Francis Greenway High School

Respect, Responsibility, Cooperation, Commitment

YEAR 9

ASSESSMENT INFORMATION

2023

COURSE CONTACTS

PRINCIPAL	**B Higginbottom**
DEPUTY PRINCIPAL	**K Lake**
YEAR ADVISER	**K Fouracre**

Core Subjects		**Electives**	
English	**D Walsh**	**PASS**	**L Johnston**
Mathematics (5.1, 5.2, 5.3)	**S Abel**	**Child Studies**	**H Attwill**
Science	**J Bromley**	**Food Technology**	**H Attwill**
PDHPE	**L Johnston**	**Industrial Technology**	**H Attwill**
Geography	**C Perry**	**Visual Art**	**M Ayres**
		Music	**M Ayres**
		Drama	**M Ayres**
		Commerce	**C Perry**
		iSTEM	**H Attwill**

YEAR 9 ASSESSMENT BOOKLET

This booklet is issued to Year 9 students of Francis Greenway High School. This booklet provides information to students and parents/carers about:

(i) Assessment procedures and grades
(ii) FGHS policy for late/non-completion of assessment tasks
(iii) Applications for considerations of Illness/Misadventure
(iv) Malpractice
(v) Assessment schedules for each course

ASSESSMENT PROCEDURES AND GRADES

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms. Schools are responsible for awarding each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

A to E grade scales for Stage 5 courses

- Course performance descriptors are available on syllabus pages for Stage 5 Board Developed Courses
- The Common Grade Scale is used for all other Stage 5 courses offered.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessment completed in class.

At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date. Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

FRANCIS GREENWAY HIGH SCHOOL POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS – YEAR 9

Assessment tasks will be scheduled to be completed / submitted to teachers on or by specified dates throughout each course. **Attendance, on the day the assessment task is either to be performed or submitted, is essential.** If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

1. If a student is unable to complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.

2. If however, the student

   (a) does not hand in any evidence of work on or before the due time/ date; or

   (b) is absent on the day a **hand-in** assessment task is due, they will receive a penalty of 5% of the available marks per school day that the task is overdue. After 10 school days, they will receive a zero for that task.*****

   (c) is absent on the day an **in-class** assessment task is scheduled, they will receive a penalty of 5% of the available marks per lesson that the task is overdue. After 10 lessons they will receive a zero for that task*****. The student must complete the task on the first lesson upon their return. Note: *An estimate may be given for a practical task if it cannot be rescheduled*.

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. See below for further information.

*** A non-completion warning will be issued for tasks not submitted for Year 9 Geography.** The content covered in this course is mandatory for the successful completion of the RoSA, which is awarded to students upon successful completion of Year 10. The non-completion warning will outline the task requirements and it will detail the new due date for the completion of the task. This task must be submitted by the new due date, and it must demonstrate a satisfactory attempt. If not done so, the task will be considered as not attempted. An accumulation of non-completion warnings across a

variety of assessment tasks Year 9 Geography will mean that a student may be issued with a non-completion N Determination for that subject. It may place their ability to attain a RoSA in jeopardy.

APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure.*

For Year 9 Geography:

An Application for Consideration- Illness/Misadventure requires the following information:

1. A completed Application for Consideration- Illness/Misadventure form (available from your class teacher or head teacher, is in this booklet or can be downloaded from the school website).
2. Supporting documentation, such as a Medical Certificate and/or parent written justification. *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence*.

An application must be submitted within two school days following the specified due date for the task or by the second day of return to school after an absence, which encompasses the due date.

For all other subjects studied in Year 9:

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carer. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence*.

An application must be submitted within two school days following the specified due date for the task or by the second day of return to school after an absence, which encompasses the due date.

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in traffic accident).

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- long term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

If you are unsure whether you are eligible, you should ask your class teacher.

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made, and a recommendation given. **Once this determination is made, the decision is final.**

WHAT IS MALPRACTICE?

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

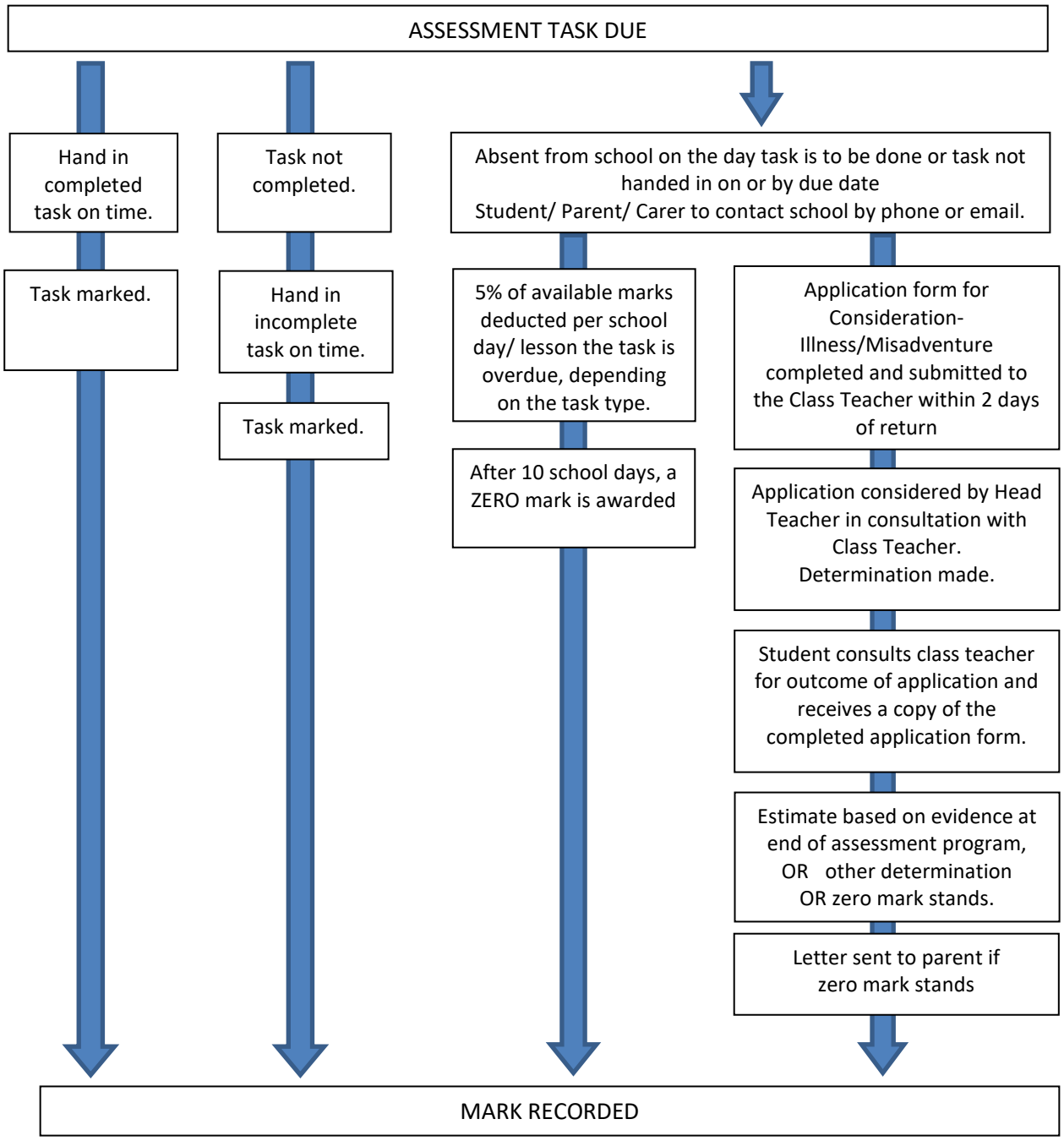
- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may make an appeal. It will be the student's responsibility to prove to an appeals panel at FGHS that the submitted work in question is their own.

ASSESSMENT FLOW CHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



FRANCIS GREENWAY HIGH SCHOOL

STAGE 5 APPLICATION FOR CONSIDERATION- ILLNESS/ MISADVENTURE

SECTION A TO BE COMPLETED BY STUDENT

This application must be submitted to the class teacher within 2 days of return to school after absence or the due date of assessment task.

Name: _____ Class: _____

Subject: _____ Class Teacher: _____

Task Name: _____

Date Scheduled/ Due Date: _____

Reason for Application: _____

_____

_____

Medical Certificate/ other supporting documentation is attached: YES NO

Student Signature: _____ Date: _____

Parent/ Carer Name (Please Print): _____

Parent/ Carer Signature: _____ Date: _____

SECTION B TO BE COMPLETED BY CLASS TEACHER AND SUBJECT HEAD TEACHER

Date received by Class Teacher: _____

Class Teacher Recommendation: _____

_____

Class Teacher Signature: _____ Date: _____

Head Teacher Determination: _____

_____

Head Teacher Signature: _____ Date: _____

**Determination recorded in mark book by Class Teacher.*
Completed form filed by Class Teacher. Copy given to student.

YEAR 9 ASSESSMENT SCHEDULE SUMMARY, 2023

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks and external testing (NAPLAN). There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1 Week / Date	Subjects with a scheduled task
2 30/01	
3 06/02	
4 13/02	
5 20/02	Mathematics (5.2)
6 27/02	Mathematics (5.1), Science, PDHPE, PASS
7 06/03	Mathematics (5.3), PDHPE, PASS, Music
8 13/03 NAPLAN	Geography, Child Studies, Visual Art
9 20/03 NAPLAN	
10 27/03	English, Commerce, iSTEM, Industrial Technology, Food Technology, Photographic & Digital Media
11 03/04	

Term 2 Week / Date	Subjects with a scheduled task
1 24/04	Food Technology
2 01/05	English
3 08/05	Geography
4 15/05	
5 22/05	Mathematics (5.2), Science, Photographic & Digital Media, Visual Art
6 29/05	Child Studies
7 05/06	Mathematics (5.1), iSTEM
8 12/06	Mathematics (5.3)
9 19/06	English, Commerce, Industrial Technology, PDHPE, PASS, Music
10 26/06	PDHPE, PASS

Term 3 Week / Date	Subjects with a scheduled task
1 17/07	Food Technology
2 24/07	
3 31/07	
4 07/08	Industrial Technology
5 14/08	Science
6 21/08	Mathematics (5.1), Mathematics (5.2)
7 28/08	Mathematics (5.3)
8 04/09	Commerce
9 11/09	Geography, Child Studies, PDHPE, Photographic & Digital Media, PASS, Visual Art, Music
10 18/09	English, Science, PDHPE, PASS

Term 4 Week / Date	Subjects with a scheduled task
1 09/10	Food Technology
2 16/10	
3 23/10	
4 30/10	Commerce, Geography, Child Studies
5 06/11	Mathematics (5.1), Mathematics (5.2), Mathematics (5.3), iSTEM, Photographic & Digital Media, Visual Art
6 13/11	Industrial Technology, Music
7 20/11	
8 27/11	
9 04/12	
10 11/12	
11 18/12	

ENGLISH ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Exposition Response	Close Study of Novel	EN5-1A, EN5-3B, EN5-5C	25	Week 10, Term 1
Half Yearly Exam	Conflict and Resolution	EN5-3B, EN5-4B EN5-5C	25	Week 2, Term 2
Visual Analysis	Conflict and Resolution	EN5-2A, EN5-4B, EN5-6C & EN5-8D	25	Week 9, Term 2
Imaginative Response	Gothic Horror	EN5-1A, EN5-4C, EN5-5C	25	Week 10, Term 3

Description of Outcomes

EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN5-2A	A student 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	A student 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	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5-5C	A student 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	A student investigates the relationships between and among texts.
EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds.
EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

MATHEMATICS ASSESSMENT SCHEDULE YEAR 9 STAGE 5.1 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Assignment	Financial Mathematics	MA5.2-1,2,3 WM MA5.1-4 NA	20	Week 6, Term 1
Examination with Summary Sheet	Measurement Equations	MA5.2-1,2,3 WM MA4-12,13MG MA4-10NA	30	Week 7, Term 2
Technology Cross KLA (PE) Assignment	Single Variable Data	MA5.1-2,3 WM MA4-19SP MA4-20SP	20	Week 6, Term 3
Examination	Probability	MA5.1-1,2,3 WM MA4-21 SP	30	Week 5, Term 4

Description of Outcomes

MA4-10 NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-12 MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13 MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14 MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21 SP	represents probabilities of simple and compound events
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
MA5.1-8MG	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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

MATHEMATICS ASSESSMENT SCHEDULE YEAR 9 STAGE 5.2 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Assignment	Financial Mathematics	MA5.1-4NA	20	Week 5, Term 1
Examination with summary sheet	Area & Surface Area Algebraic Techniques	MA5.2-6 NA MA5.1-8 MG MA5.2-11MG	25	Week 5, Term 2
Technology Task	Single Variable Data Analysis (a)	MA5.1-12 SP MA5.2-15 SP	25	Week 6, Term 3
Examination	Right-Angled Triangles Linear Relationships	MA5.1-6 NA MA5.2-9 NA MA5.1-10 MG MA5.2-13MG	30	Week 5, Term 4

Description of Outcomes

MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
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
MA5.1-8MG	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
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
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
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

MATHEMATICS ASSESSMENT SCHEDULE YEAR 9 STAGE 5.3 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Examination with summary sheet	Financial Mathematics Equations	*MA5.1-4 NA* *MA5.2-4 NA* *MA5.2-8 NA*	25	Week 7, Term 1
Technology Assignment	Trigonometry Measurement	*MA5.1-10 MG* , *MA5.1-8 MG* *MA5.1-9 MG* , *MA5.2-11 MG* *MA5.2-12 MG* , *MA5.2-13 MG*	20	Week 8, Term 2
Assignment	Indices & Surds Numbers of any Magnitude	*MA5.1-1WM* , *MA5.1-3WM* MA5.3-3WM, MA5.3-3WM *MA5.1-5NA* , *MA5.1-9MG* *MA5.2-7NA* , MA5.3-6NA	25	Week 7, Term 3
Examination	Single Variable Data Analysis Quadratic expressions & Algebraic Fractions	*MA5.1-1WM* , *MA5.1-2WM* *MA5.2-1WM* , *MA5.2-3WM* *MA5.2-15SP* , *MA5.2-6NA*	30	Week 5, Term 4

Description of Outcomes

MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
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
MA5.1-8MG	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
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

SCIENCE ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Research Task	Atomic Model	SC5-7WS, SC-9WS, SC5-16CW	25	Week 6, Term 1
Practical Task	Human Coordination	SC5-8WS, SC5-9WS, SC5-14LW	25	Week 5, Term 2
Data Task	Big Bang Theory	SC5-6WS, SC5-7WS, SC5-12ES	25	Week 5, Term 3
Knowledge Test	Geology, Big Bang Theory & Medical Science	SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW	25	Week 10, Term 3

Description of Outcomes

Values and attitudes	SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
	SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
	SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
Skills	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
Knowledge and understanding	SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
	SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
	SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
	SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
	SC5-14LW	analyses interactions between components and processes within biological systems
	SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
	SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
	SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

COMMERCE ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Travel Portfolio	Travel	COM5-4 COM5-9	25	Week 10, Term 1
Half-yearly In-class Assessment	The Economic and Business Environment	COM5-1 COM5-2	25	Week 9, Term 2
Research Task	Consumer and Financial Decisions	COM5-7 COM5-5	25	Week 8, Term 3
Yearly Examination	Towards Independence	COM5-6 COM5-8	25	Week 4, Term 4

Description of Outcomes

COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

GEOGRAPHY ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Changing Places Research Task	Changing Places	GE5-3 GE5-7	25	Week 8, Term 1
Biomes Multimodal Task	Biomes	GE5-1 GE5-5	25	Week 3, Term 2
Environmental Change & Management Extended Response	Environmental Change and Management	GE5-2 GE5-8	25	Week 9, Term 3
Yearly Examination	Human Wellbeing	GE5-6 GE5-7	25	Week 4, Term 4

Description of Outcomes

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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

CHILD STUDIES ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Nursery Design Task	Preparation for Parenthood	CS5-9 CS5-11	30	Week 8 Term 1
Baby Shower and Baby Gift	Conception to Birth	CS5-2 CS5-5	30	Week 6 Term 2
Newborn Report	Newborn Care	CS5-8 CS5-10	25	Week 9 Term 3
Raising Children Quiz	Growth and Development	CS5-1	15	Week 4 Term 4

Description of Outcomes

CS5-1	Identifies the characteristics of a child at each stage of growth and development
CS5-2	Describes the factors that affect the health and wellbeing of the child
CS5-3	Analyses the evolution of childhood experiences and parenting roles over time
CS5-4	Plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	Evaluates strategies that promote the growth and development of children
CS5-6	Describes a range of parenting practices for optimal growth and development
CS5-7	Discusses the importance of positive relationships for the growth and development of children
CS5-8	Evaluates the role of community resources that promote and support the wellbeing of children and families.
CS5-9	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts.
CS5-11	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Engineering Report	STEM fundamentals	ST5-3 ST5-8	30	Week 10, Term 1
Class Presentation	Cybersecurity	ST5-2 ST5-4	35	Week 7, Term 2
Practical Task and Folio	STEM project-based learning - Medical Technology	ST5-1 ST5-7 ST5-10	35	Week 5, Term 4

Description of Outcomes

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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
WHS Assessments Introduction Project	WHS & Risk Management + Materials	IND5-1 IND5-3	20	Week 10, Term 1
Design Project BYOD Stand	Tools, Equipment, and techniques	IND5-2 IND5-8	30	Week 9, Term 2
Illustrator Design	Design	IND5-2 IND5-5	15	Week 4, Term 3
Practical Project Design Portfolio	Tools, Equipment and Techniques + Workplace Communication Skills	IND5-8 IND5-9 IND5-10	35	Week 6, Term 4

Description of Outcomes

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and project
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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Practical	Food Selection and Health	FT5-1 FT5-2	25	Week 10, Term 1
Presentation and Research Task	Food in Australia	FT5-6 FT5-9	25	Week 1, Term 2
Research and Costing Task	Food Equity	FT5-7 FT5-11	25	Week 1, Term 3
Design Task	Food Product Development	FT5-8 FT5-13	25	Week 1, Term 4

Description of Outcomes

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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Online Quiz	Cultural Diversity	PD5-3 PD5-9	30	Week 6/7 Term 1
Dance Performance	Movement Composition	PD5-11	35	Week 9/10 Term 2
Health promotion Campaign	Advocating for Health	PD5-2 PD5-7	35	Week 9/10 Term 3

Description of Outcomes

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Critical and Historical Studies	Photographic Practice	5.7, 5.9	25	Week 10, Term 1
Making	Design Your Own	5.4, 5.5, 5.6	25	Week 5, Term 2
Critical and Historical Studies	Stop Motion Animation	5.8, 5.10	25	Week 9, Term 3
Making	Combined Imagery	5.1, 5.2, 5.3	25	Week 5, Term 4

Description of Outcomes

5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationship between art – artwork – world – audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers

PHYSICAL ACTIVITY AND SPORTS STUDIES
ASSESSMENT SCHEDULE YEAR 9, 2023

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Podcast	Australia's Sporting Identity	PASS5-3 PASS5-10	35	Week 6/7 Term 1
Play Book	NFL – Are you a league Superstar?	PASS5-6	30	Week 9/10, Term 2
VLOG	Enhancing performance – Strategies and techniques	PASS5-8 PASS5-9	35	Week 9/10, Term 3

Description of Outcomes

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, 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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Artmaking	Picasso in Clay	5.1, 5.3, 5.6	25	Week 8, Term 1
Making/ Critical and Historical Studies	Unconventional Portraiture	5.7, 5.10	25	Week 5, Term 2
Artmaking	The artist's role in theatre	5.1, 5.2, 5.8	25	Week 9, Term 3
Making/ Critical and Historical Studies	Alternate Cyanotype	5.4, 5.5, 5.9	25	Week 5, Term 4

Description of Outcomes

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between 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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Aural	Pop Music	5.7, 5.8	25	Week 7, Term 1
Performance/Musicology	Australian Music	5.1, 5.3, 5.7	25	Week 9, Term 2
Composition	Art Music	5.4, 5.6	25	Week 9, Term 3
Performance	Small and large ensembles	5.1, 5.3	25	Week 6, Term 4

Description of Outcomes

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.

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