Critical problem-solving Design Project and Portfolio
	Term 1, Week 10	Term 2, Weeks 10	Term 4, Week 5
Weighting %	25	25	50

*All outcomes are covered in each unit

- **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 Core + Path to Advanced Mathematics	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 8	Term 2 Week 3 - 4	Term 3 Week 5	Term 4 Week 3 - 4
Task	Topic Test	Half Yearly Examination	Assignment	Yearly Examination
Possible Syllabus Outcomes Assessed	MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-MAG-C-01 + MAO-WM-01 (Working Mathematically)	MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-MAG-C-01 MA5-EQU-C-01 MA5-EQU-P-01 MA5-EQU-P-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01 + MAO-WM-01 (Working Mathematically)	MA5-MAG-C-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 + MAO-WM-01 (Working Mathematically)	MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-RAT-P-01 MA5-NLI-P-01 MA5-EQU-P-02 MA5-FIN-C-01 MA5-FIN-C-02 + MAO-WM-01 (Working Mathematically)
Weighting	20%	30%	20%	30%

Year 9 Mathematics Core + Path to Standard Mathematics	Task 1	Task 2	Task 3	Task 4
	Term 1 Week 8	Term 2 Week 3 - 4	Term 3 Week 5	Term 4 Week 3 - 4
Task	Topic Test	Half Yearly Examination	Assignment	Yearly Examination
Possible Syllabus Outcomes Assessed	MA4-INT-C-01 MA4-FRC-C-01 MA5-MAG-C-01 MA4-RAT-C-01 MA4-ALG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 + MAO-WM-01 (Working Mathematically)	MA4-ALG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-IND-C-01 MA5-IND-P-01 MA5-MAG-C-01 MA5-EQU-C-01 + MAO-WM-01 (Working Mathematically)	MA4-LEN-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA4-PYT-C-01 MA5-TRG-C-01 MA5-TRG-C-02 + MAO-WM-01 (Working Mathematically)	MA4-PYT-C-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-RAT-P-01 MA4-FRC-C-01 MA5-FIN-C-01 + MAO-WM-01 (Working Mathematically)
Weighting	20%	30%	20%	30%

Note: A new Mathematics 7-10 syllabus is being implemented in 2024. As this is the first year of implementation, the assessment schedules above are subject to change. Students will be notified through an Assessment Task Notification if there are any changes.

Mathematics Outcomes

MAO-WM-01

Working mathematically

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

MA4-INT-C-01	Computation with integers	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	Fractions, decimals and percentages	represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	Ratios and rates	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-01	Algebraic techniques	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-LEN-C-01	Length	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	Right-angled triangles (Pythagoras' theorem)	applies Pythagoras' theorem to solve problems in various contexts
MA5-FIN-C-01	Financial mathematics A	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	Financial mathematics B	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	Algebraic techniques A	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01	Variation and rates of change A (Path)	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-ALG-P-01	Algebraic techniques B (Path)	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	Algebraic techniques C (Path)	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	Indices A	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	Indices B (Path)	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	Indices C (Path)	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	Equations A	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	Equations B (Path)	solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)
MA5-EQU-P-02	Equations C (Path)	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	Linear relationships A	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	Linear relationships B	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	Linear relationships C (Path)	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-NLI-C-01	Non-linear relationships A	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

Year 9 Accelerated Mathematics (5.1-3) 2024		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Exam Period Weeks 3 / 4	Term 3 Week 7	Term 4 Exam Period Weeks 3 / 4
TASK		Topic Test	Half Yearly Examination	Yearly Examination	Topic Test
POSSIBLE SYLLABUS OUTCOMES ASSESSED		MA5.2-6NA MA5.3-5NA MA5.2-8NA MA5.1-5NA MA5.2-7NA MA5.3-6NA MA5.1-9MG + Working Mathematically outcomes	Task 1 Outcomes + MA5.1-4NA MA5.2-4NA MA5.1-10MG MA5.2-13MG MA5.3-15MG + Working Mathematically outcomes	MA5.1-6NA MA5.2-9NA MA5.3-8NA MA5.3-7NA MA5.1-11MG MA5.2-14MG MA5.3-16MG MA5.1-8MG MA5.2-11MG MA5.3-13MG MA5.2-12MG MA5.3-14MG + Working Mathematically outcomes	MA5.1-12SP MA5.2-15SP MA5.3-18SP MA5.2-16SP MA5.3-19SP MA5.1-7NA MA5.2-10NA MA5.3-8NA MA5.2-5NA MA5.3-4NA MA5.3-12NA + Working Mathematically outcomes
		TOTAL	100%	20%	25%

As the Year 9 Accelerated course covers Year 9 and 10 content, in 2024 the 2012 Syllabus outcomes will be followed.

Outcomes

Communicating	MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
Problem Solving	MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
Reasoning	MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
Financial Mathematics	MA5.1-4NA	solves financial problems involving earning, spending and investing money
Financial Mathematics	MA5.2-4NA	solves financial problems involving compound interest
Ratios and Rates	MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving
Ratios and Rates	MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
Algebraic Techniques	MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
Algebraic Techniques	MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
Indices	MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
Indices	MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
Surds and Indices	MA5.3-6NA	performs operations with surds and indices
Equations	MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
Equations	MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
Linear Relationships	MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard
Non-Linear Relationships	MA5.1-7NA	graphs simple non-linear relationships
Non-Linear Relationships	MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
Functions and Other Graphs	MA5.3-12NA	uses function notation to describe and sketch functions
Area and Surface Area	MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
Area and Surface Area	MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
Area and Surface Area	MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

Volume	MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
Volume	MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
Numbers of Any Magnitude	MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
Right-Angled Triangles (Trigonometry)	MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
Right-Angled Triangles (Trigonometry)	MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
Right-Angled Triangles (Trigonometry)	MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
Properties of Geometrical Figures	MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
Properties of Geometrical Figures	MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
Properties of Geometrical Figures	MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
Circle Geometry	MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
Single Variable Data Analysis	MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
Single Variable Data Analysis	MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
Single Variable Data Analysis	MA5.3-18SP	uses standard deviation to analyse data
Bivariate Data Analysis	MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
Bivariate Data Analysis	MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

9 MUSIC 2024		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Weeks 8 - 9	Term 3 Week 7	Term 4 Weeks 3 - 4
TASK		Topic Test	Performance Assessment	Composition	Yearly Performance
OUTCOMES		5.7, 5.8, 5.9 5.10, 5.11	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12
Performance	40%		20%		20%
Listening	30%	30%			
Composition	30%			30%	
TOTAL	100%	10%	15%	30%	45%

Year 9 Music Reporting Outcomes	
5.1	Performs selected music with appropriate stylistic features demonstrating solo and ensemble awareness
5.2	Understands musical concepts through analysis, comparison and discussion of music from different concepts
5.3	Understands musical concepts through aural identification, discrimination, memorisation and notation in music
5.4	Notates own compositions, applying forms of notation appropriate to the music selected for study.

Outdoor Education 2024		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Experiencing the Outdoors	Practical Elements 1	First Aid	Practical Elements 2	Movement Skill & performance	Values & Attitudes
TASK		Research Task	Bush Craft and Navigation	Case Study - Application	Expedition Preparation		Effort, Participation & Uniform
SYLLABUS OUTCOMES		OE5-1 OE5-2 OE5-11	OE5-4 OE5-8	OE5-4 OE5-6	OE5-4 OE5-5 OE5-8	OE5-11	OE5-9
Knowledge & Understanding	45	10	10	15	10		
Skills	45	15	5	10	5	10	
Values & Attitudes	10						10
TOTAL	100	25	15	25	15	10	10

9 PDHPE		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Best Version of Me	Practical Task 1	Better Health	Practical Task 2	Movement Skill & performance	Values & Attitudes
TASK		Written Task	Dance	Research Task	Game Creation	Fitness Testing & Practical Skills	Effort, Participation & Uniform
SYLLABUS OUTCOMES		PD5-7	PD5-10 PD5-11	PD5-6	PD5-8	PD5-4, PD5-11	PD5-10
Knowledge & Understanding	45	10	10	15	10		
Skills	45	15	5	10	5	10	
Values & Attitudes	10						10
TOTAL	100	25	15	25	15	10	10

9 PASS 2024		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Body Systems	Practical Task 1	Participating with Safety	Practical Task 2	Movement Skills & Performance	Values & Attitudes
TASK		Body System Model	Movement Performance	Safety pamphlet and risk assessment	Game Creation	Practical Skills	Effort, participation & Uniform
SYLLABUS OUTCOMES		PASS5-1	PASS5-7 PASS5-8	PASS5-1 PASS5-8 PASS5-10	PASS5-7 PASS5-8	PASS5-8, PASS5-9, PASS5-10	PASS5-10
Knowledge & Understanding	45	10	10	15	10		
Skills	45	15	5	10	5	10	
Values & Attitudes	10						10
TOTAL	100	25	15	25	15	10	10

9 PDHPE 2024		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Best Version of Me	Practical Task 1	Better Health	Practical Task 2	Movement Skill & performance	Values & Attitudes
TASK		Written Task	Dance	Research Task	Game Creation	Fitness Testing & Practical Skills	Effort, Participation & Uniform
SYLLABUS OUTCOMES		PD5-7	PD5-10 PD5-11	PD5-6	PD5-8	PD5-4, PD5-11	PD5-10
Knowledge & Understanding	45	10	10	15	10		
Skills	45	15	5	10	5	10	
Values & Attitudes	10						10
TOTAL	100	25	15	25	15	10	10

YEAR 9 PHILOSOPHY		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Weeks 4/5
TASK		<i>Introduction to philosophy</i> Group Presentation on a Modern Philosopher Task	<i>Logic, argument, and critical reasoning</i> Community of Inquiry: Epistemology Task	<i>Metaphysics</i> Interview with a Philosopher Task	<i>Ethics</i> Ethical Experiment Task
SYLLABUS OUTCOMES		PH5-1, PH5-3, PH5-4, PH5-7, PH5-8, PH5-9	PH5-2, PH5-4, PH5-5, PH5-6, PH5-7, PH5-8, PH5-9	PH5-1, PH5-3, PH5-4, PH5-6, PH5-7, PH5-8, PH5-9	PH5-1, PH5-2, PH5-3, PH5-4, PH5-5, PH5-6, PH5-7, PH5-8, PH5-9
Reading/Research		x	x	x	x
Writing/Speaking		x		x	x
TOTAL	100%	25%	25%	25%	25%

PH5-1 examines key philosophical thinkers, problems and arguments

PH5-3 explores the role of philosophy as an agent of personal or social change

PH5-4 researches and assesses information using a variety of sources

PH5-7 communicates ideas effectively using a variety of modes

PH5-8 reflects on values, beliefs and assumptions

PH5-9 works independently and in communities of inquiry to explore philosophical questions.

9 PSYCHOLOGY 2024		Task 1	Task 2	Task 3
		<i>Term 1 Week 5</i>	<i>Term 2 Week 8-9</i>	<i>Term 3 Week 8-9</i>
TASK		Class Task Written Task <i>Core 1: What is Psychology?</i>	Class Task Psychological Investigation <i>Option 1: Biological basis of Behaviour</i>	Class Task Research & Oral Presentation <i>Option 4: Forensic Psychology</i>
		POSSIBLE ASSESSES SYLLABUS OUTCOMES	PSY5-1, PSY5-2, PSY5-3, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-3, PSY5-7, PSY5-8
TOTAL	100%	25%	35%	40%

Outcomes:

A student:

PSY5-1 explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches

PSY5-2 explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches

PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour

PSY5-4 explains a range of psychological theories and identifies the application of these theories to everyday life

PSY5-5 demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data

PSY5-6 recognises the applications and influence of psychology in popular culture and its importance to social factors

PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning

PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.

9 SCIENCE		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 5-9	Term 2 Week 3/4	Term 3 Week 8/9	Term 4 Week 3/4
TASK		Individual Depth study	Half Yearly Exam	Practical Exam	Yearly Exam
OUTCOMES		4WS to 9WS	14 LW, 13ES	11PW, 14LW1, 15LW 6WS to 8WS	14LW, 15LW, 13ES, 11PW, 16CW
Knowledge and understanding	35%		15		20
Planning and conducting investigations	25%	10		10	5
Critical thinking and problem solving	20%	5	5	5	5
Communication	20%	5	5	5	5
TOTAL	100%	20%	25%	20%	35%

Stage 5 Science 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 and transformations is applied in systems
- 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
- SC5-12ES 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
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

Stage Production	Task 1	Task 2
Components	Practical Competency Task Audio, Lighting and Safety	Examination Written examination on audio, lighting and safety
	Term 2, Weeks 7 -10	Term 4, Weeks 2 - 4
Weighting %	40	60

*Most tasks are prepared in class: the above schedule provides approximate assessment and/ or completion date

9 VISUAL ARTS 2024	Task 1	Task 2	Task 3	Task 4
	Term 2, Week 1	Term 2, Week 2	Term 3, Week 9	Yearly Exam Period
TASK	Art Criticism Task	Artwork 1 & VAPD	Artwork 2 & VAPD	Yearly Examination
SYLLABUS OUTCOMES	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3 5.4, 5.5, 5.6	5.1, 5.2, 5.3 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10
Making		30%	30%	
Critical & Historical Studies	20%			20%
TOTAL	20%	30%	30%	20%

All assessment tasks are worked on and completed in class, unless students are otherwise notified.

Year 9 Visual Arts Reporting Outcomes

1. Demonstrates developing technical accomplishment, refinement and autonomy when applying different art making conventions and procedures to make artworks (5.1, 5.6)
2. Makes artworks informed by their understanding of the frames, the conceptual framework and the world as a source of ideas, to extend concepts and meaning in artworks. (5.2, 5.3, 5.4, 5.5)
3. Applies their understanding of practice and the conceptual framework in critical and historical interpretations of art and demonstrates how the frames provide different interpretations of art (5.7, 5.8, 5.9)
4. Demonstrates that art criticism and art history construct meanings for the making of artwork. (5.10)