

St Paul's Catholic College, Manly



Year 9
Assessment
Handbook
2018

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1 Formal assessment program introduction

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 Non-completion of a course

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparation for lessons. Failure to provide such evidence may result in non-completion of a course. In such circumstances, students will be notified through an official NESA Warning Letter.

1.1.2 Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero** mark will be recorded for that task. In such circumstances, students will be notified through 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 with a letter, an email or phone call from the parent or caregiver.
- (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, an AIM form must be submitted to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, that student will be at risk of being awarded a **non-completion** for that course. (Refer to Section 1.3 for information on non-completion of a course). A warning letter will be issued outlining the new requirements and a due date for outstanding work / tasks to be completed to 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 NESAs 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 second warning letter will be sent. The Principal may 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.



St Paul's Catholic College

Darley Road
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Official Warning Letter: Non-completion of a Stage 5 Course

Date: <<date of letter>> Subject: <<Course>>
Student's Name: <<Given Name Surname>> Year: <<Year>>
Warning Letter: <<Letter Number>>

Dear <<Parent Title>>,

The purpose of this letter is to advise you that <<Given Name>> is in danger of not meeting the Course Completion Criteria for the Stage 5 course <<Course>>.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as an official warning. This is the <<Letter Number>> official warning we have issued concerning <<Course>>. A minimum of two course specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- followed the course developed or endorsed by the NESA; and
- 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.

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

<<Course>> <<is / is not>>a mandatory course for the award of the Record of School Achievement. [Note: If the course is not mandatory then it is a Stage 5 elective course that is credentialed on the Record of School Achievement].

To date, <<Given Name>> has not satisfactorily met <<completion criteria>> of the Course Completion Criteria.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for <<Given Name>> to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed need to be satisfactorily completed and/or achieved.

Task Name(s) / Course Requirement(s) / Course Outcome(s) currently NOT completed / achieved	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action required by the student to address the situation	Revised date to be completed by (if applicable)

Please discuss this important matter with <<Given Name>> and contact <<Leader of Learning Name>> if you need any part of the letter clarified.

Please complete the tear-off section on the next page to confirm receipt of this letter and return it to Mr Hutchinson within 5 school days of receiving the letter.

Yours sincerely,

<< Leader of Learning Name>>
Leader of Learning

Mr C. Browne
Principal

2. Record of School Achievement (RoSA)

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 the 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 the 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 Technological and Applied Studies 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, Technology, 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 (for further information, see <http://ace.bos.nsw.edu.au/ace-2004>). The Record of School Achievement (or Transcript of Study) 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 the 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;
- 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 NESA 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. The Course Performance Descriptors are on the NESA website at <http://www.boardofstudies.nsw.edu.au/>

3 What do I need to know about assessment tasks?

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 the NESA 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 student achievement than a single examination.

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 **written confirmation** of the:

- (a) weighting (e.g. 15%),
- (b) actual date and time (e.g. Period 3, Wednesday, 10 May 2018 – Week 3 Term 2),
- (c) place – *if appropriate* (e.g. Long Reef headland), and
- (d) specific requirements

for each assessment task. This information must be given a minimum of **two weeks** prior to the task.

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 at least a week prior to the scheduled due date.
- (c) The application will be considered by the KLA Leader and the Coordinator 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, Coordinator of Teaching and Learning and relevant KLA / 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 submit a completed *"Application for Illness/Misadventure Form"* (AIM Form - refer to Section 4 of this handbook). Parents / caregivers must detail the reason for their son's absence and attach any necessary documentation. 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 within two days of the student returning to School. Where appropriate the AIM for should be submitted before a student is absent, approved leave and school events (e.g. sport).

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

- (iii) **granted**, the student will be notified of the outcome
- (iv) **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, Coordinator of Teaching and Learning and relevant KLA leader.

3.3.2 Absence from school prior to an assessment task

Students who are absent from school / classes prior to an assessment task may gain an unfair advantage. If a student is absent the day before a task is due his reasons must be valid and justified. If the student has no valid reason for his absence a zero mark will be awarded, however, the task still must be completed.

If the absence is due to **illness or misadventure** – an AIM form must be completed; refer to Section 4 of this handbook.

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 an assessment task is missed or handed in late without a valid reason it will be **awarded a zero mark**. The assessment task must still be submitted so that the student can demonstrate he has completed the requirements of the course.

In Stage 5 courses, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. Tasks that are submitted after the student has received a zero mark (i.e. task handed in late) WILL contribute to the excess of 50% required.

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 2018. 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 pigeon hole.

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.

No assessment task is to be submitted on Google Drive, Dropbox, USB drive or e-mailed to the College (unless specified by the teacher). Only hard copies will be accepted. If a task is required to be e-mailed, sending to an incorrect e-mail address will NOT be deemed acceptable reasons for a non-submission. It is the student's responsibility to ensure the correct e-mail address is used.

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, CDs 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 Coordinator of Teaching and Learning and relevant KLA Leader will review any cases of suspected malpractice. If malpractice is proven a zero mark will be awarded.

3.6.1 Is the late submission of a task or a non-serious attempt considered malpractice?

Late submission of assessment tasks may be malpractice where it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt.

3.7 What do I do if I require disability provisions?

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra examination time etc.) it is his responsibility to apply to the Learning Support Coordinator to establish his eligibility. The student must apply well in advance to allow sufficient time for the disability special provisions that are 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
- (c) will have their final assessment mark and position in the group determined by their performance in all common assessment tasks and any alternative tasks they have been required to complete

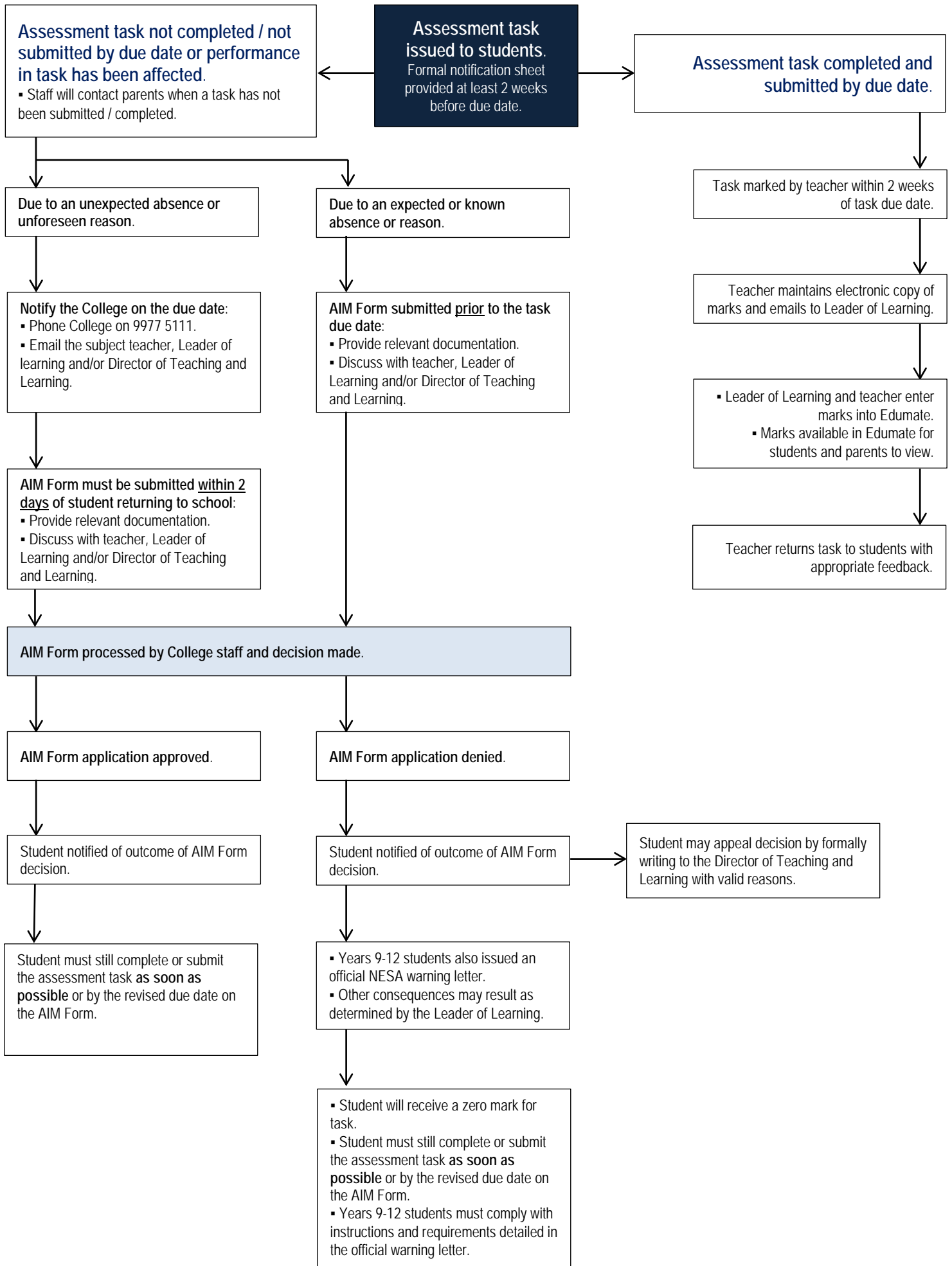
3.9 What type of assessment feedback will I receive?

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, teacher comments, description of the competencies achieved 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.

A student can only query the marks awarded and tallied by a teacher for an individual assessment task at the time the task is returned. Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the concepts examined 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 and outcomes occur when assessment tasks are not completed or submitted on the due date as well as the procedures followed when tasks are submitted by their due date.



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

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

- (a) the marks 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) his ranking in a course; or
- (e) 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 Coordinator of Teaching and Learning for the appropriate documents and procedures.

A student also has the right to appeal to the NESAs if he is not satisfied with:

- (a) the school's decision to award an 'N' Determination for a course; or
- (b) his ranking in a course.

4.1 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

Student name:			
Year group:			
Subject:			
Teacher:			
Task requiring consideration:	▪ Task number: ▪ Task description:		
Date task is / was due: / /	Date task was issued: / /
Date(s) absent from school: / / to / /		
Reason for this absence:	<input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Principal leave <input type="checkbox"/> College event <input type="checkbox"/> Other		
Specific details / evidence for this absence: (attach any supporting documents to this form, e.g. medical certificate)			
.....			
.....			
.....			
Has the task been completed / submitted?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

.....
Student signature

.....
Parent / Caregiver signature

Please return this form to staff in DM8 and ensure all sections above have been completed before submitting.

College use only

Director of Teaching and Learning decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

- Justified
 Unjustified

As a result, the action to be taken is as follows:

.....

.....

.....

.....
Director of Teaching and Learning signature

..... / /
Date

Received stamp

Date received: / /

Copies of completed form to:

- Student (collects from DM8)
 Leader of Learning
 AIMS database
 Subject teacher
 Director of T & L (original)

5. Course assessment outlines

The following section contains assessment outlines for all Year 9 courses at St Paul's in 2018. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) assessment components and component weightings
- (d) focus outcomes assessed in each task
- (e) assessment components for each task
- (f) nature of each task (i.e. what students will be engaged in)
- (g) weighting for each task
- (h) timing of each task

Big History

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)			Weight	Your Mark
			A	B	C		
Wk. 8 Term 1	HT5-6, HT5-7, HT5-9, HT5-10	Research task The Big Bang.	✓	✓	✓	20%	
Wk. 6 Term 2	BH1.1, BH1.2, BH2.1, BH3.1, BH3.3, BH4.3, BH5.2	Half Yearly Examination What is Big History? The Big Bang, Stars and Elements.	✓		✓	20%	
Wk. 7 Term 3	BH1.2, BH1.3, BH2.2, BH4.2, BH4.3, BH5.1	Essay Our Solar System and Earth.	✓	✓	✓	30%	
Wk. 5/6 Term 4	BH1.1, BH1.2, BH1.3, BH2.1, BH2.2, BH3.1, BH3.2, BH3.3, BH4.2, BH4.3, BH5.1, BH5.2	Yearly Examination Our Solar System and Earth, Life.	✓		✓	30%	
TOTAL						100%	

COMPONENTS

A Knowledge of Big History Concepts

B Research and Inquiry Skills

C Communication

OUTCOMES

Code	Descriptor. A student ...
BH1.1	identifies and describes philosophical terms and concepts in appropriate contexts
BH1.2	uses philosophical concepts to analyse a range of different philosophical viewpoints and perspectives
BH1.3	evaluates the usefulness of philosophical concepts to support and/or refute a range of different claims of knowledge and perspectives
BH2.1	identifies types of evidence and discipline-based claims of knowledge of the universe used in addressing essential philosophical questions
BH2.2	explains and assesses the role of evidence and discipline-based claims of knowledge using evidence and relevant sources of information from a variety of different texts
BH3.1	identifies and describes appropriate philosophical concepts to address relevant questions, cases, problems and claims of knowledge
BH3.2	constructs philosophical questions and/or problems using appropriate philosophical concepts
BH3.3	analyses differing philosophical viewpoints, perspectives and claims of knowledge using evidence and relevant sources of information from a variety of different texts
BH4.1	locates and selects relevant sources of information and evidence from across a range of disciplines and formats
BH4.2	evaluates the usefulness of relevant sources of information and evidence across a range of disciplines to respond to essential philosophical questions and assess claims of knowledge
BH4.3	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively for different audiences
BH5.1	values the role and contribution of philosophical thought to human existence
BH5.2	appreciates the nature of competing claims of evidence in sources of information
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
HT5-9	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

Commerce

Course: Year 9 (Stage 5)
Assessment Period: 2018

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 (✓)		Weight	Your Mark
			A	B		
Wk. 8 Term 1	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	<u>Research and multimedia task</u> Consumer choice.	✓	✓	20	
Wk. 5/6 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	<u>Half Yearly Examination</u> Consumer choice, investing and skills.	✓	✓	20	
Wk. 5 Term 3	5.1, 5.2, 5.7, 5.8, 5.9	<u>Case study portfolio</u> Personal finance.	✓	✓	30	
Wk. 5/6 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	<u>Yearly Examination</u> Personal finance, promoting and selling, law in action and skills.	✓	✓	30	
TOTAL					100	

COMPONENTS

A Knowledge of Commerce

B Skills in Commerce

OUTCOMES

Code	Descriptor. A student ...
5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the 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 collaboratively to meet individual and collective goals within specified timelines

English

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)				Weight	Your Mark		
			A	B	C	D				
Wk. 9 Term 1	1A, 3B, 5C, 8D	<u>Extended response task</u> Class and conflict: The Outsiders.	✓	✓			25			
Wk. 5/6 Term 2	1A, 3B, 4B, 5C, 9E	<u>Narrative writing task</u> Structured creative response.	✓	✓			25			
Wk. 9 Term 3	2A, 3B, 5C, 6C, 7D	<u>Speaking task</u> Truth and propaganda: Animal Farm.	✓		✓		25			
Wk. 5/6 Term 4	1A, 3B, 4B, 5C, 6C, 7D, 8D	<u>Extended response task</u> Gender in film.	✓	✓		✓	25			
TOTAL									100	

COMPONENTS

A Reading

B Writing

C Speaking and listening

D Viewing and representing

OUTCOMES

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

Geography

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)			Weight	Your Mark
			A	B	C		
Wk. 7 Term 3	GE5-1, GE5-2, GE5-3, GE5-5, GE5-6.	Case study The functioning of environments and the scale of human induced change challenging sustainability.	✓	✓	✓	50	
Wk. 5/6 Term 4	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8.	Yearly Examination Covering all aspects of Environmental Change and Management, Human Wellbeing and appropriate skills.	✓	✓	✓	50	
TOTAL						100	

COMPONENTS

A Communication

B Geographical 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: 2018

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 (✓)			Weight	Your Mark
			A	B	C		
Wk. 8 Term 1	HT5-1, HT5-2, HT5-4, HT5-6, HT5-7, HT5-9, HT5-10	<u>Source skills task</u> Making a nation.	✓	✓	✓	50	
Wk. 5/6 Term 2	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	<u>Half Yearly Examination</u> Events from settlement to Federation and beyond to First World War.	✓	✓	✓	50	
TOTAL						100	

COMPONENTS

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 (Multimedia)

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)					Weight	Your Mark		
			A	B	C	D	E				
Wk. 5 Term 2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	<u>Design project</u> Images design and related design journal (ongoing assessment throughout Terms 1 and 2).	✓	✓	✓	✓	✓	40			
Wk. 4 Term 4	5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.1	<u>Design project</u> Short movie and related journal (ongoing assessment throughout Terms 3 and 4).		✓		✓	✓	40			
Wk. 5/6 Term 4	All outcomes possible	<u>Yearly Examination</u> Covering all content studied in the year.	✓	✓	✓			20			
TOTAL										100	

COMPONENTS

- A OHS and risk management
- B Properties and applications of materials
- C Industrial technology and society
- D Designing, communicating and evaluating
- E Producing quality projects

OUTCOMES

Code	Descriptor. A 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

Industrial Technology (Timber)

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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	Component (✓)					Weight	Your Mark		
			A	B	C	D	E				
Wk. 4 Term 2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1	<u>Project</u> Folding table: Practical task and related portfolio (ongoing assessment throughout Terms 1 and 2).	✓	✓		✓	✓	40			
Wk. 4 Term 4	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	<u>Project</u> Ukulele: Practical project and related portfolio (ongoing assessment throughout Terms 3 and 4).	✓	✓	✓	✓	✓	40			
Wk. 5/6 Term 4	All outcomes possible	<u>Yearly Examination</u> Covering all content studied in the year.	✓	✓	✓			20			
TOTAL										100	

COMPONENTS

- A OHS and risk management
- B Properties and applications of materials
- C Industrial technology and society
- D Designing, communicating and evaluating
- E Producing quality projects

OUTCOMES

Code	Descriptor. A 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

Information and Software Technology

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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	Component (✓)					Weight	Your Mark		
			A	B	C	D	E				
Wk. 5 Term 2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	Design project Website development. Design and development of a website and related design portfolio.	✓	✓	✓		✓	30			
Wk. 1 Term 3	5.2.1, 5.2.2, 5.2.3, 5.4.1	Project Working in a 3D environment.	✓		✓			15			
Wk. 2 Term 4	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	Digital media project Design an animation and related portfolio.	✓		✓	✓		30			
Wk. 5/6 Term 4	All outcomes possible	Yearly Examination Covering all content studied in the year.	✓	✓			✓	25			
TOTAL										100	

COMPONENTS

- 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

Japanese

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)			Weight	Your Mark
			A	B	C		
Wk. 9 Term 1	5.MLC.2, 5.UL.3	<u>Personal interest project</u> Vocabulary skill development.	✓	✓		20	
Wk. 6 Term 2	5.UL.1; 5.UL.2, 5.UL.4, 5.MLC.1, 5.MBC.1, 5.MBC.2	<u>Half Yearly Examination</u> Covering all content studied to date.	✓	✓	✓	25	
Wk. 2 Term 3	5.UL.3, 5.UL.4, 5.MLC.2, 5.MLC.3	<u>Digital collaborative task</u> Senpai Kohai Cup.	✓	✓	✓	25	
Wk. 6 Term 4	5.UL.1, 5.UL.2, 5.UL.4, 5.MLC.1, 5.MBC.1, 5.MBC.2	<u>Yearly Examination</u> Covering all content studied in the year.	✓	✓	✓	30	
TOTAL						100	

COMPONENTS

A Using language

B Making linguistic connections

C Moving between cultures

OUTCOMES

Code	Descriptor. A student ...
5.UL.1	selects, summarises and analyses information and ideas in spoken texts and responds appropriately
5.UL.2	selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.3	uses Japanese by incorporating diverse structures and features to express own ideas
5.UL.4	experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
5.MLC.1	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2	uses linguistic resources to support the study and production of texts in Japanese
5.MBC.1	explores the interdependence of language and culture in a range of texts and contexts
5.MBC.2	identifies and explains aspects of the culture of Japanese-speaking communities in texts
5.UL.5	selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types
5.UL.6	selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types
5.UL.7	uses Japanese with flexibility by incorporating new structures and features for effective communication
5.UL.8	presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types
5.MLC.3	engages in discussions to solve linguistic problems and refine the production of original texts in Japanese
5.MLC.4	analyses ways in which the structures and features of spoken and written Japanese can be manipulated for particular effect
5.MBC.3	evaluates the importance of being able to move between cultures
5.MBC.4	evaluates expressions and representations of the culture of Japanese-speaking communities in a range of texts

Mathematics (5.3 course)

Course: Year 9 (Stage 5)
Assessment Period: 2018

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 (✓)				Weight	Your Mark
			A	B	C	D		
Wk. 8 Term 1	MA5.1-4NA, MA5.2-4NA, MA5.2-8NA	Written in-class test Section 1: Non-calculator NAPLAN style. Section 2: Financial mathematics; expressions, equations and inequalities.	✓	✓			15	
Wk. 6 Term 2	MA5.1-4NA, MA5.2-4NA, MA5.2-8NA, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA, MA5.1-5NA, MA5.2-7NA	Half Yearly Examination Financial mathematics; expressions, equations and inequalities; right-angled triangles (trigonometry); simultaneous equations; indices.	✓	✓	✓		30	
Wk. 5 Term 3	MA5.3-6NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG	Written in-class test Surds; linear relationships; measurement (length, area, surface area and volume).	✓	✓	✓		20	
Wk. 5/6 Term 4	MA5.3-6NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG, MA5.2-6NA, MA5.2-8NA, MA5.3-5NA, MA5.3-7NA, MA5.1-13SP, MA5.2-17SP	Yearly Examination Surds; linear relationships; measurement (length, area, surface area and volume); properties of geometrical figures; quadratic expressions; probability, algebraic fractions.	✓	✓	✓	✓	35	
TOTAL							100	

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

COMPONENTS

- 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]

Code	Descriptor. A student ...
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]
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: 2018

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 (✓)				Weight	Your Mark		
			A	B	C	D				
Wk. 8 Term 1	MA5.2-5NA, MA5.1-9MG, MA5.1-4NA	Written in-class test Section 1: Non-calculator NAPLAN style. Section 2: Integers, decimals, fractions, ratios and rates; financial mathematics.	✓	✓	✓		15			
Wk. 6 Term 2	MA5.2-5NA, MA5.1-9MG, MA5.1-4NA, MA5.2-8NA, MA5.1-10MG, MA5.2-13MG, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG	Half Yearly Examination Integers, decimals, fractions, ratios and rates; financial mathematics; expressions and equations; right angled triangles; indices.	✓	✓	✓		30			
Wk. 5 Term 3	MA5.1-6NA, MA5.2-9NA, MA5.2-5NA, MA5.1-8MG, MA5.2-11MG, M5.1-11MG, MA5.2-14MG	Written in-class test Linear relationships; length, area, surface area and volume.	✓	✓			20			
Wk. 5/6 Term 4	MA5.1-6NA, MA5.2-9NA, MA5.2-5NA, MA5.1-8MG, MA5.2-11MG, M5.1-11MG, MA5.2-14MG, MA5.2-6NA, MA5.2-8NA, MA5.1-13SP, MA5.2-17SP, MA5.1-12SP, MA5.2-15SP	Yearly Examination Linear relationships; length, area, surface area and volume; properties of geometrical figures; quadratic expressions and algebraic fractions; probability and single variable data analysis.	✓	✓	✓	✓	35			
TOTAL									100	

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

COMPONENTS

- 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

Code	Descriptor. A student ...
	[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]
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: 2018

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 (✓)				Weight	Your Mark		
			A	B	C	D				
Wk. 8 Term 1	MA5.2-5NA, MA5.1-9MG, MA5.1-4NA	Written in-class test Section 1: Non-calculator NAPLAN style. Section 2: Integers, decimals, fractions, ratios and rates; financial mathematics.	✓	✓	✓		15			
Wk. 6 Term 2	MA5.2-5NA, MA5.1-9MG, MA5.1-4NA, MA5.2-8NA, MA5.1-10MG, MA5.2-13MG	Half Yearly Examination Integers, decimals, fractions, ratios and rates; financial mathematics; expressions and equations; right angled triangles.	✓	✓	✓		30			
Wk. 5 Term 3	MA5.1-5NA, MA5.2-7NA, MA5.1-9MG, MA5.1-8MG, MA5.2-11MG, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA	Written in-class test Indices; length, area, surface area and volume; linear relationships.	✓	✓	✓		20			
Wk. 5/6 Term 4	MA5.1-5NA, MA5.2-7NA, MA5.1-9MG, MA5.1-8MG, MA5.2-11MG, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA, MA5.1-11MG, MA5.2-14MG, MA5.2-6NA, MA5.1-13SP, MA5.2-17SP, MA5.1-12SP, MA5.2-15SP	Yearly Examination Indices; length, area, surface area and volume; linear relationships; quadratic expressions and algebraic fractions; properties of geometrical figures; probability and single variable data analysis.	✓	✓	✓	✓	35			
TOTAL									100	

Note: Outcomes MA5.1-1, 2, 3WM are embedded as focus outcomes in all tasks.

COMPONENTS

- 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]

Code	Descriptor. A student ...
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]
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]

Music

Course: Year 9 (Stage 5)
Assessment Period: 2018

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 (✓)			Weight	Your Mark
			A	B	C		
Wk. 9 Term 1	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Composition Small ensembles group composition.		✓		15	
Wk. 5/6 Term 2	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Performance and listening Evolution of music performance and listening.	✓		✓	30	
Wk. 9 Term 3	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Composition World music composition.		✓		20	
Wk. 5/6 Term 4	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Performance and listening Rock Music performance and listening.	✓		✓	35	
TOTAL						100	

COMPONENTS

- 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

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)				Weight	Your Mark
			A	B	C	D		
Wk. 11 Term 1	5.1, 5.2, 5.6, 5.7, 5.8, 5.11, 5.16	<u>Independent study</u> Sexuality.	✓		✓		25	
Wk. 5/6 Term 2	5.4, 5.5	<u>Practical assessment</u> European Handball.		✓		✓	25	
Wk. 10 Term 3	5.4, 5.5, 5.12, 5.13, 5.14	<u>Practical assessment</u> Movement composition.		✓		✓	25	
Wk. 5/6 Term 4	5.2, 5.3, 5.6, 5.7, 5.8, 5.12, 5.15, 5.16	<u>Yearly Examination</u> Covering all content studied in the year.	✓		✓		25	
TOTAL							100	

COMPONENTS

A Self and relationships

B Movement, skills and performance

C Individual and community health

D Lifelong physical activity

OUTCOMES

Code	Descriptor. A student ...
5.1	analyses how they can support their own and others' sense of self
5.2	evaluates their capacity to reflect on and respond positively to challenges
5.3	analyses factors that contribute to positive, inclusive and satisfying relationships
5.4	adapts, transfers and improvises movement skills and concepts to improve performance
5.5	composes, performs and appraises movement in a variety of challenging contexts
5.6	analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7	analyses influences on health decision-making and develops strategies to promote health and safe behaviours
5.8	critically analyses health information, products and services to promote health
5.9	formulates goals and applies strategies to enhance participation in lifelong physical activity
5.10	adopts roles to enhance their own and others' enjoyment of physical activity
5.11	adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
5.12	adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts
5.13	adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
5.14	confidently uses movement to satisfy personal needs and interests
5.15	devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
5.16	predicts potential problems and develops, justifies and evaluates solutions

Physical Activity and Sports Studies

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)			Weight	Your Mark
			A	B	C		
Wk. 11 Term 1	1.1, 1.2, 3.1, 4.1, 4.3, 4.4	<u>Practical assessment (on-going)</u> Volleyball.	✓			25	
Wk. 5/6 Term 2	1.1, 1.2, 4.4	<u>Half Yearly Examination</u> Body in Motion.			✓	25	
Wk. 10 Term 3	2.1, 2.2, 3.2, 4.4	<u>Event case study</u> Commonwealth Games.			✓	25	
Wk. 5/6 Term 4	1.1, 2.1, 2.2, 4.1, 4.2, 4.4	<u>Yearly Examination</u> Covering all content studied in the year.		✓		25	
TOTAL						100	

COMPONENTS

A Self and relationships

B Movement, skills and performance

C Individual and community health

OUTCOMES

Code	Descriptor. A student ...
1.1	discusses factors that limit and enhance the capacity to move and perform
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyses physical activity and sport from personal, social and cultural perspectives
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 and sport
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

Religious Education

Amended: 30 April 2018

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)					Weight	Your Mark		
			A	B	C	D	E				
Wk.1 Term 2	5.1a, 5.1b, 5.4a, 5.5a	Examination Journey of Catholic Faith and Interpreting God's Word units.	✓	✓		✓	✓	25			
Wk.1 Term 3	5.1a, 5.5a	Research and media presentation Research and electronically produce a mini documentary on how Jesus' message in Luke's Gospel can be used where diversity has contributed to social disharmony and discrimination in Australia.	✓	✓	✓	✓	✓	35			
Wk.5 Term 4	5.1b, 5.2a, 5.2b, 5.3b, 5.5b	Group project Relating how service as a disciple involves distinctive 'ways of being' and 'ways of doing' such as those identified at the Diocesan Synod (2012). Planning, conducting and evaluating a social justice project aligned with the work of a Catholic organisation.	✓	✓	✓	✓	✓	40			
TOTAL										100	

COMPONENTS

A God, revelation and human destiny

B Jesus, human and divine

C Church and discipleship

D Prayer and sacraments

E Sacred scripture

OUTCOMES

Code	Descriptor. A student ...
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit's activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice or youth ministry grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church's celebrations and its mission
5.4b	names and describes a range of ways the Christian life is nurtured through prayer
5.5a	analyses Biblical writings as the Word of God revealed in history and culture
5.5b	locates examples of the Gospel in action in contemporary Australia

Science

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)						Weight	Your Mark
			A	B	C	D	E	F		
Wk. 8 Term 1	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW	First-hand investigation Water first-hand investigation and analysis.	✓	✓	✓	✓	✓	✓	20	
Wk. 8 Term 2	SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW, SC5-17CW	Open-ended investigation Is our local environment a healthy one?	✓	✓		✓	✓	✓	25	
Wk. 9 Term 3	SC5-4WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	Digital portfolio Are we alone?	✓	✓		✓	✓	✓	25	
Wk. 5/6 Term 4	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-17CW	Yearly Examination Working scientifically, Are we alone? and Super Sapiens.	✓	✓	✓	✓	✓	✓	30	
TOTAL									100	

COMPONENTS

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

Course: Year 9 (Stage 5)
 Assessment Period: 2018

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 (✓)		Weight	Your Mark
			A	B		
Wk. 6 Term 1	5.7, 5.8, 5.9, 5.10	Research writing task Critical and historical studies. In class written task. Frames, conceptual framework and practice.		✓	20	
Wk. 6 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artmaking POPaganda. Submission of artworks and Visual Arts diary.	✓		25	
Wk. 3 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artmaking Freaks of nature, found object sculpture. Submission of artworks and Visual Arts diary.	✓		25	
Wk. 6 Term 4	5.7, 5.8, 5.9, 5.10	Writing task Critical and historical studies. Frames and conceptual framework. Investigating an artist's practice, frames and the conceptual framework.		✓	30	
TOTAL					100	

COMPONENTS

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