

**St Paul's Catholic College, Manly**



**Year 9**

**Assessment**

**Handbook**

**2023**

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# 1 Formal assessment program introduction

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This handbook has been developed to provide students and parents with information regarding assessment for Year 9 courses.

## 1.1 Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) studied the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

### 1.1.1 Successfully completing a course

Throughout the year staff at St Paul's will provide students with learning opportunities to allow them to successfully complete the requirements of each course. If a student experiences challenges in meeting these requirements he will be given support and assistance to allow these challenges to be overcome. If the student does not heed the support and assistance provided, he may be issued an official NESA Warning Letter. Note the school will work closely with the student to try and avoid this eventuating.

### 1.1.2 Completing assessment tasks

In every course it is expected that students will complete every learning activity, including assessment tasks, to the best of their ability and by the specified date and time. If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason his parents will be notified and assistance will be provided in supporting the student to complete the task. This may involve the student spending time after school hours to work on the task. This will allow him to demonstrate achievement of the outcomes assessed. In this situation:

- (a) An academic conference will be held between the student, teacher and Leader of Learning to support the student with his learning progress.
- (b) The parent / caregiver will be sent a non-completion of a task notification. If the student continues to not comply with assessment requirements, he may be issued an official NESA warning letter.

## 1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are four main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) Where absence coincides with either:
  - (i) the due date of an assessment task, or
  - (ii) the date an assessment task is to be held, a medical certificate is required to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, the student's parents / caregivers will be contacted to assist him develop acceptable attendance patterns that ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This **may** be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.

### **1.3 What happens if I am deemed to have not satisfactorily completed a course?**

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must warn the student as soon as possible and advise the parent or caregiver in writing. This is a NESA requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. A sample copy of the warning letter is provided on the next page. If a student does not heed the warning letter and continues to not follow course requirements, then a further warning letter will be sent. If the student does not respond to the requirements of the warning letters the Principal will then award the student a non-completion award in that course if he does not follow the actions required to address the situation by the due date. This may jeopardise a student's eligibility for enrolment in Stage 6 courses.



<Insert date>

<Parent Address>

### OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course

Dear <Name of Parent / Caregiver>,

I am writing to advise you that <Insert student name> is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <Insert course name>. The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Insert student name> is at risk of not completing the above course. Previous warning(s) were sent to you on <Insert dates>.

#### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course<sup>4</sup>, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

<Insert student name> is not currently meeting one or more of these requirements.

#### Opportunity to Correct the Problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

| Task or course requirement | Original due date<br>(if applicable) | Action required by student | Date for completion |
|----------------------------|--------------------------------------|----------------------------|---------------------|
|                            |                                      |                            |                     |
|                            |                                      |                            |                     |

#### Action by Parent / Caregiver

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with <Student first name> and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement on the next page and return it to the College Reception. Please feel free to add additional comments if you wish.

Yours sincerely,

Director of Teaching and Learning

Principal

## 2. Record of School Achievement (RoSA)

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### 2.1 Eligibility

To be eligible for a Record of School Achievement, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by NESA;
- satisfactorily completed the prescribed pattern of courses of study (see below);
- satisfactorily completed the required school-based assessment program; and
- completed Year 10.

The Record of School Achievement is issued to eligible students when they leave school. Students leaving school who are not eligible for the Record of School Achievement receive a Transcript of Study. The Transcript of Study includes a statement that the student is not eligible for the Record of School Achievement.

### 2.2 Prescribed pattern of courses

The following are NESA's mandatory curriculum requirements for the award of a Record of School Achievement:

- courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7–10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7–8, and 100 hours each of Australian History and Australian Geography to be studied in Years 9–10;
- courses in each of Creative Arts and Technologies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
- a course in Personal Development, Health and Physical Education is to be studied in each of Years 7–10, with 300 hours to be completed by the end of Year 10;
- one language is to be studied for at least 100 hours, over one continuous 12-month period between Years 7 and 10, preferably in Years 7–8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technologies, Music, Visual Arts and Personal Development, Health and Physical Education are reported as 'Completed' on the Record of School Achievement (or Transcript of Study).

Where mandatory course requirements have not been met, the result appears as 'Not Completed' on the Transcript of Study.

### 2.3 Reporting of achievement

The student's achievement in Stage 5 (Years 9 and 10) courses studied for at least 100 hours is reported. Courses may be NESA Developed Courses or NESA Endorsed Courses. The Record of School Achievement shows all Stage 5 courses completed, and includes the following information:

- the indicative duration of the course (100 hours or 200 hours);
- achievement in the course, generally reported as a grade, awarded by the student's school in accordance with NESA state-wide standards (see below);
- for courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student;
- Stage 5 Religious Education (Catholic Studies) is not a NESA endorsed course and will not be included in a student's Record of School Achievement;
- Stage 5 STEM is not a NESA endorsed course and will not be included in a student's Record of School Achievement;
- for Vocational Education and Training (VET) courses, a reference appears to the VET credentials earned by the student in undertaking the course.

## Stage 5 grades

Grades in all courses are determined by relating each student's achievements to the following descriptions:

- 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 the processes and skills and can apply these skills to new situations.
- 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.
- 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.
- 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.
- 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.

For each NESAs Developed Course, Course Performance Descriptors have been developed, which describe in more detail typical performance by students awarded each grade at the end of Stage 5. In Mathematics, the grades are further differentiated as A10, A9, B8, B7, C6, C5, D4, D3 or E2.

# 3 What do I need to know about assessment tasks?

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## 3.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During Stage 5 courses NESAs stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement.

Measuring achievement at various points throughout the course provides a better indication of ongoing student achievement.

### 3.1.1 How am I notified about assessment tasks?

Details of specific assessment tasks for each course have been provided later in this handbook. The approximate date of each task is also provided. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **an official notification** of the:

- (a) outcomes formally assessed in the task,
- (b) areas for assessment addressed in the task,
- (c) task due date and time (e.g., Period 3, Wednesday, 10 May 2023 – Week 3 Term 2), and
- (d) specific requirements

for each assessment task. This information must be given with **adequate notice** prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

## 3.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task. (See 'AIM Form' in Section 4)

### 3.2.1 Applying for an extension

- (a) Obtain an "Application for Illness and Misadventure Form" (refer to copy in Section 4 of this handbook).
- (b) Complete the form and return it to the relevant KLA Leader of Learning at least a week prior to the scheduled due date.
- (c) The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning.
- (d) The student will be notified of the decision and if the extension is:
  - (i) **granted**, a new submission date will be given
  - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Director of Teaching and Learning and relevant KLA Leader of Learning and teacher.

## 3.3 What happens if I am sick or some other unforeseen circumstance happens?

### 3.3.1 Application for Illness or misadventure (AIM Form)

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) his performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

The student must provide a **medical certificate** (where applicable) on the first day of his return to school. The medical certificate must be submitted with a completed "Application for Illness/Misadventure Form" (AIM Form - refer to Section 4 of this handbook). Where possible the College should also be notified via a phone call or email on the morning of the task.

The completed 'AIM form', with supporting documentation must be returned to the relevant KLA Leader of Learning the next school day. This also applies for approved leave and school events (e.g., sport).

The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning. The student will be notified of the decision and if the application is:

- (i) **granted**, the student will be notified of the outcome
- (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Director of Teaching and Learning and relevant KLA Leader of Learning.

## 3.4 What happens if I hand in an assessment task late or miss it completely?

### 3.4.1 Implications of late or missed assessment tasks

If a student misses an assessment task without a valid reason his parents will be sent a non-completion of a task notification and assistance will be provided in supporting the student to complete the task. This may involve the student spending time after school hours to work on the task. This will allow him to demonstrate achievement of the outcomes assessed. If an assessment task is handed in late without a valid reason the student's parents will be sent a non-completion of a task notification and assistance will be provided in supporting the student to understand the importance of meeting assessment requirements.

The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.



### 3.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g., Period 3 Wednesday 10 May 2023. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher's pigeonhole.

### 3.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g., computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

### 3.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

A panel comprising the Director of Teaching and Learning and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven, the student's parents will be sent an academic concern notification and an academic conference will take place with the student, teacher and relevant KLA Leader of Learning to assist the student understand the importance of completing assessment tasks with authenticity and integrity.

### 3.7 What do I do if I require disability provisions?

If a student requires disability provisions for assessment tasks (e.g., reader, writer, extra time, separate supervision etc.) his parents need to contact the Leader of Diverse Learning to discuss his eligibility. This needs to be done well in advance to allow sufficient time for the disability provisions required to be put in place.

### 3.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the Stage 5 Course assessment, he:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline
- (b) may be required to complete alternative tasks for any assessments missed

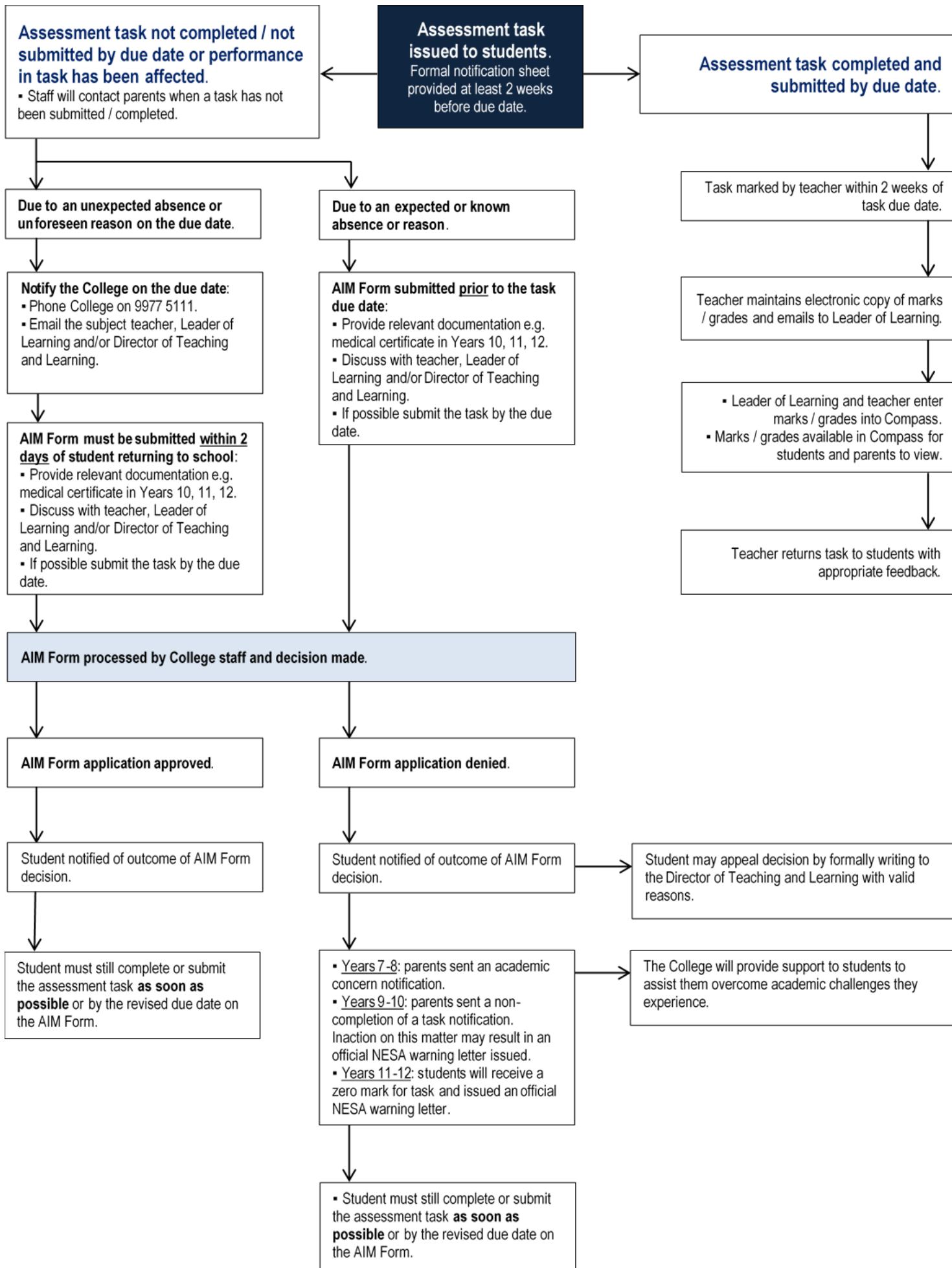
### **3.9 What type of assessment feedback will I receive?**

Students will be given feedback on their level of achievement in each assessment task. This may take the form of grades, teacher comments, description of the understanding and skills demonstrated by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the outcomes assessed in the task. Remember that the main purpose of assessment is to improve learning.

### **3.10 Procedure for the completion of assessment tasks**

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically, it provides information on what procedures are followed when tasks are appropriately and not appropriately completed as per their specific requirements.



## 4 What do I do if I want to appeal a result?

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A student is entitled to appeal to the Director of Teaching and Learning if he is not satisfied with:

- (a) the grade awarded for a particular assessment task; or
- (b) the school's response to his appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course; or
- (d) the decision of an AIM form.

If a student intends to appeal to the College for any of the reasons (a) – (d) above, he needs to see the Director of Teaching and Learning for the appropriate documents and procedures.



## 5. Course assessment outlines

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The following section contains assessment outlines for all Year 9 courses at St Paul's in 2023. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) areas for assessment
- (d) focus outcomes assessed in each task
- (e) areas for assessment for each task
- (f) nature of each task (i.e., what students will be engaged in)
- (g) timing of each task

# Commerce (Strand A)

**Course** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes   | Task type and overview of content and skills addressed in task                      | Areas for Assessment (✓) |   | Your grade |
|-----------------|--|---|--------------------------|---|------------|
|                 |  |   | A                        | B |            |
| Wk. 9<br>Term 1 | COM5-1, COM5-2, COM5-4,<br>COM5-7, COM5-8                    | <b>Research task</b><br>Consumer and financial decisions.                           | ✓                        | ✓ |            |
| Wk. 5<br>Term 2 | COM5-1, COM5-2, COM5-4,<br>COM5-5, COM5-8                    | <b>Skills based examination</b><br>Investing.                                       | ✓                        | ✓ |            |
| Wk. 7<br>Term 3 | COM5-1, COM5-4, COM5-6,<br>COM5-7, COM5-8, COM5-9            | <b>Inquiry project and group presentation</b><br>Economic and business environment. | ✓                        | ✓ |            |
| Wk. 5<br>Term 4 | COM5-1, COM5-2, COM5-3,<br>COM5-4, COM5-5, COM5-7,<br>COM5-8 | <b>Examination</b><br>Covering all content studied in the year.                     | ✓                        | ✓ |            |

## AREAS FOR ASSESSMENT

**A** Knowledge of Commerce

**B** Skills in Commerce

## OUTCOMES

| Code   | Descriptor. A student ...   |
|--------|---|
| COM5-1 | applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts                      |
| COM5-2 | analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts |
| COM5-3 | examines the role of law in society   |
| COM5-4 | analyses key factors affecting decisions  |
| COM5-5 | evaluates options for solving problems and issues   |
| COM5-6 | develops and implements plans designed to achieve goals   |
| COM5-7 | researches and assesses information using a variety of sources  |
| COM5-8 | explains information using a variety of forms   |
| COM5-9 | works independently and collaboratively to meet individual and collective goals within specified timeframes   |

# Design and Technology (Strand A)

**Course** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes  | Task type and overview of content and skills addressed in task  | Component (✓) |   |   |   |   |   | Your grade |
|-----------------|---|---|---------------|---|---|---|---|---|------------|
|                 |   |   | A             | B | C | D | E | F |            |
| Wk. 7<br>Term 2 | DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10 | <b>Design project</b><br>Design and develop a gift in a box using a range of materials and packaging technology.                                  | ✓             | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 3<br>Term 4 | DT5-1, DT5-2, DT5-3, DT5-4, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10        | <b>Design project</b><br>Using the principles of engineered systems, create an agricultural product in the plant, animal, or environmental space. | ✓             | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 5<br>Term 4 | All outcomes possible   | <b>Examination</b><br>Covering all content studied in the Semester.   | ✓             | ✓ | ✓ |   | ✓ |   |            |

## COMPONENTS

- A** Design concepts and processes
- B** Impact of past, current and emerging technologies on the individual, society and environments
- C** Work of designers and the issues and trends that influence their work
- D** Skills in innovation, creativity and enterprise
- E** Communicating design ideas and solutions
- F** Managing resources and producing quality design solutions.

## OUTCOMES

| Code  | Descriptor. A student ...   |
|-------|---|
| 5.1.1 | analyses and applies a range of design concepts and processes   |
| 5.1.2 | applies and justifies an appropriate process of design when developing design ideas and solutions   |
| 5.2.1 | evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments                  |
| 5.3.1 | analyses the work and responsibilities of designers and the factors affecting their work  |
| 5.3.2 | evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design |
| 5.4.1 | develops and evaluates innovative, enterprising and creative design ideas and solutions   |
| 5.5.1 | uses appropriate techniques when communicating design ideas and solutions to a range of audiences   |
| 5.6.1 | selects and applies management strategies when developing design solutions  |
| 5.6.2 | applies risk management practices and works safely in developing quality design solutions   |
| 5.6.3 | selects and uses a range of technologies competently in the development and management of quality design solutions                        |



**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes                    | Task type and overview of content and skills addressed in task   | Areas for Assessment (✓) |   |   |   |   |   | Your grade |
|-----------------|-----------------------------------|--|--------------------------|---|---|---|---|---|------------|
|                 |                                   |  | A                        | B | C | D | E | F |            |
| Wk. 9<br>Term 1 | EN5-1A, EN5-2A, EN5-3B            | <b>Viewing and listening</b><br>Advertising.                     |                          | ✓ |   |   | ✓ | ✓ |            |
| Wk. 6<br>Term 2 | EN5-1A, EN5-5C, EN5-6C            | <b>Reading and writing</b><br>Class and conflict: The Outsiders. | ✓                        | ✓ | ✓ |   | ✓ |   |            |
| Wk. 6<br>Term 3 | EN5-1A, EN5-5C, EN5-7D,<br>EN5-8D | <b>Reading and writing</b><br>In class assessment: Bro.          | ✓                        | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 6<br>Term 4 | EN5-2A, EN5-4B, EN5-9E            | <b>Multi-modal film project</b><br>Film composition.             | ✓                        |   | ✓ | ✓ | ✓ |   |            |

## AREAS FOR ASSESSMENT

- A** Reading, listening and viewing
- B** Writing, speaking, representing
- C** Communicating and context
- D** Analysing language
- E** Interpretive, imaginative and critical thinking
- F** Expressing views

## OUTCOMES

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

# Food Technology (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes   | Task type and overview of content and skills addressed in task  | Areas for Assessment (✓) |   |   |   |   |   | Your grade |
|-----------------|--|---|--------------------------|---|---|---|---|---|------------|
|                 |  |   | A                        | B | C | D | E | F |            |
| Wk. 2<br>Term 2 | FT5-1, FT5-6, FT5-7,<br>FT5-9, FT5-10, FT5-11,<br>FT5-12                                       | <b>Visual presentation</b><br>Based on a form of malnutrition.  |                          |   | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 2<br>Term 3 | FT5-1, FT5-2, FT5-5,<br>FT5-6, FT5-7, FT5-11,<br>FT5-12, FT5-13                                | <b>Practical and written task</b><br>Investigation on the history of a multicultural dish and redevelopment to incorporate native Australian ingredients. | ✓                        | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 3<br>Term 4 | FT5-1, FT5-2, FT5-3,<br>FT5-4, FT5-5, FT5-6,<br>FT5-7, FT5-8, FT5-9,<br>FT5-10, FT5-11, FT5-12 | <b>Food trends magazine</b><br>Ongoing project-based assessment to design and develop a class 'food trends' magazine.                                     | ✓                        | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 5<br>Term 4 | All outcomes possible  | <b>Examination</b><br>Covering all content studied in the Semester.   | ✓                        | ✓ | ✓ |   |   | ✓ |            |

## AREAS FOR ASSESSMENT

- A** Food hygiene, safety and the provision of quality food
- B** Food properties, processing and preparation
- C** Nutrition and food consumption and the consequences on health
- D** Researching, evaluating and communicating issues in relation to food
- E** Designing, producing and evaluating solutions for specific food purposes
- F** The significant role of food in society

## OUTCOMES

| Code   | Descriptor. 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                                 |

# Geography

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes                       | Task type and overview of content and skills addressed in task                      | Areas for Assessment (✓) |   |   | Your grade |
|-----------------|--------------------------------------|---|--------------------------|---|---|------------|
|                 |                                      |   | A                        | B | C |            |
| Wk. 6<br>Term 3 | GE5-3, GE5-4, GE5-5,<br>GE5-8        | <b>Research task</b><br>Sustainable biomes.   | ✓                        | ✓ | ✓ |            |
| Wk. 6<br>Term 4 | GE5-1, GE5-2, GE5-3,<br>GE5-4, GE5-8 | <b>Examination</b><br>Geography skills and content studied throughout the Semester. | ✓                        | ✓ | ✓ |            |

## AREAS FOR ASSESSMENT

A Communication

B Geographical concepts, tools and skills

C Geographical knowledge

## OUTCOMES

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

# History

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes                                      | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) |   |   | Your grade |
|-----------------|---|--|--------------------------|---|---|------------|
|                 |   |  | A                        | B | C |            |
| Wk. 6<br>Term 1 | HT5-3, HT5-4, HT5-6, HT5-7,<br>HT5-8, HT5-9, HT5-10 | <b>Research and source skills task</b><br>Making a nation.     | ✓                        | ✓ | ✓ |            |
| Wk. 6<br>Term 2 | HT5-1, HT5-2, HT5-3, HT5-9,<br>HT5-10               | <b>Examination</b><br>World War I and World War II.            | ✓                        | ✓ | ✓ |            |

## AREAS FOR ASSESSMENT

A Historical knowledge

B Research and historical inquiry skills

C Communication

## OUTCOMES

| Code   | Descriptor. A student ...  |
|--------|--|
| HT5-1  | explains and assesses the historical forces and factors that shaped the modern world and Australia   |
| HT5-2  | sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia                      |
| HT5-3  | explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia |
| HT5-4  | explains and analyses the causes and effects of events and developments in the modern world and Australia  |
| HT5-5  | identifies and evaluates the usefulness of sources in the historical inquiry process   |
| HT5-6  | uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia                  |
| HT5-7  | explains different contexts, perspectives and interpretations of the modern world and Australia  |
| HT5-8  | selects and analyses a range of historical sources to locate information relevant to an historical inquiry   |
| HT5-9  | applies a range of relevant historical terms and concepts when communicating an understanding of the past  |
| HT5-10 | selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences             |

# Industrial Technology (Timber) (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes  | Task type and overview of content and skills addressed in task   | Areas for Assessment (✓) |   |   |   |   |   |   | Your grade |
|-----------------|---|--|--------------------------|---|---|---|---|---|---|------------|
|                 |   |  | A                        | B | C | D | E | F | G |            |
| Wk. 4<br>Term 2 | IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8                  | <b>Project</b><br>Folding table: Practical task and related portfolio (ongoing assessment throughout Terms 1 and 2). | ✓                        | ✓ | ✓ | ✓ | ✓ | ✓ |   |            |
| Wk. 3<br>Term 4 | IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10 | <b>Project</b><br>Ukulele: Practical project and related portfolio (ongoing assessment throughout Terms 3 and 4).    | ✓                        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 5<br>Term 4 | All outcomes possible   | <b>Examination</b><br>Covering all content studied in the Semester.  | ✓                        |   | ✓ |   | ✓ |   | ✓ |            |

## AREAS FOR ASSESSMENT

- A** Work, health and safety and risk-management procedures and practices
- B** The design and production of practical projects
- C** Properties of materials and their applications
- D** Communicating ideas, processes and technical information
- E** Transfer of knowledge and skills to other experiences
- F** Critically evaluate manufactured products
- G** Impact of traditional, current, new and emerging technologies on society and the environment

## OUTCOMES

| Code    | Descriptor. A student ...  |
|---------|--|
| IND5-1  | identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies |
| IND5-2  | applies design principles in the modification, development and production of projects  |
| IND5-3  | identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects                                    |
| IND5-4  | selects, justifies and uses a range of relevant and associated materials for specific applications   |
| IND5-5  | selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects     |
| IND5-6  | identifies and participates in collaborative work practices in the learning environment  |
| IND5-7  | applies and transfers skills, processes and materials to a variety of contexts and projects  |
| IND5-8  | evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction   |
| IND5-9  | describes, analyses and uses a range of current, new and emerging technologies and their various applications  |
| IND5-10 | describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally                                  |

# Information and Software Technology (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Term            | Focus Outcomes   | Task type and overview of content and skills addressed in task  | Areas for Assessment (✓) |   |   |   |   | Your grade |
|-----------------|--|---|--------------------------|---|---|---|---|------------|
|                 |  |   | A                        | B | C | D | E |            |
| Wk. 4<br>Term 2 | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1 | <b>Design project</b><br>Design and development of a website and related portfolio.                     | ✓                        | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 3<br>Term 4 | 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.4.1, 5.5.2               | <b>Artificial intelligence project</b><br>Create an artificial intelligence program and related report. | ✓                        | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 5<br>Term 4 | All outcomes possible (will include 5.5.3)             | <b>Examination</b><br>Covering all content studied in the Semester.                                     | ✓                        | ✓ |   |   | ✓ |            |

## AREAS FOR ASSESSMENT

- A Computer software and hardware
- B Information and software technologies and society
- C Designing and developing software solutions
- D Communicating and collaborative practices
- E Responsible and ethical practices

## OUTCOMES

| Code  | Descriptor. 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    |

# STEM (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date         | Focus Outcomes  | Task type and overview of content and skills addressed in task  | Areas for Assessment (✓) |   |   |   | Your grade |
|------------------|---|---|--------------------------|---|---|---|------------|
|                  |   |   | A                        | B | C | D |            |
| Wk. 10<br>Term 1 | ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10 | <b>Engineering fundamentals portfolio</b><br>Engineering skills, technologies, principles, processes and mechanics. | ✓                        | ✓ | ✓ | ✓ |            |
| Wk. 7<br>Term 2  | ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10 | <b>Aerodynamics project and portfolio</b><br>Introduction to the engineering concepts related to aerodynamics.      | ✓                        | ✓ | ✓ | ✓ |            |
| Wk. 3<br>Term 4  | ST5-1, ST5-2, ST5-4, ST5-5, ST5-6, ST5-8, ST5-10                      | <b>3D CAD/CAM project and portfolio</b><br>Design and manufacture of three-dimensional objects using CAD/CAM.       | ✓                        | ✓ | ✓ | ✓ |            |
| Wk. 5<br>Term 4  | ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10 | <b>Examination</b><br>Covering all content studied in the Semester.   |                          |   |   | ✓ |            |

## AREAS FOR ASSESSMENT

A Research

B Skills

C Problem solving

D Knowledge and understanding

## OUTCOMES

| Code   | Descriptor. A student ...  |
|--------|--|
| ST5-1  | designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems   |
| ST5-2  | demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts |
| ST5-3  | applies engineering design processes to address real-world STEM-based problems   |
| ST5-4  | works independently and collaboratively to produce practical solutions to real-world scenarios   |
| ST5-5  | analyses a range of contexts and applies STEM principles and processes   |
| ST5-6  | selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problem                                    |
| ST5-7  | selects and applies project management strategies when developing and evaluating STEM-based design solutions   |
| ST5-8  | uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences  |
| ST5-9  | collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions                          |
| ST5-10 | analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment  |

# Japanese (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes   | Task type and overview of content and skills addressed in task  | Areas for Assessment (✓) |   | Your grade |
|-----------------|--|---|--------------------------|---|------------|
|                 |  |   | A                        | B |            |
| Wk. 4<br>Term 2 | LJA5-1C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | <b>Collaborative design portfolio</b><br>Pop up restaurant: create a menu, advertisement in Japanese and cook for guest judges.   | ✓                        | ✓ |            |
| Wk. 3<br>Term 3 | LJA5-1C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | <b>Written application and speaking interview</b><br>Write an application for student exchange in Japanese, complete Katakana levels tests, online vocabulary tasks and participate in the Senpai Kohai Cup speaking competition. | ✓                        | ✓ |            |
| Wk. 6<br>Term 4 | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | <b>Learning portfolio and examination</b><br>Online tasks, Katakana level tests and an examination covering all content studied in the year.  | ✓                        | ✓ |            |

## AREAS FOR ASSESSMENT

A Communicating

B Understanding

## OUTCOMES

| Code    | Descriptor. A student ...  |
|---------|--|
| LJA5-1C | manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate                                     |
| LJA5-2C | identifies and interprets information in a range of texts  |
| LJA5-3C | evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences                   |
| LJA5-4C | experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences |
| LJA5-5U | demonstrates how Japanese pronunciation and intonation are used to convey meaning  |
| LJA5-6U | demonstrates understanding of how Japanese writing conventions are used to convey meaning  |
| LJA5-7U | analyses the function of complex Japanese grammatical structures to extend meaning   |
| LJA5-8U | analyses linguistic structural and cultural features in a range of texts   |
| LJA5-9U | explains and reflects on the interrelationship between language, culture and identity  |



# Mathematics (5.3 course)

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date         | Focus Outcomes **   | Task type and overview of content and skills addressed in task   | Areas for Assessment (✓) |   |   |   | Your grade |
|------------------|---|--|--------------------------|---|---|---|------------|
|                  |   |  | A                        | B | C | D |            |
| Wk. 10<br>Term 1 | MA5.1-4NA, MA5.2-4NA, MA5.2-8NA   | <b>Written in-class test</b><br>Financial mathematics; expressions, equations and inequalities; simultaneous equations.                              | ✓                        | ✓ |   |   |            |
| Wk. 8<br>Term 2  | MA5.1-10MG, MA5.2-13MG, MA5.1-12SP, MA5.1-13SP, MA5.2-15SP, MA5.2-17SP, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA       | <b>Written in-class test, with notes</b><br>Right-angled triangles (trigonometry); probability and single variable data analysis; indices and surds. | ✓                        | ✓ | ✓ | ✓ |            |
| Wk. 8<br>Term 3  | MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG      | <b>Assignment with in-class component</b><br>Measurement; properties of geometrical figures.   | ✓                        |   | ✓ |   |            |
| Wk. 6<br>Term 4  | MA5.1-6NA, MA5.1-7NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.3-5NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA | <b>Written in-class test</b><br>Linear relationships; quadratic expressions; algebraic fractions.  | ✓                        | ✓ |   |   |            |

\*\* Outcomes MA5.1-1, 2, 3WM; MA5.2-1, 2, 3WM; MA5.3-1, 2, 3WM are embedded as focus outcomes in all tasks.

## AREAS FOR ASSESSMENT

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

## OUTCOMES

| Code       | Descriptor. A student ...  |
|------------|--|
| MA5.1-1WM  | uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]  |
| MA5.1-2WM  | selects and uses appropriate strategies to solve problems [problem solving]  |
| MA5.1-3WM  | provides reasoning to support conclusions that are appropriate to the context [reasoning]  |
| MA5.1-4NA  | solves financial problems involving earning, spending and investing money [financial mathematics]  |
| MA5.1-5NA  | operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]   |
| MA5.1-6NA  | determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]  |
| MA5.1-7NA  | graphs simple non-linear relationships [non-linear relationships]  |
| MA5.1-8MG  | calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]   |
| MA5.1-9MG  | interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]                 |
| MA5.1-10MG | applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry] |
| MA5.1-11MG | describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]   |
| MA5.1-12SP | uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]                            |
| MA5.1-13SP | calculates relative frequencies to estimate probabilities of simple and compound events [probability]  |
| MA5.2-1WM  | selects appropriate notations and conventions to communicate mathematical ideas and solutions [communicating]  |
| MA5.2-2WM  | interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems [problem solving]                              |
| MA5.2-3WM  | constructs arguments to prove and justify results [reasoning]  |
| MA5.2-4NA  | solves financial problems involving compound interest [financial mathematics]  |
| MA5.2-5NA  | recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]  |

| Code       | Descriptor. A student ...   |
|------------|---|
| MA5.2-6NA  | simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]   |
| MA5.2-7NA  | applies index laws to operate with algebraic expressions involving integer indices [indices]  |
| MA5.2-8NA  | solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]  |
| MA5.2-9NA  | uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]   |
| MA5.2-10NA | connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]  |
| MA5.2-11MG | calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]  |
| MA5.2-12MG | applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]   |
| MA5.2-13MG | applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]   |
| MA5.2-14MG | calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]   |
| MA5.2-15SP | uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]   |
| MA5.2-16SP | investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]  |
| MA5.2-17SP | describes and calculates probabilities in multi-step chance experiments [probability]   |
| MA5.3-1WM  | uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures [communicating]   |
| MA5.3-2WM  | generalises mathematical ideas and techniques to analyse and solve problems efficiently [problem solving]   |
| MA5.3-3WM  | uses deductive reasoning in presenting arguments and formal proofs [reasoning]  |
| MA5.3-4NA  | draws, interprets and analyses graphs of physical phenomena [ratios and rates]  |
| MA5.3-5NA  | selects and applies appropriate algebraic techniques to operate with algebraic expressions [algebraic techniques]   |
| MA5.3-6NA  | performs operates with surds and indices [surds and indices]  |
| MA5.3-7NA  | solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations [equations]   |
| MA5.3-8NA  | uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line [linear relationships]  |
| MA5.3-9NA  | sketches and interprets a variety of non-linear relationships [non-linear relationships]  |
| MA5.3-10NA | recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems [polynomials]   |
| MA5.3-11NA | uses the definition of a logarithm to establish and apply the laws of logarithms [logarithms]   |
| MA5.3-12NA | uses function notation to describe and sketch functions [functions and other graphs]  |
| MA5.3-13MG | applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids [area and surface area]   |
| MA5.3-14MG | applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids [volume]  |
| MA5.3-15MG | applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions [trigonometry and Pythagoras theorem] |
| MA5.3-16MG | proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals [properties of geometrical figures]   |
| MA5.3-17MG | applies deductive reasoning to prove circle theorems to solve related problems [circle geometry]  |
| MA5.3-18SP | uses standard deviation to analyse data [single variable data analysis]   |
| MA5.3-19SP | investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes [bivariate data analysis]                                    |

# Mathematics (5.2 course)

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes **   | Task type and overview of content and skills addressed in task   | Areas for Assessment (✓) |   |   |   | Your grade |
|-----------------|---|--|--------------------------|---|---|---|------------|
|                 |   |  | A                        | B | C | D |            |
| Wk. 9<br>Term 1 | MA5.2-4NA, MA5.2-8NA, MA5.1-4NA   | <b>Written in-class test</b><br>Section 1: Non-calculator NAPLAN style.<br>Section 2: Percentages, decimals, fractions, ratios and rates; financial mathematics; expressions, equations and inequalities | ✓                        | ✓ |   |   |            |
| Wk. 7<br>Term 2 | MA5.1-10MG, MA5.2-13MG, MA5.1-5NA, MA5.2-7NA, MA5.1-13SP, MA5.12-12SP, MA5.2-15SP, MA5.2-17SP | <b>Written in-class test, with notes</b><br>Right angled triangles; probability and single variable data analysis; indices.  | ✓                        |   | ✓ | ✓ |            |
| Wk. 8<br>Term 3 | MA5.1-8MG, MA5.1-11MG, MA5.2-11MG; MA5.2-14MG   | <b>Assignment</b><br>Length, area, surface area and volume; properties of geometrical figures.   | ✓                        |   | ✓ |   |            |
| Wk. 6<br>Term 4 | MA5.1-6NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA  | <b>Written in-class test</b><br>Linear relationships, quadratic expressions and algebraic fractions.   | ✓                        | ✓ |   |   |            |

\*\* Outcomes MA5.1-1, 2, 3WM; MA5.2-1, 2, 3WM are embedded as focus outcomes in all tasks.

## AREAS FOR ASSESSMENT

**A** Working mathematically

**B** Number and algebra

**C** Measurement and geometry

**D** Statistics and probability

## OUTCOMES

| Code       | Descriptor. A student ...  |
|------------|--|
| MA5.1-1WM  | uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]  |
| MA5.1-2WM  | selects and uses appropriate strategies to solve problems [problem solving]  |
| MA5.1-3WM  | provides reasoning to support conclusions that are appropriate to the context [reasoning]  |
| MA5.2-1WM  | selects appropriate notations and conventions to communicate mathematical ideas and solutions [communicating]  |
| MA5.2-2WM  | interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems [problem solving]                              |
| MA5.2-3WM  | constructs arguments to prove and justify results [reasoning]  |
| MA5.1-4NA  | solves financial problems involving earning, spending and investing money [financial mathematics]  |
| MA5.1-5NA  | operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]   |
| MA5.1-6NA  | determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]  |
| MA5.1-7NA  | graphs simple non-linear relationships [non-linear relationships]  |
| MA5.1-8MG  | calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]   |
| MA5.1-9MG  | interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]                 |
| MA5.1-10MG | applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry] |
| MA5.1-11MG | describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]   |
| MA5.1-12SP | uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]                            |
| MA5.1-13SP | calculates relative frequencies to estimate probabilities of simple and compound events [probability]  |
| MA5.2-4NA  | solves financial problems involving compound interest [financial mathematics]  |
| MA5.2-5NA  | recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]  |

| Code       | Descriptor. A student ...  |
|------------|--|
| MA5.2-6NA  | simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]  |
| MA5.2-7NA  | applies index laws to operate with algebraic expressions involving integer indices [indices]   |
| MA5.2-8NA  | solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations] |
| MA5.2-9NA  | uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]  |
| MA5.2-10NA | connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]   |
| MA5.2-11MG | calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]   |
| MA5.2-12MG | applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]  |
| MA5.2-13MG | applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]  |
| MA5.2-14MG | calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]        |
| MA5.2-15SP | uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]  |
| MA5.2-16SP | investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]                             |
| MA5.2-17SP | describes and calculates probabilities in multi-step chance experiments [probability]  |

# Mathematics (5.1 course)

Course: Year 9 (Stage 5)  
Assessment Period: 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date          | Focus Outcomes **  | Task type and overview of content and skills addressed in task   | Areas for Assessment (✓) |   |   |   | Your grade |
|-------------------|--|--|--------------------------|---|---|---|------------|
|                   |  |  | A                        | B | C | D |            |
| Wk. 9<br>Term 1   | <u>MA5.2-4NA</u> , <u>MA5.2-5NA</u> , MA5.1-9MG, MA5.1-4NA   | <b>Written in-class test</b><br>Section 1: Non-calculator NAPLAN style.<br>Section 2: Percentages, decimals, fractions, ratios and rates; financial mathematics. | ✓                        | ✓ | ✓ |   |            |
| Ongoing<br>Term 2 | MA5.1-10MG, <u>MA5.2-13MG</u> , MA5.1-9MG, MA5.1-5NA, <u>MA5.2-7NA</u> , MA5.1-13SP, MA5.1-12SP, <u>MA5.2-15SP</u> , <u>MA5.2-17SP</u> | <b>Ongoing formative assessment</b><br>Pythagoras theorem, Indices and scientific notation, probability and single variable data analysis.                       | ✓                        |   | ✓ | ✓ |            |
| Ongoing<br>Term 3 | <u>MA5.2-8NA</u> , MA5.1-6NA, <u>MA5.2-9NA</u> , <u>MA5.2-5NA</u> , MA5.1-11MG, <u>MA5.2-14MG</u>                                      | <b>Ongoing formative assessment</b><br>Expressions and equations, properties of geometrical figures, linear relationships.                                       | ✓                        | ✓ | ✓ |   |            |
| Wk. 6<br>Term 4   | MA5.1-8MG, <u>MA5.2-11MG</u> , <u>MA5.2-6NA</u>  | <b>Assignment</b><br>Length, area, surface area and volume.  | ✓                        |   | ✓ |   |            |

\*\* Outcomes MA5.1-1, 2, 3WM are embedded as focus outcomes in all tasks. Underlined outcomes are for the 5.2 course but will be accessed as appropriate.

## AREAS FOR ASSESSMENT

A Working mathematically

B Number and algebra

C Measurement and geometry

D Statistics and probability

## OUTCOMES

| Code       | Descriptor. A student ...  |
|------------|--|
| MA5.1-1WM  | uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]  |
| MA5.1-2WM  | selects and uses appropriate strategies to solve problems [problem solving]  |
| MA5.1-3WM  | provides reasoning to support conclusions that are appropriate to the context [reasoning]  |
| MA5.1-4NA  | solves financial problems involving earning, spending and investing money [financial mathematics]  |
| MA5.1-5NA  | operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]   |
| MA5.1-6NA  | determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]  |
| MA5.1-7NA  | graphs simple non-linear relationships [non-linear relationships]  |
| MA5.1-8MG  | calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]   |
| MA5.1-9MG  | interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]                 |
| MA5.1-10MG | applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry] |
| MA5.1-11MG | describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]   |
| MA5.1-12SP | uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]                            |
| MA5.1-13SP | calculates relative frequencies to estimate probabilities of simple and compound events [probability]  |
| MA5.2-4NA  | solves financial problems involving compound interest [financial mathematics]  |
| MA5.2-5NA  | recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]  |
| MA5.2-6NA  | simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]  |
| MA5.2-7NA  | applies index laws to operate with algebraic expressions involving integer indices [indices]   |
| MA5.2-8NA  | solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]       |
| MA5.2-9NA  | uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]  |

| Code              | Descriptor. A student ...   |
|-------------------|---|
| <b>MA5.2-10NA</b> | connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]                                      |
| <b>MA5.2-11MG</b> | calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]  |
| <b>MA5.2-12MG</b> | applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]                                       |
| <b>MA5.2-13MG</b> | applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]                                       |
| <b>MA5.2-14MG</b> | calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures] |
| <b>MA5.2-15SP</b> | uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]                                 |
| <b>MA5.2-16SP</b> | investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]                      |
| <b>MA5.2-17SP</b> | describes and calculates probabilities in multi-step chance experiments [probability]   |

# Music (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes  | Task type and overview of content and skills addressed in task          | Areas for Assessment (✓) |   |   | Your grade |
|-----------------|---|---|--------------------------|---|---|------------|
|                 |   |   | A                        | B | C |            |
| Wk. 9<br>Term 1 | 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12                | <b>Composition and portfolio</b><br>Music of a culture.                 |                          | ✓ | ✓ |            |
| Wk. 8<br>Term 2 | 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12                | <b>Performance and listening task</b><br>Rock music.                    | ✓                        |   | ✓ |            |
| Wk. 9<br>Term 3 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | <b>Composition</b><br>Evolution of music.                               |                          | ✓ |   |            |
| Wk. 5<br>Term 4 | 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12           | <b>Performance and listening task</b><br>Australian music (ATSI focus). | ✓                        |   | ✓ |            |

## AREAS FOR ASSESSMENT

A Performing

B Composing

C Listening

## OUTCOMES

| Code | Descriptor. 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 art form  |
| 5.12 | demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences  |

# Personal Development, Health and Physical Education

Amended: 22 May 2023

Course: Year 9 (Stage 5)  
 Assessment Period: 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date         | Focus Outcomes              | Task type and overview of content and skills addressed in task   | Areas for Assessment (✓) |   |   | Your grade |
|------------------|-----------------------------|--|--------------------------|---|---|------------|
|                  |                             |  | A                        | B | C |            |
| Wk. 10<br>Term 1 | PD5-4, PD5-5, PD5-11        | <b>Movement, skill and performance critique</b><br>Reflection and analysis of practical sessions.            |                          | ✓ |   |            |
| Wk. 6<br>Term 2  | PD5-1, PD5-3, PD5-6, PD5-10 | <b>Research task</b><br>Building identity and relationships presentation.                                    | ✓                        |   | ✓ |            |
| Wk. 10<br>Term 3 | PD5-4, PD5-5, PD5-11        | <b>Practical assessment</b><br>Movement composition and evaluation.  |                          | ✓ |   |            |
| Wk. 6<br>Term 4  | PD5-2, PD5-7, PD5-8, PD5-10 | <b>Structured investigation and evaluation task</b><br>Promotion of physical activity in Australian society. | ✓                        |   | ✓ |            |

## AREAS FOR ASSESSMENT

A Health, Wellbeing and Relationships

B Movement, Skill and Performance

C Healthy, Safe and Active Lifestyles

## OUTCOMES

| Code   | Descriptor. A student ...  |
|--------|--|
| PD5-1  | assesses their own and others' capacity to reflect on and respond positively to challenges   |
| PD5-2  | examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others   |
| 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  | recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity |
| PD5-7  | investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities   |
| PD5-8  | plans for and participates in activities that encourage health and a lifetime of physical activity   |
| PD5-9  | demonstrates self-management skills to effectively manage complex situations   |
| PD5-10 | applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts               |
| PD5-11 | refines and applies movement skills and concepts to compose and perform innovative movement sequences  |



# Physical Activity and Sports Studies (Strand A)

Amended: 22 May 2023

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date         | Focus Outcomes                         | Task type and overview of content and skills addressed in task                                  | Areas for Assessment (✓) |   |   | Your grade |
|------------------|--|---|--------------------------|---|---|------------|
|                  |  |   | A                        | B | C |            |
| Wk. 8<br>Term 1  | PASS5-1, PASS5-3,<br>PASS5-6, PASS5-10 | <b>Body movement analysis</b><br>Body in action – application to sport research task.           |                          |   | ✓ |            |
| Wk. 4<br>Term 2  | PASS5-5, PASS5-7,<br>PASS5-8, PASS5-9  | <b>Practical assessment (ongoing)</b><br>Application and demonstration of skills in volleyball. | ✓                        | ✓ |   |            |
| Wk. 10<br>Term 3 | PASS5-1, PASS5-2,<br>PASS5-6, PASS5-10 | <b>Event case study</b><br>International sporting event research task.                          |                          |   | ✓ |            |
| Wk. 5<br>Term 4  | PASS5-3, PASS5-4                       | <b>Sporting identity inquiry task</b><br>Sporting profile learning response.                    | ✓                        | ✓ |   |            |

## AREAS FOR ASSESSMENT

- A** Foundations of physical activity
- B** Physical activity and sport in society
- C** Enhancing participation and performance

## OUTCOMES

| Code     | Descriptor. A student ...   |
|----------|---|
| PASS5-1  | discusses factors that limit and enhance the capacity to move and perform                                       |
| PASS5-2  | analyses the benefits of participation and performance in physical activity and sport                           |
| PASS5-3  | discusses the nature and impact of historical and contemporary issues in physical activity and sport            |
| PASS5-4  | analyses physical activity and sport from personal, social and cultural perspectives                            |
| PASS5-5  | demonstrates actions and strategies that contribute to enjoyable participation and skilful performance          |
| PASS5-6  | evaluates the characteristics of enjoyable 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   |

# Religious Education

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes                    | Task type and overview of content and skills addressed in task     | Areas for Assessment (✓) |   |   | Your grade |
|-----------------|-----------------------------------|--|--------------------------|---|---|------------|
|                 |                                   |  | A                        | B | C |            |
| Wk.10<br>Term 1 | RECKA9, RECSA9                    | <b>Exegesis</b><br>Exploring ancient words.                        | ✓                        | ✓ | ✓ |            |
| Wk.6<br>Term 4  | RECKC9, RECSC9,<br>RECKE9, RECSE9 | <b>Examination</b><br>Search for meaning and living a loving life. | ✓                        | ✓ | ✓ |            |

## AREAS FOR ASSESSMENT

- A** Religious knowledge
- B** Research and religious enquiry skills
- C** Communication of religious concepts and beliefs

## OUTCOMES

| Code   | Descriptor. A student ...  |
|--------|--|
| RECKA9 | explain the features and purposes of a range of literary forms used in Old and New Testaments                |
| RECSA9 | classify Scripture passages according to their literary form and interprets them for their intended meaning  |
| RECKC9 | examines the Catholic belief that 'truth' consists of knowledge and meaning                                  |
| RECSC9 | analyses the Catholic Church's response to evil, suffering and death   |
| RECKD9 | explain the importance of the sacraments of healing in the Catholic tradition, and the lives of the faithful |
| RECSD9 | investigates the scriptural underpinnings of the sacraments of healing                                       |
| RECKE9 | explain how the ten commandments and the beatitudes inform Christian morality and life choices               |
| RECSE9 | interpret the call of the beatitudes and apply this to a range of life situations                            |

# Science

**Course:** Year 9 (Stage 5)  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes   | Task type and overview of content and skills addressed in task | Areas for Assessment (✓) |   |   |   |   |   | Your grade |
|-----------------|--|--|--------------------------|---|---|---|---|---|------------|
|                 |  |  | A                        | B | C | D | E | F |            |
| Wk. 9<br>Term 1 | SC5-4WS, SC5-5WS, SC5-6WS,<br>SC5-7WS, SC5-9WS, SC5-17CW                                 | <u>First hand investigation</u><br>Corrosion of metals.        | ✓                        | ✓ | ✓ | ✓ |   | ✓ |            |
| Wk. 8<br>Term 2 | SC5-4WS, SC5-5WS, SC5-6WS,<br>SC5-7WS, SC5-8WS, SC5-9WS,<br>SC5-14LW, SC5-15LW, SC5-17CW | <u>Fieldwork report</u><br>Microplastics.                      | ✓                        | ✓ | ✓ | ✓ | ✓ | ✓ |            |
| Wk. 9<br>Term 3 | SC5-4WS, SC5-7WS, SC5-9WS,<br>SC5-10PW, SC5-11PW, SC5-12ES,<br>SC5-13ES                  | <u>Persuasive writing task</u><br>Are we alone?                | ✓                        | ✓ |   | ✓ |   | ✓ |            |
| Wk. 6<br>Term 4 | SC5-7WS, SC5-8WS, SC5-9WS,<br>SC5-11PW, SC5-14LW, SC5-15LW,<br>SC5-17CW                  | <u>Written examination</u><br>Super sapiens.                   | ✓                        | ✓ |   | ✓ | ✓ | ✓ |            |

## AREAS FOR ASSESSMENT

**A** Knowing and understanding

**B** Questioning and predicting

**C** Planning and conducting investigations

**D** Processing and analysing data and information

**E** Problem-solving

**F** Communicating

## OUTCOMES

| Code     | Descriptor. A student ...   |
|----------|---|
| SC5-4WS  | develops questions or hypotheses to be investigated scientifically  |
| SC5-5WS  | produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively   |
| SC5-6WS  | undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively   |
| SC5-7WS  | processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions   |
| SC5-8WS  | applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems  |
| SC5-9WS  | presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations                         |
| SC5-10PW | applies models, theories and laws to explain situations involving energy, force and motion  |
| SC5-11PW | explains how scientific understanding about energy conservation, transfers and transformations is applied in systems  |
| SC5-12ES | 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 new biological evidence changes people's understanding of the world  |
| 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                              |

# Visual Arts (Strand A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2023

## ASSESSMENT TASKS

■ Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

| Due Date        | Focus Outcomes               | Task type and overview of content and skills addressed in task           | Areas for Assessment (✓) |   | Your grade |
|-----------------|------------------------------|--|--------------------------|---|------------|
|                 |                              |  | A                        | B |            |
| Wk. 6<br>Term 1 | 5.7, 5.8, 5.9, 5.10          | <b>Art study 1</b><br>Critical and historical study – artist profile.    |                          | ✓ |            |
| Wk. 7<br>Term 2 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | <b>Artmaking 1</b><br>Popaganda – Body of Work and Visual Arts Diary.    | ✓                        |   |            |
| Wk. 8<br>Term 3 | 5.7, 5.8, 5.9, 5.10          | <b>Art study 2</b><br>Written analysis of artist practice.               |                          | ✓ |            |
| Wk. 5<br>Term 4 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | <b>Artmaking 2</b><br>The Portrait – Body of Work and Visual Arts Diary. | ✓                        |   |            |

## AREAS FOR ASSESSMENT

A Artmaking

B Critical and historical studies

## OUTCOMES

| Code | Descriptor. A 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 making artworks  |
| 5.7  | applies their understanding of aspects of practice to critical and historical interpretations of art  |
| 5.8  | uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art |
| 5.9  | demonstrates how the frames provide different interpretations of art  |
| 5.10 | demonstrates how art criticism and art history construct meanings   |