



FRANCIS GREENWAY HIGH SCHOOL
ASSESSMENT BOOKLET
STAGE 5 YEAR 9
2021

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Acronyms commonly used in this document include:

Francis Greenway High School	FGHS
Higher School Certificate	HSC
Record of School Achievement	RoSA
NSW Education Standards Authority	NESA
Vocational Education Training	VET

This Junior Assessment Handbook is issued to Stage 5 students of Francis Greenway High School to provide information to students and parents/carers about:

- (i) assessment reporting grades,
- (ii) assessment schedules for each subject,
- (iii) FGHS' policies for non-serious attempts at assessment tasks and late/non submission of assessment tasks.

At FGHS, we aim to be fair and reasonable with assessment of students. To prepare students for Stage 6 studies (Years 11 and 12), the Stage 5 Assessment Policy is closely aligned with NSW Education Standards Authority's Higher School Certificate Assessment Policy. Consequently, the Stage 5 Policy is detailed and rigorous.

How are students assessed at FGHS?

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, estimate a mark and/or grade based on other tasks.

Students will be given at least **2 weeks notification** of their assessment task, which will be printed on **YELLOW** paper. Students will **sign the Assessment Task Register** document when they have received their task, submitted their task and had their task marked and returned. All assessment tasks are **due at the beginning of the lesson** on the due date.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment mark reflects the knowledge and skills objectives of the course and the related outcomes.

Formal examinations may be held for some subjects. Where two or more classes undertake a common test, the relevant cohort will complete the test simultaneously.

School reports will be issued twice during the school year, with a ranking in each course shown on both the Semester One and Two Reports. In addition, the report will show the student's level of achievement of relevant outcomes for each course.

Students will complete the Future Focused skills reflection statement at the end of every assessment task and submit for their Authentic Assessment Interview at the end of the year. The Future Focused reflection statement can be found on page 11 – 12.

What is the Record of School Achievement (RoSA)?

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

It shows a comprehensive record of academic achievement. This includes:

- completed courses and the awarded grade
- courses a student has participated in but did not complete before leaving school
- the date the student leaves school

It is of specific use to students leaving school prior to the HSC.

- Students who complete Year 10 courses and leave school prior to receiving their HSC will receive a Record of School Achievement (RoSA).
- Students who are not eligible for the RoSA but leave school will receive a Transcript of Study.
- Students who leave before the HSC and are eligible for a Vocational Education Training (VET) credential will receive this as part of their RoSA package.
- The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

An A to E grade is provided for all courses (except VET and Life Skills) the student has satisfactorily completed.

These grades are:

- Based on student achievement in their assessment tasks
- Submitted by the school to NSW Education Standards Authority (NESA) in Term 4
- Monitored for fairness and consistency by NESA

What about Life Skills Courses?

- Life Skills is a curriculum option for students with special education needs.
- Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses, will be issued with a RoSA.

- A more detailed report, called the Profile of Student Achievement, is included with the RoSA, giving students richer details of their achievements from each Life Skills course.

[For more detailed information about the RoSA on the NSW Education Standards Authority website, click here.](#)

What do the grades mean on the school report?

All assessment tasks are marked using performance criteria and given a mark and a grade. This means that when assessment tasks are designed by the teachers, they set the levels of achievement for students and describe what student answers would include if they were to be awarded an A, B, C, D or E grade. To set these criteria for assessment, the teachers look at the syllabus outcomes being assessed in the task and the description of what the students are being asked to do. These marking criteria are given to students prior to the completion of the task so that they know exactly what they need to do to achieve an A, B, C, D or E.

Students are required to attempt all assessment tasks for each of their courses of study. Teachers use the performance at assessment tasks and class work to determine the grades allocated on Semester One and Semester Two reports.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Grade	10% Weight Mark Range	20% Weight Mark Range	General Performance Criteria <i>Students performing at this grade are typically;</i>
A	9-10	17-20	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	7-8	13-16	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	5-6	9-12	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	3-4	5-8	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	1-2	1-4	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	0	0	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

What happens if a student does not submit an assessment task by the due date or fails to attend a scheduled test / practical assessment?

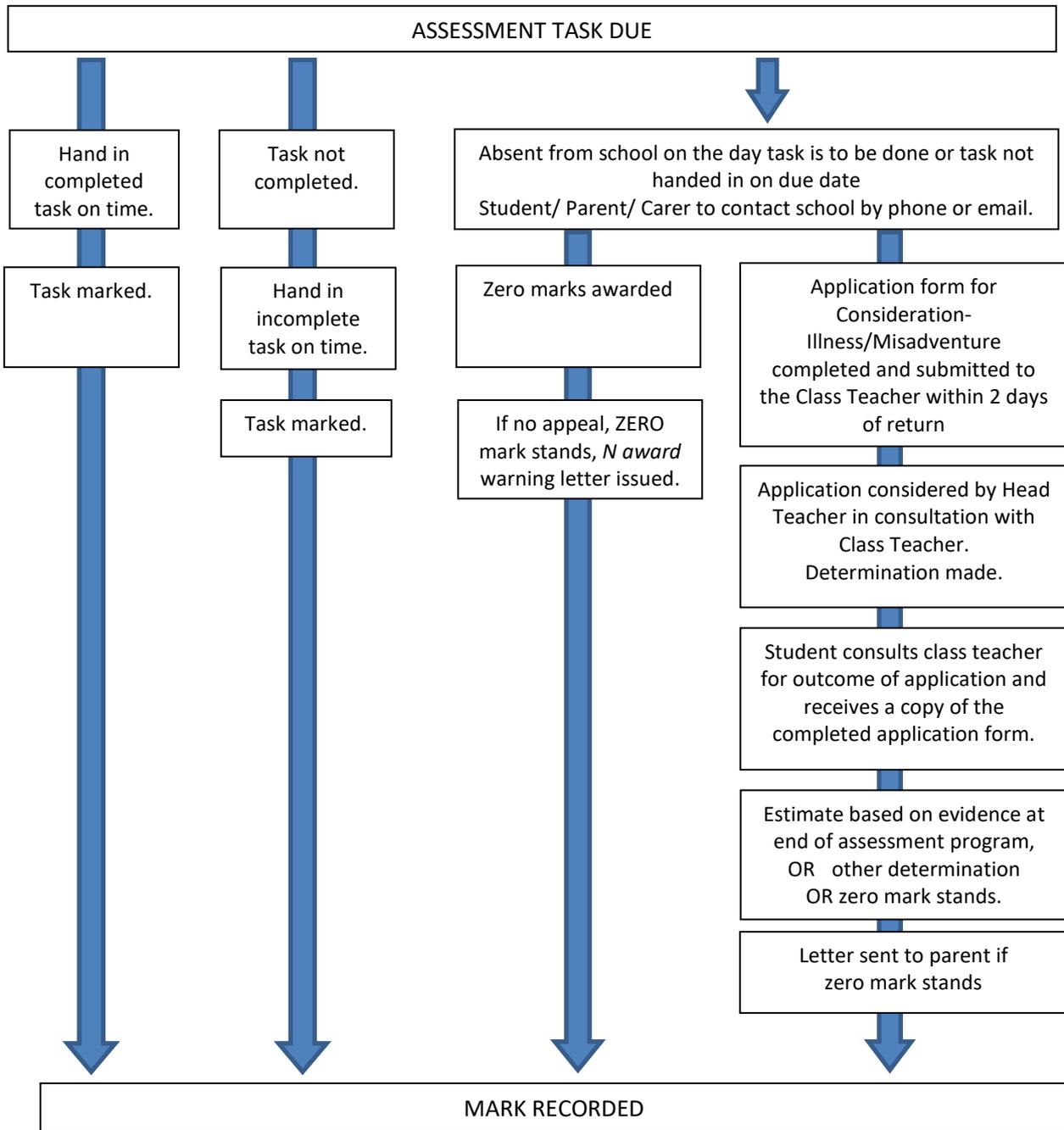
- (i) If a student does not submit an assessment task by the **beginning of the lesson on the due date**, then a **mark of ZERO** is awarded for that task unless an Application for Consideration - Illness/Misadventure is submitted and approved. (See below)

A N Award Notification will be issued for tasks not submitted for Year 9 Geography. This notification 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, otherwise a N Determination for that task will be issued. An accumulation of N Awards across a variety of assessment tasks in any one subject will mean that you may not be nominated to progress to the next stage of the subject in the new school year.

- (ii) If a student is absent for a scheduled test / practical assessment in a particular subject, the student will complete the task at a time agreed upon by the Class Teacher and/or the Head Teacher. A mark of ZERO is awarded for that task unless an Application for Consideration- Illness/Misadventure is submitted and approved.

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.



What is an Application for Consideration- Illness/Misadventure?

If you have a special circumstance that prevented you from being able to complete an assessment task by the due date or to attend a scheduled test/ practical assessment, then you can submit an Application for Consideration- Illness/Misadventure. This application form is available from your Class Teacher, is in this booklet or can be downloaded from the school website.

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

1. A completed Application for Consideration- Illness/Misadventure form.
2. Supporting documentation, such as a Medical Certificate and/or parent explanation letter.

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 subject. A determination will be made and a recommendation given. **Once this determination is made, the decision is final.**



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.

What happens if a student submits work that contains evidence of plagiarism?

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.

These examples are generally referred to as **plagiarism**.

Students who submit work for assessment purposes that contain evidence of plagiarism will 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.

Future Focused Skills

Critical Thinking	Communication	Collaboration	Creativity	Connection
<i>We are using these skills when we....</i>	<i>We are using these skills when we....</i>	<i>We are using these skills when we....</i>	<i>We are using these skills when we....</i>	<i>We are using these skills when we....</i>
<ul style="list-style-type: none"> * Analyse how parts of a whole interact with each other * Effectively analyse and evaluate evidence * Synthesize and make connections * Interpret information and draw conclusions * Reflect critically * Solve non familiar problems * Identify and ask significant questions * Take ownership over our learning and thinking 	<ul style="list-style-type: none"> * Articulate thoughts and ideas effectively * Use communication for a range of purposes * Utilize multiple media and technologies * Communicate effectively * Use a variety of mediums to convey a message. * Actively listen and contribute * Question, clarify and reflect on what has been communicated 	<ul style="list-style-type: none"> * Work effectively and respectfully with diverse teams * Make compromises to accomplish a common goal * Assume shared responsibility for work * Value individual contributions. * Motivated to achieve a shared purpose * Engage with one another when using our digital citizenship, understanding of how to connect and interact appropriately online. 	<ul style="list-style-type: none"> * Use a wide range of idea creation techniques * Create new and worthwhile ideas * Elaborate, refine, analyse and evaluate their own ideas to improve creative efforts * Develop, implement, and communicate new ideas * Be open and responsive to new and diverse perspectives * Demonstrate originality and inventiveness in work * View failure as an opportunity to learn * Act on creative ideas to make tangible and useful contribution 	<ul style="list-style-type: none"> * Make learning engaging and relevant in our lives * Work toward a range of strategies to understand ourselves and others * Learn collaborate and share understanding with the community * Utilize a variety of modes to effectively communicate * Develop effective relationships with people we learn with 

YEAR 9 ASSESSMENT SCHEDULE SUMMARY 2021

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.

Assessment tasks are listed for English, Mathematics, Science, Geography, Forensics and Criminology, Child Studies, Graphic Design, Industrial Technology, Food Technology, iSTEM, Photography and Digital Media, Drama, Music, Visual Arts and Information Software and Technology.

Other subjects will notify students of upcoming assessment tasks in class.

Questions about individual subjects should be directed to class teachers or the subject Head Teacher.

Term 1		Term 2	
Week/Date	Subjects with a scheduled task	Week/Date	Subjects with a scheduled task
1 25/1		1 19/5	
2 1/2		2 26/4	English, Child Studies
3 8/2		3 3/5	Geography
4 15/2		4 10/5	Science, ITT, Food Technology
5 22/2	Math 5.1, 5.2	5 17/5	Math 5.2, Forensics, Photography, Music
6 1/3	Science, Food Technology	6 24/5	Drama
7 8/3	iSTEM	7 31/5	iSTEM
8 15/3	Math 5.3	8 7/6	Math 5.3
9 22/3	English, Photography, Geography, Forensics, Music, Child Studies, PDHPE, PASS	9 14/6	English, Math 5.1, Child Studies, PASS
10 29/3	ITT, PDHPE, PASS, Drama,	10 21/6	PASS
Term 3		Term 4	
Week/Date	Subjects with a scheduled task	Week/Date	Subjects with a scheduled task
1 12/7		1 4/10	
2 19/7	Child Studies	2 11/10	
3 26/7		3 18/10	
4 2/8		4 25/10	Math 5.1, Geography, ITT, iSTEM, Drama
5 9/8	Math 5.1, Science, Food technology, iSTEM	5 1/11	Math 5.2, 5.3, Forensics, Child Studies, Drama, Photography
6 16/8	Math 5.2, Forensics	6 8/11	Food Technology
7 23/8		7 15/11	
8 30/8	English, Math 5.3	8 22/11	
9 6/9	Child Studies, PDHPE, Photography, Music	9 29/11	
10 13/9	Science, Geography, ITT, PDHPE, PASS, Drama	10 6/12	
		11 13/12	

ENGLISH ASSESSMENT SCHEDULE YEAR 9, 2021

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

Description of Outcomes

EN5-1A	<i>A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</i>
EN5-2A	<i>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.</i>
EN5-3B	<i>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.</i>
EN5-4B	<i>A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.</i>
EN5-5C	<i>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.</i>
EN5-6C	<i>A student investigates the relationships between and among texts.</i>
EN5-7D	<i>A student understands and evaluates the diverse ways texts can represent personal and public worlds.</i>
EN5-8D	<i>A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.</i>
EN5-9E	<i>A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.</i>

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 2021 YEAR 9 STAGE 5.1

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Assignment	Financial Mathematics	MA5.2-1,2,3 WM MA5.1-5 NA	20	Week 5, Term 1
Examination with Summary Sheet	Measurement Similar Figures	MA5.2-1,2,3 WM MA4-12,13,14MG MA5.1-9MG MA5.1-11MG	30	Week 9, Term 2
Technology Poster Assignment	Single Variable Data	MA5.1-2,3 WM MA4-19SP MA4-20SP	20	Week 5, Term 3
Examination	Trigonometry Probability	MA5.1-1,2,3 WM MA5.1-10 MG MA4-21 SP	30	Week 4, Term 4

Description of Outcomes

	A student:
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	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 2021 YEAR 9 STAGE 5.2

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

Description of Outcomes

	A student:
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM	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 2021 YEAR 9 STAGE 5.3

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Examination with summary sheet	Financial Mathematics Equations & Inequalities	MA5.1-2WM, MA5.2-2 WM MA5.1-4 NA, MA5.2-4 NA MA5.2-8 NA	25	Week 8, Term 1
Technology Assignment	Trigonometry Measurement	MA5.1-1WM, MA5.1-2 WM MA5.2-2WM, MA5.3-2 WM 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 8, 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

	A student:
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM	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, 2021

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 4, 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.

GEOGRAPHY ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Biomes Research Assessment Task	Biomes	GE5-1 GE5 -5	25%	Term 1 Week 9
Changing Places Field Trip Assessment Task	Changing Places	GE5-3 GE5 -7	25%	Term 2 Week 3
Environmental Change & Management Extended Response	Environmental Change and Management	GE5-2 GE5 -8	25%	Term 3 Week 10
Yearly Examination	Human wellbeing	GE5-6 GE5-7	25%	Term 4 Week 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.

FORENSICS ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Practical Task	Observational Skills & Evidence Collection	FS5-3SK, FS5-4SK, FS5-7SK, FS5-8KU, FS5-9KU	30	Week 9, Term 1
Semester 1 Examination	Pollen and Spores, Study of Hair & Fibres and Textiles	FS5-5SK, FS5-6SK, FS5-10KU, FS5-11KU, FS5-12KU	20	Week 5, Term 2
Case Study	Any topic	FS5-1VA, FS5-2VA	30	Week 6, Term 3
Semester 2 Examination	Fingerprints, Blood and Blood Spatter, DNA	FS5-13KU, FS5-14KU, FS5-15KU	20	Week 5, Term 4

Description of Outcomes

Values and attitudes	FS5-1VA	Appreciates the value of the sciences involved in Forensic Science in relation to their lives and the role of scientific inquiry in the world around them
	FS5-2VA	Demonstrates enthusiasm and confidence when investigating and finding solutions to inquiries by using logical and evidence-based arguments
Skills	FS5-3SK	Develops skills to analyse and synthesise information, problems, concepts and theories
	FS5-4SK	Demonstrates cognitive and creative skills to exercise critical thinking and judgement in solving casework problems
	FS5-5SK	Selects and uses appropriate communication skills to present clear, coherent discussions of scientific concepts and ideas in a range of contexts
	FS5-6SK	Engage in critical reflection on a broad range of theoretical concepts and adapt and apply knowledge to solve a range of problems in diverse contexts
	FS5-7SK	Undertakes first-hand investigations integrating specific laboratory practices and concepts to collate information and data relating to crime scenes and the criminal justice system
Knowledge and Understanding	FS5-8KU	Describes the role of various types of toxins in causing death and defines the goals and practices of toxicology in the world of Forensic Science
	FS5-9KU	Describes the twelve types of handwriting characteristics that can be analysed in a document and how these can be used to determine forgery and fraud in certain cases
	FS5-10KU	Distinguishes between the four manners of death and how to estimate time of death using rigor, algor, livor, stages of decomposition and insect evidence
	FS5-11KU	Distinguish between different kinds of soil composition and discuss appropriate collection techniques and how the chemistry of soils can be used
	FS5-12KU	Explain how bones contain a record of injuries, approximate age, sex and race and how this can be used in facial reconstruction and skeletal trauma analysis
	FS5-13KU	Distinguishes between patent, latent and plastic impressions and describe how to make foot, shoe, dental and tyre impressions
	FS5-14KU	Describe the three major types of tool mark impressions and the steps used for tool mark examination and analysis
	FS5-15KU	Discuss the role of ballistics recovery and examination at a crime scene and how it can be used to determine trajectory, bullet type and gun type
	FS5-16KU	Identify some characteristics of glass, types of glass and how glass fractures and fracture patterns can be used in Forensic Science

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CHILD STUDIES ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
New Beginnings Research	Preparation for Parenthood Conception to Birth	CS5.5, CS5.7, CS5.8, CS5.9, CS5.11	30%	Week 9 Term 1
Finding My Family Research	Family Interaction Newborn Care	CS1.5, CS5.2, CS5.5, CS5.8, CS5.11, CS5.12	30%	Week 9 Term 2
Coming Together Presentation	Children and Culture Aboriginal cultures and Childhood	CS5.1, CS5.2, CS5.3, CS5.4, CS5.6, CS5.8, CS5.9, CS5.10, CS5.12	25%	Week 9 Term 3
Topic Quizzes	Listed above.	CS5.1 – CS5.12	15%	Week 2, Term 2 Week 2, Term 3 Week 5, Term 4

Description of Outcomes

	A student:
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.

INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Semester 1 Practical Task	Project Based	IND5-4 IND5-9	30	Week 4, Term 2
Semester 1 Folio / theory content	Safety in the workshop Hand/power tools & machines Materials & their origins	IND5-1 IND5-10 IND5-8	20	Week 10, Term 1
Semester 2 Practical Task	Project Based	IND5-6 IND5-7	30	Week 4, Term 4
Semester 2 Folio / theory content	Communication Construction techniques Sustainability in industry	IND5-2 IND5-3 IND5-5	20	Week 10, Term 3

Description of Outcomes

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

FOOD TECHNOLOGY ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Research and Practical	Food in Australia	FT5-8 FT5-10 FT5-11	25	Week 6, Term 1
Research and Practical	Food Selection and Health	FT5-3 FT5-7 FT5-12	25	Week 4, Term 2
Research and Design Task and Practical	Food Equity	FT5-2 FT5-5 FT5-6	25	Week 5, Term 3
Design Task and Practical	Food Product Development	FT5-1 FT5-10 FT5-13	25	Week 6, Term 4

Description of Outcomes

	A student:
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes.
FT5-12	examines the relationship between food, technology and society.
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

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.

iSTEM ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Portfolio	Digital media	5.2.1, 5.2.2, 5.2.3, 5.4.1	25	Week 7, Term 1
Project Based	Software design	5.1.1, 5.2.2, 5.2.3	25	Week 7, Term 2
Research	Internet & networking	5.2.1, 5.2.3, 5.2.2, 5.3.2	25	Week 5, Term 3
Semester Examination	Software, internet & networking.	5.4.1, 5.3.1, 5.5.3, 5.2.3	25	Week 4, Term 4

Description of Outcomes

	A student:
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Media Analysis	Sport and the Media	PD5-2 PD5-7	35%	Week 9/10 Term 1 2021
Nutrition Plain Packaging	Nutrition and Wellbeing	PD5-6 PD5-10	35%	Week 9/10 Term 3 2021
Movement Data Collection	Fitness and Performance	PD5-11	30%	Week 9/10 Term 3 2021

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.

PHYSICAL ACTIVITY AND SPORTS STUDIES
ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
<u>Peer Teach – Fitness Program:</u> Develop and run a training session Create Session cards Reflection + Feedback	Physical Fitness	PASS5-7 PASS5-8 PASS5-9	30%	All activities to be completed in class by Week 9/10 Term 1.
<u>Case Study Presentation:</u> Research an Australian Sport Report on impacts and development of sport Presentation	Australia’s Sporting Identity	PASS5-3 PASS5-4 PASS5-10	35%	To be presented by week 9/10 Term 2.
<u>Lunchtime Competition:</u> Plan, organise and run a lunchtime competition	Event Management	PASS5-5 PASS5-7 PASS5-10	35%	All activities to be completed by Week 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.

PHOTOGRAPHY AND DIGITAL MEDIA ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Making/Critical and Historical Studies	Elemental Basics	5.3, 5.7, 5.9	25%	Term 1, Week 9
Making	Magazine Publication	5.4 , 5.5, 5.6	25%	Term 2, Week 5
Making/Critical and Historical Studies	Stop Motion Animation	5.2, 5.8, 5.10	25%	Term 3, Week 9
Making	#combophotos	5.1, 5.4, 5.5	25%	Term 4, Week 5

Description of Outcomes

	A student:
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.

DRAMA ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Performance	Monologues / Songalogues	5.1.1, 5.2.1, 5.3.1	20%	Term 1, Week 10
Performance and Reflection	Physical Theatre	5.1.4, 5.2.3, 5.3.1	25%	Term 2, Week 6
Performance and Reflection	Melodrama	5.1.3, 5.2.2, 5.3.3	30%	Term 3, Week 10
Performance	Speechless - Mask & Mime	5.1.2, 5.2.3, 5.3.2	25%	Term 4, Week 5

Description of Outcomes

	A student:
5.1.1	Manipulates the elements of Drama to create belief, clarity & tension in character role, situation and action.
5.1.2	Contributes, selects, develops and structures ideas in improvisation and Playbuilding.
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text.
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	Applies acting & performing techniques expressively & collaboratively to communicate dramatic meaning
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
5.3.2	Analyses the contemporary and historical contexts of drama.
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

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.

MUSIC ASSESSMENT SCHEDULE YEAR 9, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Musicology	Australian Music	5.7, 5.8, 5.11	25%	Term 1 week 9
Performance	Small and large ensembles	5.1, 5.2, 5.3	25%	Term 2 week 5
Performance /Aural	Musical Theatre	5.1, 5.7, 5.8, 5.11	25%	Term 3 week 9
Composition /Performance	Jazz Music	5.1, 5.3, 5.4, 5.5	25%	Term 4 week 5

Description of Outcomes

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

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