Course Information

Booklet

St Pauls
CATHOLIC COLLEGE

Year 9

Semester One
2019

Introduction – The Purpose of Assessment

Stage 5 courses are studied over two years in Years 9 and 10. The aim of this booklet is to allow Year 9 students to become familiar with the assessment procedures set down by the NESA and the College. This booklet also outlines their 100 Hour elective Assessment schedule which they will complete in Year 9.

Through the assessment scheduled students received credit for progressive efforts throughout Year 9.

Section One aims to show details of how St Pauls will implement the assessment program for all Years 9 and 10 courses offered at the College. In order to receive credit towards their Years 9 and 10 Grades, students are required to complete specified pieces of work, called “assessment tasks”, in each of their courses. These tasks may include formal examinations, essays, assignment work, practical work, excursion reports or oral presentations. The number and nature of the tasks will vary for each course.

Section Two contains subject-specific assessment policies and schedules.

Section Three outlines the rules and procedures for examinations.

How You Are Assessed

Ongoing

Class-Based Assessment

Examples

- Quizzes
- Class work
- Observations
- Class discussion
- Group work
- Comprehension activities

These occur on a continual basis in class throughout the semester

PLUS

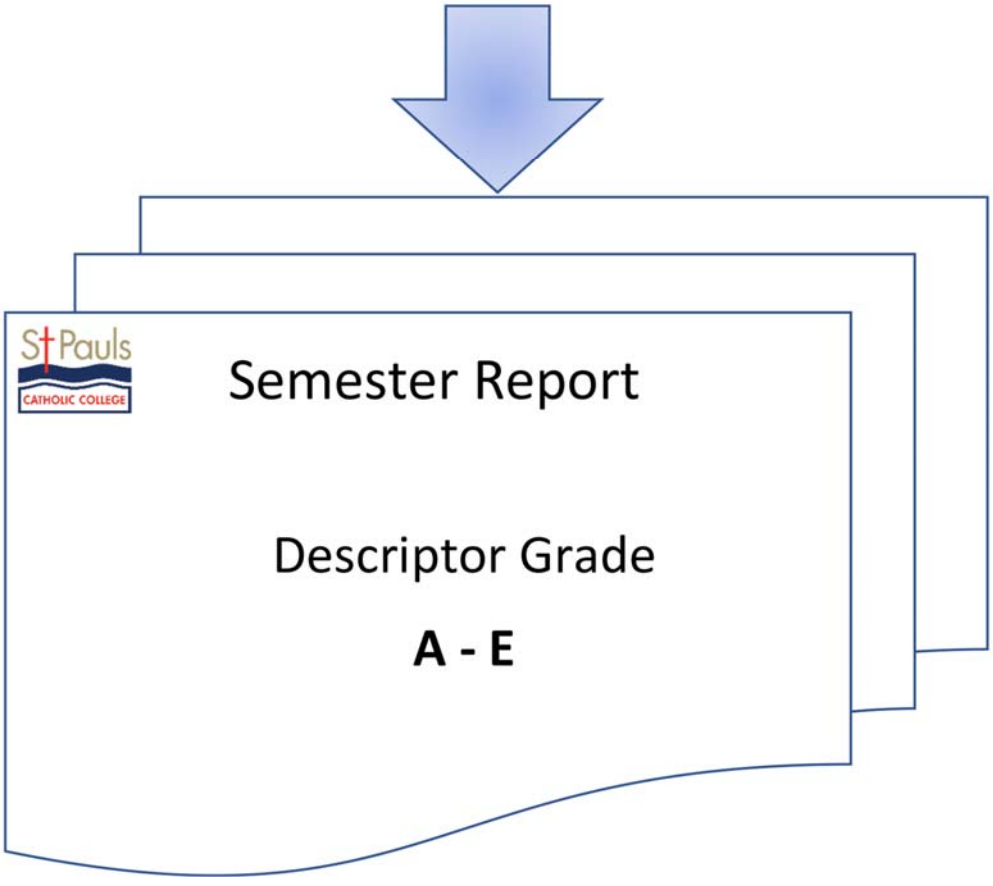
Scheduled

Assessment Events

Examples

- Examination
- Hand-in Projects
- Research tasks
- Performance-based
- Portfolio
- Practical projects

These are scheduled events for which students are given formal criteria and due dates



SECTION ONE

YEAR 9
ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all Year 9 courses conducted at St Pauls Catholic College, Greystanes.

Formal Assessment Task results contribute to the overall grade achieved by a student and subsequently contribute to his school-based Grade submitted to the NSW Education Standards Authority (NESA) at the end of Year 10. Grades submitted to the NESA will be stored in the event that a student leaves school before completing his Higher School Certificate and requests a Record of School Achievement (ROSA).

SATISFACTORY COMPLETION OF A COURSE

To have satisfactorily completed a course, students will have -

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes."* *[ACE 11.4*]

ATTENDANCE

At St Pauls Catholic College, attendance is considered critical in a student's education; generally 85% would be considered a minimum level of attendance.

- ANY prior known period of absence requires submission of an "Application for Exemption from Attendance at School" form. This form must be submitted to the College Principal for approval. These forms are available from the Year Coordinator. A letter from parents can no longer legally be accepted when applying for exemption from attendance at school.
- Where practical, this form must be submitted FOUR WEEKS prior to the student commencing his known period of absence.
    - The Principal will then complete a "Certificate for Exemption from Attendance a School" form that is kept on record and available to education authorities or the police.

  When exemption is sought for fewer than 50 days the Principal is able to grant this, but if more than 50 days, the College must forward the application onto the Catholic Education Office.
- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to a review process.

PARTICIPATION

- PARTICIPATION A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.
- Participating in a course involves completing assignments, homework and set task It is up to the teacher's professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be referred to a review process.

COMPLETION OF ASSESSMENT TASKS

A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which he is entered.

- Any student who fail to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESA 'N' (Non-Completion notice, which will disqualify him form this particular course.
- This may in turn disqualify him from receiving the HSC and possibly an ATAR.
- Warnings are sent to parents in writing if this eventuality appears likely.

UNSATISFACTORY COMPLETION OF A COURSE

Step 1 → **NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal WARNING is called an '**N-Warning**'.

- The appropriate Studies Coordinator and Curriculum Coordinator are responsible for notifying parents at all stages of a review of student's performance in a course.

Step 2 → Students are given OPPORTUNITY TO RECTIFY THEIR SITUATION.

- ATTENDANCE may involve students being placed on an attendance contract to meet requirements
- PARTICIPATION may involve students being placed on a CLASS contract to meet requirements.
- COMPLETION OF ASSESSMENT requires students to complete the assessment task within a two week period.

Step 3 → **SECOND N-WARNING LETTER SENT** - Students are given a **second** opportunity to rectify their situation.

Step 4 → UNSATISFACTORY DETERMINATION (N-AWARD) An unsatisfactory result in a course will be determined by the Principal, in conjunction with the Curriculum Coordinator.

- This will occur after an Assessment Appeals Process has been completed.
- The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

Schedule of Tasks

Step 1 → **NOTIFICATION OF TASKS** - The Schedule of Tasks (Section 2) indicates specific dates for the year.

- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgment to ensure students have adequate time to prepare for each task.
- For in-class tasks and examinations, written notice may be given outlining details prior to the task date, however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
- Notification of change will be given in writing at least two weeks prior to the task date.

Step 2 → **WRITE IN STUDENT DIARY AND FAMILY CALENDAR** - It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

Reporting and Task Feedback

All students will receive meaningful feedback on their performance in each Assessment Task.

Timing → Feedback will normally be provided within **7 school days** of the task date as a raw mark, and/or ranked position within the course cohort.

- If it is a major task and undertaken by a large group, feedback will normally be within **10 school days**.

Appeal → Appeals against the ranking may be made within **3 school days** of receiving it and should be directed through the Curriculum Coordinator. **SEE APPEALS PROCESS**

- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

Relationship to ROSA. → Assessment tasks contribute to **THE GRADE THAT IS SUBMITTED TO NESA.**

Submission of Tasks

HAND IN TASKS →

All tasks submitted must be **PERSONALLY HANDED** to the student's OWN TEACHER for that subject. If the student's teacher is absent, the task must be submitted to the relevant Studies Coordinator. The College accepts no responsibility for a students work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

- Students are to submit HARD COPIES of their work. Students must not depend on the College printing assignments from storage devices, eg. USB.
- Storage devices cannot be submitted for a task. **COMPUTER OR PRINTER MALFUNCTION cannot be used as a reason for handing in a task late.**
- **To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.**

ELECTRONIC →

All ELECTRONICALLY should be submitted as instructed by the Task Sheet.

- ALL students are to submit tasks ON TIME regardless of illness on the day.
- Storage devices cannot be submitted for a task. COMPUTER MALFUNCTION cannot be used as a reason for submitting a task late.
- Under SOME circumstances, teachers may request a HARD COPY of a task to be submitted.

HARD COPY

- IN THIS CASE, tasks submitted must be PERSONALLY HANDED to the student's OWN CLASS TEACHER.
- If the student's teacher is absent, the task must be submitted to the relevant Studies Coordinator.

GROUP WORK

The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

LATE SUBMISSION

Students who are late submitting a task on the due date **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator ***even if there is NO scheduled lesson on that day.***

EXTENSIONS

Under EXCEPTIONAL CIRCUMSTANCES the Curriculum Coordinator may grant an extension.

- In this case, parents should contact the Curriculum Coordinator, either in writing or by telephone, to request an extension.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

The College accepts no responsibility for a students work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK

UNFORESEEABLE ABSENCE

Step 1 ⟹ **NOTIFY** Student Services before 8.30am on the morning of the task or task due-by date.
(Tel: 88683700; Fax: 88683799)

Step 2 ⟹ **OBTAIN** documentation

- Illness – a Doctor's Medical Certificate will be required covering the absence.
- Funeral – evidence such as the funeral booklet or formal notice will be required.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

Step 3 ⟹ **SUBMIT** documentation to TLC Coordinator of that subject. This must be done before the commencement of the student's first period on the day of his return to the College. A student must:

- Complete all details on the absence form.
- Attach documentation to form.
- Place form in locked box outside Curriculum Coordinator's Office

Documentation provided must cover all days absent *from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.*

FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

Step 1 ⟹ **OBTAIN** approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

Step 2 ⟹ **RESCHEDULE** task(s) with Curriculum Coordinator **PRIOR** to leave

- Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

FORESEEABLE ABSENCE – PRIOR APPOINTMENTS

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone/fax the Curriculum Coordinator on the day of the appointment to inform her of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

Step 1 → **SCHEDULING APPOINTMENTS**

- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

Step 2 → **NOTIFY** Curriculum Coordinator of absence BEFORE task date.
(Tel: 02 9968 3700 Fax: 02 8868 3799)

Step 3 → **RESCHEDULE** task with Curriculum Coordinator BEFORE task date.

- Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

Step 4 → **SUBMIT** documentation to Curriculum Coordinator.
(Refer to Step 3 Instructions on previous page.)

If a student complies with these requirements, then he may:

i) sit the task or a substitute task; or
ii) be provided with an ***estimate***.

WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate is required if a student is:

- Absent on the day the schedule assessment task is due
- Partially absent on the day the schedule assessment task is due
- Absent from NAPLAN exams

A Doctor's Certificate is also required for all missed Assessment Tasks as outlined above.

PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

Not submitted on due date → ***zero awarded***

- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- ***Failure to submit the task may lead to an "N" determination***.

LATE SUBMISSION →

For assessments that CANNOT BE SUBMITTED ELECTRONICALLY, students who ar
submitting a task on a given day **MUST** hand in the task the next day they attend s
Class Teacher or the appropriate TLC Coordinator ***even if there is NO schedule
that day.***

- There is NO EXCUSE for submitting a RESEARCH TASK LATE as these are submitt electronically.

PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

All work submitted, whether as part of an assignment or test, must be solely completed by the student.

All research assignments MUST include a reference list. Criteria for referencing can be found in student's diaries. If references are NOT provided, students will be required to provide evidence that the work is their own.

What is Malpractice?

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own.
  Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying staling or borrowing another person's work and presenting it as your own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice, eg passing on an assignment to another student in any form.

How to Avoid Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes.
- These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website.
http://www.library.uow.edu.au/index.html

Penalties → **RESEARCH TASKS** – a zero determination for the section or sections affected, or for the entire task

Appeal → If doubt arises regarding the authenticity and originality of the submitted work, the Curriculum Coordinator will be asked to consider the matter.

- A student long may be required in the case of some Research Tasks, Major Works or projects and must be present upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **WITHIN 3 DAYS** of written notificationof the zero being given.
-

MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

For details of expectations during examination-type tasks, refer to the Appendix pages 20 – 23 "Rules and Procedures for Examinations/Tests".

Two main breaches are outlined below:

Notes → If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material form the student, make a note of the incident on your paper and report it to the subject Coordinator. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

Mobile Phones → Students are NOT permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

Penalties → **EXAMINATIONS** – a zero determination for the whole paper.

FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

Step 1 → **OBTAIN** approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

Step 2 → **RESCHEDULE** task(s) with Curriculum Coordinator **PRIOR** to leave

- Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

Appeals Process

Zero or N-Warnings

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a zero determination or 'n-warning' made against him, he has the ***right of*** appeal.

Step 1 → **LODGE APPEAL** with the **Curriculum Coordinator.**

- Must be lodged within 3 school days of receiving the zero or 'n-warning' notice.
- See the Curriculum Coordinator for the appropriate paper work.

Step 2 → **SUBMITTED** to the College Assessment Appeals Committee**.**

- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of NESA.
- This committee is made up of the Curriculum Coordinator, the relevant Studies Coordinator, the Assistant Principal and where necessary a Year 12 Leader.

Appeal against Marks or Ranks Awarded

Step 1 → **NOTIFY TEACHER** at the time assessment task is handed back**.**

- The task **MUST NOT** go home if an appeal is to be lodged.
- Hand back the task to the Class Teacher with reasons for the appeal outlined on the front of the task.

Step 2 → **REMARKING OF TASK** - The task may be remarked by a different teacher OR reviewed by the teacher who initially marked the task.

- Marks may change at this stage or further explanation as to why marks were not awarded given.

Step 3 → **SPEAK TO** the appropriate Studies Coordinator about the reasons for the appeal of marks or rank.

- Marks may change at this stage or further explanation as to why marks were not awarded given.

Step 4 → **LODGE APPEAL** with the **CURRICULUM COORDINATOR.**

- **MARKS** – May only be lodged if the assessment task or exam paper has **not been taken home.**
- **RANKS** – Must be lodged within 3 school days of receiving the RANKS notice.
- **STEP TWO** procedure followed.

Section Two

Subject Assessment Schedules

Section Three

Rules and Procedures for Examinations/Tests

Examination Dates and Times

- The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
- If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.
- You must be at the examination/test location at least 10 minutes before the start of each examination/test.

Examination Attendance Rules

- You must sit for all examinations/tests/tasks unless prevented by illness or misadventure.
  If you cannot attend an examination/test because of illness or misadventure, notify the Curriculum Co-ordinator immediately.
- If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.

Equipment for the Examination/Test

- It is your responsibility to make sure that you know and possess the correct equipment.
- Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- You may only use those calculator models that appear on the NESA list of approved calculators. Before the examination, you should verify with your teachers that your calculator is an approved model.
- Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.
- You are not permitted to borrow equipment during examinations/tests.
- Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

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BASIC ACADEMIC STANDARDS

The College outlines for its students "Academic Standards" that need to be met if they are to do well in their studies:

* Be on time for class.
* Regularly complete set homework.
* Set aside time for regular independent study.
* Attend all lessons. Catch up on any work missed.
* Submit all assignments on time.
* Bring texts and required equipment to class.
* Be a co-operative member of the class.
* Participate actively in class.
* Behave courteously towards teachers and peers.
* Make a diligent and sustained effort throughout the Semester.
* Work to the best of your ability.

Assessment Timetable

Term	Week	Study Area
1	5	9RELG Images of Jesus Task
1	7	9COM Internet Shopping
1	7	9FTEC Written & Practical
1	7	9SCI Extracting Information Task
1	8	9ENG Task 1 Writing Task
1	8	9HISTE History Source Analysis
1	8	9IST Efolio Progress Informal
1	8	9MATH Computation and Financial Mathematics & Fractions, Decimals, Percentages in Applied Probability
1	9	9PASS Peer Coaching Activity
1	9	9HIST Source Analysis
1	9	9MUSC The Recipe of Music (Assignment)
1	10	9VART Bow Expressive Portrait (Mixed Media)
1	11	9ITT Chopping Board Folio
1	11	9iSTEM Fluid Mechanics Task
1	11	9ITT Chopping Board Practical
1 & 2	1-10	9PDH Ongoing Practical
2	1	9ITE Tower
2	1	9ITE Design Folio Tower
2	1	9GT Camera Project
2	2	9MUSC Performance (Evening)
2	2	9SCI Atomic Structure – Extracting Information
2	3	NAPLAN Testing
2	3	9RELG Christianity in the Middle Ages Task
2	4	9IST Digital Media Informal
2	4-5	9SCI Semester One Exam (a. Kno & Und, b. Planning & Invest, c. Ext & Info)
2	5	9PDH Written Hand In Task
2	6	9ENG Task 2 Representing Task
2	5	9HIST Exam
2	5	9MUSC Music of a Culture (Composition)
2	5	9VART Extended Response
2	5	9COM Exam
2	5	9HISTE Exam
2	5	9FTEC Written & Practical
2	5	9IST Efolio Progress Formal
2	5	9MATH Expressions and Equations & Similar figures and ratio
2	6	9PASS Enhancing Performance Strategies & Techniques
2	6	9ITT Semester Exam
2	6	9ITT Practical Exam
2	8	9iSTEM Aerodynamics Task – F1
2	8	9ITE Trebuchet Progress
2	10	9VART Drawing

- The following overview is a guide to the assessment tasks that will be used by teachers to make a professional judgment for a student's Semester One Report.
- Some assessment tasks will have in class time allocated to complete. Others will require submission.
- Please note that the timing of tasks may be varied or subject to change but you will be informed.
- Students should highlight their own subjects on this list.

Australian History (Mandatory)

Areas of Study

1. Overview: Making of the Modern World
2. Australia and Asia – Making a Nation
3. Australia at War – World War I & II

Outcomes to be Assessed

The student:

5.1	explains and assess the historical forces and factors that shaped the modern world and Australia.
5.2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.
5.4	explains and analyses the causes and effects of events and developments in the modern work and Australia.
5.5	identifies and evaluates the usefulness of sources in the historical inquiry process.
5.6	uses relevant evidence form sources to support historical narratives, explanations and analyses of the modern world and Australia.
5.7	explains different contexts, perspectives and interpretations of the modern world and Australia.
5.9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Reporting Descriptors

E	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
B	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
A	The student demonstrates an extensive knowledge and understanding of 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.

Assessment

Scheduled Assessment (60%)

- Source Analysis
- Semester One Exam

Ongoing Assessment (40%)

- Teacher observation
- Quality of contribution and class discussion.
- Source-based group work.
- Conferencing, peer assessment, journal.
- Bookwork
- Quizzes, Cloze Passages, Crosswords
- Literary Tasks

Assessment dates

Term	Week	Study area	Weighting
1	9	9HIST Source Analysis – In Class	40%
2	5	9HIST Exam	40%
1 & 2	1-10	9HIST Informal Assessment	20%

Commerce

Areas of Study

1. Consumers and consumer choice
2. Personal finance including investing

Outcomes to be Assessed

The student:

5.1 applies consumer, financial, legal, business and employment concepts in a range of contexts;
5.2 analyses rights and responsibilities of individuals in a range of consumer, financial, legal, business and employment contexts;
5.3 examines the role of law in society;
5.4 analyses the key factors affecting commercial and legal decisions;
5.5 evaluates options for solving commercial and legal problems and issues;
5.6 monitors and modifies implementation of plans designed to solve commercial and legal problems and issues;
5.7 researches and assesses commercial and legal information using a variety of sources;
5.8 explains commercial and legal information using a variety of forms;
5.9 works independently and in groups to meet individual and group goals within specified timeframe.

Reporting Descriptors

E The student demonstrates an extensive knowledge and understanding of consumer and financial matters, and a very high level of competence in the areas of decision-making, research, communication and working independently.

D A student demonstrates a basic knowledge and understanding of consumer, business and financial matters and limited competence in the areas of decision-making, problem-solving, research, communication and working independently.

C A student demonstrates a sound knowledge and understanding of consumer, business and financial matters and an adequate level of competence in the areas of decision-making, problem-solving, research, communication and working independently.

B A student demonstrates a thorough knowledge and understanding of consumer, business and financial matters and a high level of competence in the areas of decision-making, problem-solving, research, communication and working independently.

A A student demonstrates an extensive knowledge and understanding of consumer, business and financial matters and a very high level of competence in the areas of decision-making, problem-solving, research, communication and working independently.

Assessment

Scheduled Assessment (60%)

- Comparison shopping Internet search
- Semester One examination

Ongoing Assessment (40%)

- Quality of contribution to class discussion.
- Teacher observation
- Bookwork
- Quizzes, Cloze Passages
- Crosswords
- Literacy Task
- Share Market Game

Assessment dates

Term	Week	Study Area	Weighting
1	7	9COM Internet Shopping	20%
2	5	9COM Exam	40%
1 & 2	Ongoing	9COM Informal Assessment	40%

English

Areas of Study

Unit 1: Persuasive & Imaginative Writing
Unit 2: Fiction – Close Study of Text
Unit 3: Film as Text

Outcomes to be Assessed

The student:

EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.
EN5-2A	effectively uses and critically assess a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
EN5-3B	selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5-6C	investigates the relationships between and among texts.
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Reporting Descriptors

E	The student has an elementary knowledge and understanding in few areas of the content, and has achieved very limited competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.
D	The student has a basic knowledge and understanding of the content, and has achieved a limited level of competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.
C	The student has a sound knowledge and understanding of the main areas of content, and has achieved an adequate level of competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.
B	The student has a thorough knowledge and understanding of the content and can apply this knowledge to most situations. In addition, the student has achieved a high level of competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.
A	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 thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.

Assessment

Scheduled Assessment (70%)

- Task 1 Writing Task
- Task 2 Representing Task (Semester 1 Exam)

Ongoing Assessment (30%)

- Bookwork
- Classwork
- Class tests/assignments

Assessment dates

Term	Week	Study Area	Weighting
1	8	9ENG Task 1 Writing Task	35%
2	6	9ENG Task 2 Representing Task	35%
1 & 2	Ongoing	9ENG Informal Assessment	30%

Food Technology

Areas of Study

In order for us to lead healthy lives, it is important that we gain an understanding of what constitutes good health. Throughout this unit students will gain an understanding of the food nutrients and how our bodies use these nutrients to enable the body to function successfully.

In this unit students will explore the reasons why and how we celebrate special occasions with food. Everyone regardless of their religion or culture use food to celebrate special occasions and one special occasion we all share is a birthday. Students will, plan and prepare a children's birthday party. Prior to this activity the teacher will provide notes and discuss the ways we celebrate.

Outcomes to be Assessed

The student:

5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2 Identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
5.2.3 applies appropriate methods of food processing, preparation and storage
5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
5.3.2 justifies food choices by analyzing the factors that influence eating habits.
5.4.1 collects, evaluates and applies information for a variety of sources.
5.4.2 communicates ideas and information using a range of media and appropriate terminology
5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes.
5.6.1 examines the relationship between food, technology and society
5.6.2 evaluates the impact of activities related to food on the individual, society and the environment.

Reporting Descriptors

E The student demonstrates very limited ability to produce a safe, hygienic and appealing product in the practical component of the Course. The student identifies, with guidance, the physical and chemical properties of food, its nutritional value and the factors that influence food selection.

D The student demonstrates a basic understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student identifies a limited understanding of the physical and chemical properties of food, its nutritional value and the factors that influence food selection.

C The student demonstrates an adequate understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student can competently identify the physical and chemical properties of food, its nutritional value and the factors that influence food selection.

B The student demonstrates a sound understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student has a thorough knowledge of physical and chemical properties of food, its nutritional value and the factors that influence food selection.

A The student demonstrates highly developed skills in the production of a safe, hygienic and appealing product in the practical component of the Course. The student independently identifies and understands the physical and chemical properties of food, its nutritional value and the factors that influence food selection

Assessment

Scheduled Assessment (80%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Dietary related disorders task
- Plan, prepare and present a dish that is suitable for chosen disorder
- Present a written assignment which plans a Children's birthday party
- Plan and prepare a birthday cake for the birthday party.

Ongoing Assessment (20%)

- The completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study Area	Weighting
1	7	9FTEC Written & Practical	40%
2	5	9FTEC Written & Practical	40%
1 & 2	Ongoing	9FTEC Informal	20%

Graphics Technology

Areas of Study

The theme for the first unit is *Getting Started.*

Throughout this unit students will be introduced to:

- classroom and equipment orientation
- OH&S issues
- folio design, organisation and set up
- technical language and standards
- freehand sketching
- geometric constructions and tangency
- recognise draw and develop basic geometric shapes
- orthogonal drawing
- CAD layout basics and CAD tools
- presentation of portfolio layout and contents
- pictorial drawing and rendering.

The theme for the next unit is *Engineered Products: camera.*

Throughout this unit students will be introduced to:

- visualise, measure and draw simple objects
- produce freehand and mechanical pictorial representations — isometric and oblique
- orthogonal drawings using instruments
- apply AS1100 standards to represent features, dimensioning etc
- create a simple orthogonal drawing using CAD.

Outcomes to be Assessed

The student:

5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques.
5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations.
5.2.1 designs and produces a range of graphical presentations.
5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes.
5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications.
5.3.2 manages the development of graphical presentations to meet project briefs and specifications.
5.4.1 manipulates and produces images using computer-based drafting and presentation technologies.
5.4.2 designs, produces and evaluates multimedia presentations.
5.5.2 demonstrates responsible and safe work practices for self and others.
5.6.2 evaluates the impact of graphics on society, industry and the environment.

Reporting Descriptors

E The student demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations. In addition the student, with assistance, demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations.

D The student demonstrates basic knowledge of graphics standards, procedures and conventions and incorporates these into the production of graphical presentations. In addition the student, with guidance, demonstrates limited technical skill in producing manual and computer-based graphical presentations.

C The student demonstrates sound knowledge of graphics standards, procedures and conventions and incorporates these into the production of graphical presentations. In addition the student, with minimal guidance, demonstrates adequate technical skill in producing manual and computer-based graphical presentations.

B The student demonstrates thorough knowledge of graphics standards, procedures and conventions and independently incorporates these into the production of graphical presentations. In addition, the student demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations.

A The student demonstrates extensive knowledge of graphics standards, procedures and conventions and independently incorporates these into the production of a range of graphical presentations. In addition, the student demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations.

Assessment

Scheduled Assessment (50%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will produce a project for each unit which will consist of a folio of drawings representing an article of their choice.
- Students will also submit a folio of drawing which will be made up of class-based drawing tasks.

Ongoing Assessment (50%)

- Ongoing periodical assessment of the drawing folio and the completion of related class-based tasks will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study Area	Weighting
2	1	9GT Camera Project – Hand In	50%
1 & 2	Ongoing	9GT Class Based Exercises – Informal	50%

Year 9 History (Elective)

Areas of Study

- Murder, Mysteries and Assassinations

Outcomes to be Assessed

The student:

E5.2	examines the ways in which historical meanings can be constructed through a range of media.
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
E5.4	explains the importance of key features of past societies or periods, including groups and personalities.
E5.6	identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry.
E5.7	explains different contexts, perspectives and interpretations of the past.
E5.8	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry.
E5.9	uses historical terms and concepts in appropriate contexts.

Reporting Descriptors

E	A student demonstrates elementary knowledge and understanding of the nature of history, heritage and archaeology; and very limited competence in the areas of research, historical inquiry, communication and source analysis.
D	A student demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology; and limited competence in the areas of research, historical inquiry, communication and source analysis.
C	A student demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology; and an adequate level of competence in the areas of research, historical inquiry, communication and source analysis.
B	A student demonstrates thorough knowledge and understanding of the nature of history, heritage and archaeology; and a high level of competence in the areas of research, historical inquiry, communication and source analysis.
A	A student demonstrates extensive knowledge and understanding of the nature of history, heritage and archaeology; and a very high level of competence in the areas of research, historical inquiry, communication and source analysis.

Assessment

Formal Assessment 60%

- Short Answer Take Home Examination
- Examination

Informal Assessment 40%

- Book Mark
- Group Work (5 out of 3 and 'Work teams')
- Class Discussion
- Writing activities, responding to text and sources

Assessment dates

Term	Week	Study area	Weighting
1	8	History Source Analysis	30%
2	5	Examination	`30%
1 & 2	Ongoing	Informal	40%

Industrial Technology – Engineering

Areas of Study

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include small structures and small vehicles.

Outcomes to be Assessed

The student:

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes;
5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes;
5.2.1 applies design principles in the modification, development and production of projects;
5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects;
5.3.1 justifies the use of a range of relevant and associated materials;
5.3.2 selects and uses appropriate materials for specific applications;
5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects;
5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects;
5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction;
5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Reporting Descriptors

E The student has demonstrated an elementary knowledge and understanding of industry related technologies and has applied this with assistance in the production of a practical project. In addition, the student has displayed a very limited level of competence in applying design principles, technical skills and relevant industrial work practices.

D The student has demonstrated a basic knowledge and understanding of industry related technologies and has applied this with guidance in the production of a practical project. In addition, the student has displayed a basic level of competence in applying design principles, technical skills and relevant industrial work practices.

C The student has demonstrated a sound knowledge and understanding of industry related technologies and has applied this with minimal guidance in the production of a quality practical project. In addition, the student has displayed an adequate level of competence in applying design principles, technical skills and relevant industrial work practices

B The student has demonstrated a thorough knowledge and understanding of industry related technologies and has applied this independently in the production of a quality practical project. In addition, the student has displayed a high level of competence in applying design principles, technical skills and relevant industrial work practices.

A The student has demonstrated an extensive knowledge and understanding of industry related technologies and has applied this independently and consistently in the production of a high quality practical project. In addition, the student has displayed an advanced level of competence in applying design principles, technical skills and relevant industrial work practices

Assessment

Scheduled Assessment (80%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will *design* and *construct* a tower built from balsa wood. With material limitations the tower is designed to withstand the maximum load.
- Students will use their understanding of the design process to create and submit a design folio.
- Students will *design* and *construct* a trebuchet that will propel a tennis ball using principles of simple machines.

Ongoing Assessment (20%)

Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study Area	Weighting
2	1	9ITE Tower – Hand In	20%
2	1	9ITE Design Folio – Hand In - Tower	40%
2	8	9ITE Trebuchet Progress	20%
2	8	9ITE Informal	20%

Industrial Technology - Timber

Areas of Study

This unit of work involves the development and production of a Chopping Board. Radiata Pine and Pacific Maple will be used in the construction, and will be joined by a glued widened joint. Students will be given the opportunity to explore a range of hand tools, machines, equipment, materials and techniques relevant to the timber industries. Students, through the development of this project, will be introduced to the fundamentals of design and workplace communication.

Outcomes to be Assessed

The student:

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes.
5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes.
5.2.1 applies design principles in the modification, development and production of projects.
5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
5.3.1 justifies the use of a range of relevant and associated materials.
5.3.2 selects and uses appropriate materials for specific applications.
5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
5.4.2 works cooperatively with others in the achievement of common goals.
5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Reporting Descriptors

E The student has demonstrated an elementary knowledge and understanding of industry related technologies and has applied this with assistance in the production of a practical project. In addition, the student has displayed a very limited level of competence in applying design principles, technical skills and relevant industrial work practices.

D The student has demonstrated a basic knowledge and understanding of industry related technologies and has applied this with guidance in the production of a practical project. In addition, the student has displayed a basic level of competence in applying design principles, technical skills and relevant industrial work practices

C The student has demonstrated a sound knowledge and understanding of industry related technologies and has applied this with minimal guidance in the production of a quality practical project. In addition, the student has displayed an adequate level of competence in applying design principles, technical skills and relevant industrial work practices

B The student has demonstrated a thorough knowledge and understanding of industry related technologies and has applied this independently in the production of a quality practical project. In addition, the student has displayed a high-level of competence in applying design principles, technical skills and relevant industrial work practices.

A The student has demonstrated an extensive knowledge and understanding of industry related technologies and has applied this independently and consistently in the production of a high quality practical project. In addition, the student has displayed an advanced level of competence in applying design principles, technical skills and relevant industrial work practices

Assessment

Scheduled Assessment (90%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will design and construct a Breadboard.
- Students will use their understanding of the design process to create and submit a design folio.

Ongoing Assessment (10%)

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study Area	Weighting
1	11	9ITT Chopping Board Folio - Hand In	23%
1	11	9ITT Chopping Board Practical	34%
2	6	9ITT Semester Exam	22%
2	6	9ITT Practical Exam	11%
1 & 2	Ongoing	9ITT Informal	10%

iSTEM

Areas of Study

In this module students will develop an understanding of the basic principles associated with integrated STEM. This unit of work utilises aspects on STEM Fundamentals 1 and 2, Aerodynamics and CAD/CAM1. Students will complete a wide range of STEM based problem solving activities in order to learn how to operate in an iSTEM classroom. Individual and group work activities are to be utilised during this unit of work in the development of practical solutions to real problems.

Outcomes to be Assessed

The student:

5.1.1	develops ideas and explores solutions to STEM based problems
5.1.2	demonstrates initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
5.4.1	plans and manages projects using an iterative and collaborative design process
5.4.2	develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.6.2	will work individually or in teams to solve problems in STEM contexts
5.8.1	understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Reporting Descriptors

E	The student has demonstrated an elementary knowledge and understanding of the solutions to STEM based problems and has produced a solution with assistance. In addition, the student has demonstrated a very limited level of competence in the work practices relevant to the task.
D	The student has demonstrated a basic knowledge and understanding of solutions to STEM based problems and has produced a solution with guidance. In addition, the student has demonstrated a limited level of competence in the work practices relevant to the task.
C	The student has demonstrated a sound knowledge and understanding of solutions to STEM based problems and has produced a solution with minimal guidance. In addition, the student has demonstrated an adequate level of competence in the work practices relevant to the task.
B	The student has demonstrated a thorough knowledge and understanding of solutions to STEM based problems and has applied this in the production of a quality solution. In addition, the student has achieved a high level of competence in the work practices relevant to the task and has worked independently.
A	The student has demonstrated an extensive knowledge and understanding of solutions to STEM based problems and has applied this in the production of a high-quality solution. In addition, the student has achieved a very high level of competence in the work practices relevant to the task and has worked consistently and independently.

Assessment

Scheduled Assessment (90%)

- Fluid Mechanics Task (practical) – Students will develop a mechanised system driven by hydraulics (syringes) – 35%
- Aerodynamics Task (practical and folio) – Students will design an aerodynamic F1 race car and submit an accompanying design folio. – 35%
- Record of Work (Electronic submission) – Students keep a record of all tasks, activities and observations in an electronic journal – 20%

Ongoing Assessment (10%)

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during these lessons.

Assessment dates

Term	Week	Study Area	Weighting
1	11	Fluid Mechanics Task	35%
2	8	Aerodynamics Task – F1	35%
1 & 2	Ongoing	Record of Work	20%
1 & 2	Ongoing	Informal	10%

Information and Software Technology

Areas of Study

In the first unit students will study the Internet, the history of its development and its uses. Tools and uses of the internet are explored particularly in the area of the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose. Evaluation of student learning is based on a portfolio of plans and designs, along with the production and demonstration of the final website.

In the second unit, students will develop their own Digital Media elements. These elements will involve the manipulation of multiple data types utilising a range of applications.

Outcomes to be Assessed

The student:

5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	describes and applies problem-solving processes when creating solutions
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	a student acquires and manipulates data and information in an ethical manner
5.4.1	a student 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 software and technology

Reporting Descriptors

E	The student, with guidance, can apply an elementary level of competence in problem-solving and, with support, can communicate limited ideas to an audience. With guidance, the student can recognise responsible and ethical practices when acquiring and manipulating data and information.
D	The student can apply a basic level of competence in problem-solving to produce a solution, and can communicate ideas to an audience. The student can recall responsible and ethical practices when acquiring and manipulating data and information.
C	The student can apply problem-solving skills to produce and evaluate a solution, and can communicate complex ideas to a variety of audiences. The student can apply responsible and ethical practices in acquiring and manipulating data and information.
B	The student can confidently apply problem-solving skills when producing and evaluating solutions, and can coherently communicate complex to a variety of audiences. The student can justify and apply responsible and ethical practices in acquiring and manipulating data and information.
A	The student is critical and creative in problem-solving for a wide range of situations. The student can logically communicate complex ideas to a variety of audiences, and justify and apply responsible practices when acquiring and manipulating data and information.

Assessment

Scheduled Assessment (40%)

The final format of the web pages is to be determined in consultation with the classroom teacher.
The unit will involve students presenting an e-folio that will incorporate the following sections:

- Title page
- Hyperlinks
- Text
- Graphics
- Tables
- Information pages
- Personal pages

Ongoing Assessment (60%)

- Ongoing periodical assessment of the design folio and the completion of related class-based tasks will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

Term	Week	Study Area	Weighting
1	8	9IST eFolio Progress – Informal	30%
2	4	9IST Digital Media Informal	30%
2	5	9IST eFolio Progress - Formal	40%

Mathematics

Areas of Study

1. Computation and Financial Mathematics
2. Fractions, Decimals, Percentages in Applied Probability
3. Expressions and Equations
4. Similar figures and ratio

Outcomes

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA operates with fractions, decimals and percentages
MA4-6NA solves financial problems involving purchasing goods
MA4-7NA operates with ratios and rates, and explores their graphical representation
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.2-4NA solves financial problems involving compound interest
MA4-8NA generalises number properties to operate with algebraic expressions
MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations
MA5.2-5NA recognises direct proportion, and solves problems involving direct proportion
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical techniques
MA4-21SP represents probabilities of simple and compound events
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA5.1-9MG uses scientific notation, and rounds to significant figures
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-16MG proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

Reporting Descriptors

E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Number & Algebra, Measurement & Geometry, Statistics and Probability. The student has achieved very limited competence in some of the processes and skills.

D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Number & Algebra, Measurement & Geometry, Statistics and Probability. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.

C The student can demonstrate a sound knowledge and understanding in most areas Number & Algebra, Measurement & Geometry, Statistics and Probability. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.

B The student can demonstrate a thorough knowledge and understanding of Number & Algebra, Measurement & Geometry, Statistics and Probability. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.

A The student can demonstrate consistently an extensive knowledge and understanding of Number & Algebra, Measurement & Geometry, Statistics and Probability. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

Assessment

Scheduled Assessment (80%) ***Ongoing Assessment (20%)***

Assessment dates

Term	Week	Study Area	Weighting
1	8	9MATH Computation and Financial Mathematics & Fractions, Decimals, Percentages in Applied Probability	40%
2	5	9MATH Expressions and Equations & Similar figures and ratio	40%
1 & 2	Ongoing	9MATH Informal	20%

Music

Areas of Study

- *The Concepts of Music* examines the many facets of music that work together to produce a unique sound. Emphasis is placed on developing a knowledge and understanding of the concepts of music through learning activities in performance, composition, musicology and aural.
- *Music of other cultures* studies non-western music, reinforcing the concepts of music.
- Throughout this Semester, the chosen performing media is pursued and practice time is allocated regularly.

Outcomes to be Assessed

As a result of studying these topics the 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 and composing.
5.5 Notates own compositions.
5.6 Uses different forms of technology in the composition process.
5.7 Demonstrates an understanding of musical concepts through the analysis, comparison and discussion of a variety of music.
5.8 Demonstrates understanding of musical concepts through aural identification and notation in the music studied.

Reporting Descriptors

E The student has an elementary musical knowledge and understanding in a few areas of the Course content, and has achieved very limited competence in musical skills involving performance, composition and listening activities.
D The student has a basic musical knowledge and understanding of the Course content, and has achieved a limited level of competence in musical skills involving performance, composition and listening activities.
C The student has a sound musical knowledge and understanding of the predominant areas of the Course content, and has achieved an adequate level of competence in musical skills involving performance, composition and listening activities.
B The student has a thorough musical knowledge and understanding of the course content, and has achieved a high level of competence in practical skills. In addition, the student is able to apply this knowledge and these practical skills to most performance, composition and listening activities.
A The student has an extensive musical knowledge and understanding of the Course content, and can readily apply this to activities in performance, composition and listening. In addition, the student has achieved a very high level of competence in practical skills and can apply these to performance and composition.

Assessment

Formal Assessment 100%

- Viva voce and WISE task
- Performance on chosen instrument
- Pentatonic composition.

Assessment dates

Term	Week	Study Area	Weighting
1	9	9MUSC The Recipe of Music (Assignment)	30%
2	2	9MUSC Performance (Evening)	40%
2	5	9MUSC Music of a Culture (Composition)	30%

Personal Development, Health and Physical Education

Areas of Study

1. Respectful Relationships
2. Invasion Games
3. Body Image
4. Modified Games

Outcomes to be Assessed

The student:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2 researches and appraises the effectiveness of health information and support services available in the community
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4 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

Reporting Descriptors

E The student has an elementary knowledge and understanding in areas related to relationships, positive communication, recognising abuse and body image. He has achieved a limited level of competence in movement skills, games and composition.

D The student has a basic knowledge and understanding in areas related to relationships, positive communication, recognising abuse and body image. He has achieved a basic level of competence in movement skills, games and composition.

C The student has an adequate knowledge and understanding in areas related to relationships, positive communication, recognising abuse and body image. He has achieved an adequate level of competence in movement skills, games and composition.

B The student has a thorough knowledge and understanding in areas related to relationships, positive communication, recognising abuse and body image. He has achieved a high level of competence in movement skills, games and composition. In addition, he is able to apply this knowledge and these skills to most situations.

A The student has an extensive knowledge and understanding in areas related to relationships, positive communication, recognising abuse and body image, and can readily apply this knowledge. He has achieved a very high level of competence in movement skills, games and composition and is able to apply this knowledge and these skills to new situations.

Assessment

Scheduled Assessment (70%)

- Relationships Written Task
- Practical PDHPE Lessons

Informal Assessment (30%)

- Effort and engagement in lessons
- Quality of completed work
- Communication & Interaction
- Demonstrated level of understanding

Assessment dates

Term	Week	Study Area	Weighting
1 & 2	1-10	Ongoing Practical Assessment	40%
2	5	Written Hand-in Task	30%
1 & 2	1-10	Ongoing Informal Assessment	30%

Physical Activity and Sport Studies

Areas of Study

1. Coaching
2. Enhancing Performance Strategies & Techniques

Outcomes to be Assessed

The student:

3.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance.
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity.
4.1	works collaboratively with others to enhance participation, enjoyment and performance.
4.2	displays management and planning skills to achieve personal and group goals.
4.3	performs movement skills with increasing proficiency.
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Reporting Descriptors

E	The student has an elementary knowledge and understanding in areas related to sports coaching, performance analysis and strategies to improve performance. He has achieved a limited level of competence in some of the processes and skills.
D	The student has a basic knowledge and understanding in areas related to sports coaching, performance analysis and strategies to improve performance. He has achieved a basic level of competence in some of the processes and skills.
C	The student has an adequate knowledge and understanding in areas related to sports coaching, performance analysis and strategies to improve performance. He has achieved an adequate level of competence in some of the processes and skills.
B	The student has a thorough knowledge and understanding in areas related to sports coaching, performance analysis and strategies to improve performance. He has achieved a high level of competence in some of the processes and skills. In addition, he is able to apply this knowledge and these skills to most situations.
A	The student has an extensive knowledge and understanding in areas related to relationships sports coaching, performance analysis and strategies to improve performance and he can readily apply this knowledge. He has achieved a very high level of competence in some of the processes and skills, and is able to apply this knowledge and skills to new situations.

Assessment

Scheduled Assessment (70%)

- Peer Coaching Activity
- Performance Analysis

Ongoing Assessment (30%)

- Effort & engagement in lessons
- Quality of completed work
- Communication & interactions
- Demonstrated level of understanding

Assessment dates

Term	Week	Study Area	Weighting
1	9	9PASS Peer Coaching Activity – Hand In	35%
2	6	9PASS Enhancing Performance Strategies & Techniques. Practical component and written hand in task.	35%
1 & 2	1- 10	9PASS Ongoing Informal Assessment	30%

Religious Education

Areas of Study

Images of Jesus - This unit focuses on images of Jesus in relation to – selected Christian art, literature, films, music and prayers; selected images of Jesus in the Gospels, and the creation of one personal image of Jesus.
Christianity in the Middle Ages - This unit focuses on Christianity in the Middle Ages in relation to – dramatic changes that have occurred in students' lives, that have resulted in growth, change and development; different views on the role and place of religion and faith in Australian society today; the faith and practices of a range of medieval Christians; and the role of faith and religion in the life of at least one individual medieval Christian, and in medieval European society as a whole.

Outcomes to be Assessed

C5.2 examines different images and insights into the mystery of Jesus
C5.8 explains how religion contributes to culture, and people's sense of belonging in community
C5.9 gathers and analyses information about religion, independently and in teams
C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts
C5.11 uses appropriate terminology related to religion and belief systems
C5.12 names, reflects on and integrates life experience, within a response to the Christian story and vision

Reporting Descriptors

E The student has an elementary knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to make general comments about the church, key people or groups during medieval times.

D The student has a basic knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to identify key events in the development of the early church and describe life in medieval times.

C The student has a sound knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to outline the development of the early church and describe the role of faith and religion in the lives of people during medieval times.

B The student has a thorough knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to describe the development of the early church and explain how faith affected the lives of people during medieval times.

A The student has an extensive knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to thoroughly explore the development of the early church and analyse the way faith impacts on the lives of people during medieval times.

Assessment

Scheduled Assessment (60%) ***Ongoing Assessment (40%)***

Assessment dates

Term	Week	Study Area	Weighting
1	5	9RELG Images of Jesus Task	30%
2	3	9RELG Christianity in the Middle Ages Task	30%
1 & 2	1 -10	9RELG Informal	40%

Science

Areas of Study

- Our Electric World
- Human Body
- Atomic Structure & the Periodic Table

Outcomes to be Assessed

The student:

SC5-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually an 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 selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to specific audience, using appropriate scientific language, conventions and representations

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

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 now scientific evidence becomes available

Reporting Descriptors

E The student has an elementary understanding of electricity, the human body and the Periodic Table. With guidance, he locates information from provided resources to identify simple patterns. In addition, he can communicate basic ideas with assistance.

D The student has a basic understanding of electricity, the human body and the Periodic Table. He locates and extracts information from provided resources. In addition, he is developing his ability to communicate his understanding to an audience.

C The student has a sound understanding of electricity, the human body and the Periodic Table. He has the ability to collect and organise information from first hand investigations and secondary sources. In addition, he can communicate his understanding to an audience.

B The student has a thorough understanding of electricity, the human body and the Periodic Table. He has the ability to organise and analyse information from first hand investigations and secondary sources. In addition, he can fluently communicate his ideas to an audience.

A The student has an extensive knowledge and understanding of electricity, the human body and the Periodic Table. He has the ability to independently organise and evaluate information from first hand investigations and secondary sources. In addition, he has demonstrated a well developed ability to communicate his ideas in a variety of ways to an audience.

Assessment

Scheduled Assessment (80%)

- Practical Task (Electricity)
- Semester One Exam
  1. Knowledge & Understanding
  2. Planning Experiments Planning Experiments
  3. Extracting Information and Communicating Ideas

Ongoing Assessment (20%)

- Classwork & homework
- Participation in class discussions and activities
- Quizzes

Assessment dates

Term	Week	Study Area	Weighting
1	7	9SCI Practical Task	40%
2	4-5	9SCI Semester One Exam (a. Knowledge & Understanding 15%, b. Processing& Presenting 15%, c. Extracting Information 10%)	40%
1 & 2	Ongoing	9SCI Informal	20%

Visual Arts

Areas of Study

Expresive Portaits - an exploration of the styles and techniques of expressive painting, accompanied by a study of a range of artists' interpretations of the expressive self portrait.
Subjective Self Portrait – An investigation on the ways in which signs & symbols can be used to represent who we are and as inspiration for drawing self portrait.

Outcomes to be Assessed

The student:

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist, artwork, world, audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in artmaking
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
5.10	Demonstrates how art criticism and art history construct meanings

Reporting Descriptors

E The student has an elementary knowledge and understanding of artist practice and the frames and applies this knowledge in art criticism and art history, in a very limited manner. In addition, the student has achieved a minimal level of competence in the processes and techniques in artmaking and applies some of these skills in his artworks.

D The student has a basic knowledge and understanding of artist practice and the frames and applies this knowledge in art criticism and art history, in a limited manner. In addition, the student has achieved a basic level of competence in the processes and techniques in artmaking and has applied some of these skills in his artworks.

C The student has a sound knowledge and understanding of artist practice and the frames and can apply this knowledge in art criticism and art history. In addition, the student has achieved an adequate level of competence in the processes and techniques in artmaking and has applied some of these skills in his artworks.

B The student has a thorough knowledge and understanding of artist practice and the frames and can apply this knowledge in art criticism and art history. In addition, the student has achieved a high level of competence in the processes and techniques in artmaking and has applied many of these skills in his artworks.

A The student has an extensive knowledge and understanding of artist practice and the frames and can readily apply this knowledge in art criticism and art history. In addition, the student has achieved a very high level of competence in the processes and techniques in artmaking and has applied these skills in his artworks.

Assessment

Formal Assessment 100%

Assessment dates

Term	Week	Study Area	Weighting
1	10	9VART Expressive Portraits BOW (mixed media) - In Class	20%
2	5	9VART Extended Response – Hand In	40%
2	10	9VART Drawing – In Class	40%