

# Kellyville High School

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**Learning** | **Excellence** | **Integrity**

## Year 9 ROSA Assessment Booklet

2020

Name: \_\_\_\_\_

**Principal:** Mrs J Barnier

**Deputy Principals:** Mrs J Roberti      Mr D Wanstall  
*Years 7, 9, 11*      *Years 8, 10, 12*

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This Assessment Booklet is also available on the school's website.

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# Welcome to Year 9

## Record of School Achievement (ROSA)

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This year will be a very important year for you as you are in Year 9. Since the abolition of the School Certificate external examination, the credential has been replaced with the **NSW Record of School Achievement (ROSA)**.

The ROSA credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- be comprehensive and offer the ability to record a student's extracurricular achievements.

From 2020, all Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive an HSC (Band 8 or higher). Following Year 9 NAPLAN, students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit for up to five years after beginning their first HSC courses. No student will be ineligible to sit for the HSC on the basis of their Year 9 NAPLAN results. They will receive a Record of School Achievement on leaving school.

Students will need to have a satisfactory record of attendance up until the final day of the school year. Students need to complete their courses in a satisfactory way to be eligible to receive a Record of School Achievement.

Mrs J Barnier  
*Principal*

### Introduction

This assessment book for the Stage 5 ROSA is provided to:

- assist students in understanding the place of assessment in their ROSA credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

We hope that students and parents will take the time to read through this information together in order to help them understand the school's expectations regarding assessment and assist in organising the time for them to complete necessary homework and assessment tasks successfully.

For updated details please refer to the NESA website: <http://educationstandards.nsw.edu.au/>

It is **our** responsibility to provide you with these guidelines and explain them to you.  
It is **your** responsibility to read and ensure that you understand them.

Mrs J Roberti / Mr D Wanstall  
*Deputy Principals*

## A. NESA Requirements

NSW Education Standards Authority (NESA) will issue a Record of School Achievement (ROSA) to students. The ROSA is a testamur document showing the student's name and school and indicating their record of achievements at the time they leave school prior to receiving a Preliminary and/or Higher School Certificate.

To qualify for the award of a Record of School Achievement (ROSA), the Principal must certify that a student has:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NESA curriculum and assessment requirements for the Record of School Achievement (ROSA);
- complied with any other regulations or requirements (eg attendance) imposed by the Minister or NESA;
- **AND** completed Year 10.

### ***Pattern of Study***

At Kellyville High School, the following courses are available for study in **Year 9** by candidates in 2020:

**Mandatory:** English, Geography, History, Mathematics, Personal Development, Health and Physical Education (PDHPE), Science

**Electives:** Child Studies, Commerce, Drama, Elective History, Food Technology, GAT/STEM Elective, IT – Engineering, IT – Timber, Information Software and Technology, Music, Photography and Digital Media, Physical Activity and Sports Studies, Visual Arts

### ***Course Performance Descriptors***

In every course studied, a student will be issued an A – E grade based on the **Course Performance Descriptors** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **ROSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade. Specific course related questions can be answered through faculty Head Teachers. A student's grade in each course will indicate the level of achievement and performance they have reached. A task weighting is given to indicate the relative contribution of each task.

The following are the general course performance descriptors from the NSW Education Standards Authority:

Grade	General Performance Descriptors
<b>A</b> <i>Outstanding achievement</i>	The student has an <b>extensive</b> 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>B</b> <i>High achievement</i>	The student has a <b>thorough</b> 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.
<b>C</b> <i>Sound achievement</i>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b> <i>Basic achievement</i>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b> <i>Limited achievement</i>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## B. School Assessment Policy

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at Kellyville High School.

### ***Rights and Responsibilities***

*The school is responsible for providing:*

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task. If you are concerned about a mark or rank on a particular task, you should speak to your teacher as soon as possible after results are issued
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or exam
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.

*As a student, you are responsible for:*

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you may receive an N determination for that course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date.

### ***Satisfactory Course Completion***

For each course the Principal will need to declare that a student has:

- followed an approved course of study;
- applied themselves with diligence and sustained effort;
- participated in and achieved some or all of the course outcomes.

*Attendance at school and in classes is critical to a student achieving course outcomes.*

### ***'N-Award' Determinations***

A student who is given an 'N' determination may not be eligible for a Record of School Achievement (ROSA).

- 1 Initially a letter will be sent to students by class teachers and Head Teachers outlining areas where problems exist and consequences of not addressing these. This letter will include an outline/copies of work missed.
- 2 If there is insufficient improvement, a further letter will be sent to students outlining the consequences of failure to meet requirements. This letter will be accompanied by additional interviews / counselling by the Head Teacher and class teacher if the student is not performing in one subject area.
- 3 If an 'N' determination is possible in more than one subject area, students and parents / carers will be involved in an interview with the Deputy Principal regarding the possible ineligibility of a ROSA.

### ***BLUE Cover Sheet***

All tasks must be submitted with the school cover sheet. No task will be accepted or deemed to have been handed in unless the cover sheet is completed with all relevant signatures.

### ***Submission of tasks***

- Students must complete all tasks to the best of their ability. All take home tasks must be completed and submitted **BEFORE PERIOD ONE** on the due date. In-Class tasks will be given at a time suitable to all classes undertaking the course.
- Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save and back-up work frequently. If failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted online (USB), the last saved copy is to be submitted.

### ***Attendance / Late submission of tasks***

On the day of a task it is expected that all students are present for their normal timetable. In the case of absence, when a task is due to be handed in, the student should try to ensure that the task is received by the teacher that day and make all reasonable efforts to have the work delivered, by hand, FAX, or email to your teacher. This may mean a friend or relative bringing it to the school and submitting it on your behalf.

If a student is not present then they must report to the **Deputy Principal** within **TWO DAYS** of their return to school, with:

- a completed **Stage 5 'Illness/Misadventure'** form with all relevant documentation (eg. doctor's certificate, appointment notice, funeral notice) to then negotiate with the Head Teacher of the subject area
- present to the teacher evidence of the task being commenced.

The Head Teacher will then decide, and advise the teacher and Deputy Principal, if the student will:

- Sit the task on an alternative date or sit for a substitute task
- Receive an estimate or special consideration of the result.

Students who hand in tasks after the due date without appropriate documentation will be awarded a **ZERO** mark, which could impact eligibility for the ROSA.

### ***Semester reports / Attitude and Effort***

The grades and comments that students receive on their reports may include other areas such as examinations, projects, assignments and bookwork as well as a conduct and attitude component. Poor attitude and effort that result in lack of achievement of course outcomes or non-completion of work may result in an 'N' Determination. Attitude and effort will form part of your comment on each Semester Report.

# SAMPLE: ASSESSMENT TASK COVER SHEET

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## COURSE & SUBJECT

**TASK:**

This section gives you the details of the task and the due date

**DATE DUE:**

*if the task is not submitted by the due date you will receive zero – see the school's assessment policy*

**IN THIS TASK YOU WILL BE ASSESSED ON HOW WELL YOU:**

This section tells you how the task will be assessed

**OUTCOMES TO BE ASSESSED:**

Outcomes from the syllabus related to the task are listed here

The completed task is to be handed in with this cover sheet

**NAME:** \_\_\_\_\_ **CLASS:** \_\_\_\_\_ **DATE SUBMITTED:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### STATEMENT OF AUTHENTICITY AND ACADEMIC INTEGRITY

I certify that:

- the planning, development, content and presentation of this task is my own work in every respect
- it has not been copied from another person's work or from books or from the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, skills or any other material from any source in this task or its development without appropriate acknowledgement

You state that the work is yours and have acknowledged sources

STUDENT SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### RECEIPT (Retained by Student)

You fill in the receipt and retain it as proof you submitted the task

SUBJECT	_____	TEACHER	_____
TASK	_____		
NAME	_____	CLASS	_____
DATE DUE	____ / ____ / ____	DATE SUBMITTED	____ / ____ / ____
RECEIVED BY	_____	SIGNED	_____

## C. Academic Integrity Policy

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including all submitted works and practical examinations), must be your own. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own or using them without acknowledgement), could lead to your receiving ZERO marks and may jeopardise your award of the Record of School Achievement (ROSA).

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical or performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- obtaining unauthorised access to examination papers or questions before the examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice during a school exam or an Assessment Task could result in an 'N' Determination for that subject. The Head Teacher, in consultation with the class teacher, will establish that malpractice has occurred. Parents/Carers will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

## D. Disability Provisions

The NSW Education Standards Authority makes provision for students who are suffering either a permanent or temporary disability or medical condition to apply for special exam provisions in the HSC year (eg additional time, separate supervision or even a reader and/or writer). Extensive medical evidence is required for such provisions.

In Year 7 – 11 the Principal, on advice from the Learning Support Team, provides for suitable disability provisions. **It must be clear that school adjustments DO NOT automatically mean that a student will receive Disability Provisions from NESA for their HSC examinations.**

Disability provision forms can be obtained from your Year Adviser, Head Teacher Welfare or Deputy Principal and must be returned to the Learning and Support teacher, Mrs Graham, for consideration by the Learning Support Team at the next meeting.

## E. Procedures for Illness/Misadventure Appeals

Students are advised to complete all assessment tasks to the best of their ability and to **immediately** advise the school in advance if circumstances appear likely to prevent them from doing so. Students who are absent from a scheduled task, or who cannot submit a task on time due to illness /misadventure, have a responsibility to submit a medical certificate or other appropriate documentation. Students who are unwell or experience misadventure are advised to seek **independent** medical advice immediately. The student will be required to collect a **Stage 5 'Illness and Misadventure' form** from the Deputy Principal. This form must be completed and returned to the DEPUTY PRINCIPAL **WITHIN TWO DAYS of returning to school** for the appeals process to progress.

If the appeal is approved, the options may include an estimated mark, rescheduling of the task or other arrangements negotiated on an individual basis. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

If a **formal examination** is missed the student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. Where possible, examinations will be rescheduled within the examination period time frame. It is the responsibility of the student to organise this with the DEPUTY PRINCIPAL, who will inform the Head Teacher of the subject, and the Examinations Officer.

## F. Reviews / Appeals

*All questions about marks or grades must be resolved at the time a task is handed back.*

Students may ask for a review of their assessments if they feel that special circumstances have interfered with their performance, not covered by the rules above. This request for review must be submitted in writing to the Deputy Principal, who will consult with the Head Teacher and Year Adviser. Documentary evidence is required.

If you wish to appeal against the mark/grade awarded by the school at the end of the course, you must submit a written appeal together with evidence to the **School Principal**. Your application for a review/appeal should show that your mark/grade in the course is not consistent with the reports given to you throughout the year by the school. The School will review the mark/grade you have been given and advise you of the result of the review.

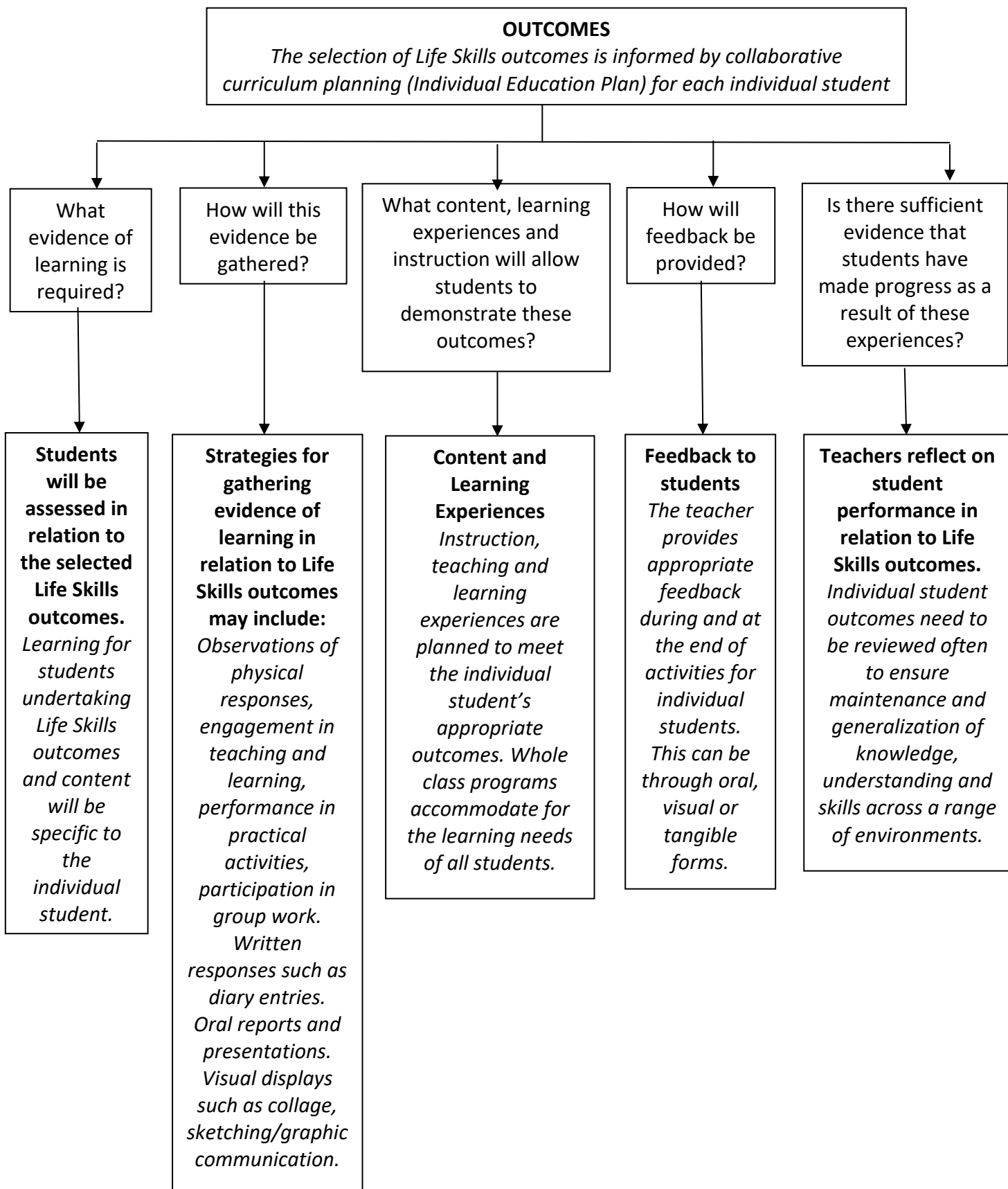
The Review Panel will consist of:

- Principal or Deputy Principal
- Head Teacher of the subject in question or a nominee
- Year Adviser

If your appeal is upheld, you will receive either the mark you actually gained on the task, or a predicted mark, on the judgement of the teacher and Head Teacher. Since students often perform better under stressful conditions than they expect, it is important to complete the task if possible rather than rely on predictions or estimates.

The Principal will notify NESA of any student who has not met requirements and therefore may be ineligible for a ROSA on the grounds of unsatisfactory attendance or application. The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to the students / parents.





## LEARNING GUIDE: A GLOSSARY OF KEY WORDS

These verbs as they will be commonly used in assessment tasks at Kellyville High School.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Assessment Schedules

The assessment schedules included in this booklet indicate the major components in each course. The outcomes relate directly to the task and will be measured using the marking criteria. Use the marking criteria as a guide to get you the best results. It is recommended that you go through your schedules and draw up a calendar in your diary, listing due dates to assist you with planning your time. Dates are generally indicated as weeks only, so that a suitable lesson within the week may be allocated for all classes.

***Dates may change due to unforeseen circumstances.***

***In this instance, as much notice as possible will be given of the new date.***

The Assessment Policy rules about lateness will be applied to all of these tasks.

**Following the core subjects, elective courses offered follow in alphabetical order.**

### **Notes:**

1. Many of the tasks listed are some form of project or assignment which students will have an extended period to complete. The due date is a ***final due date***.
2. Many practical subjects base their assessment largely on the completion of practical projects and the submission of portfolios. This means that most of the work is completed in class but the final product is assessed on completion.
3. Ongoing observation also contributes to final assessment marks in many areas. No set date can be attached to this form of assessment.
4. Topic tests in addition to those listed may be administered in some subjects to assist in formative assessment - the acquisition of specific knowledge and readiness of the class to move on to a new topic.
5. Not all assessments on this schedule apply to all students.

## STAGE 5 (YEAR 9) ENGLISH

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	<i>Communication</i> Text Analysis/ Speaking	Speaking / Text Analysis	EN5-1A, EN5-4B, EN5-5C, EN5-6C, EN5-9E	25 (10 A / 15 S)	T1, W9
2	<i>Collaboration</i> Non-Fiction writing	Viewing and Representing	EN5-2A, EN5-3B, EN5-4B, EN5-8D, EN5-9E	20	T2,W5
3	<i>Critical Thinking</i> Designs / Justification	Writing	EN5-1A, EN5-3B, EN5-5C, EN5-6C	25 (10 D / 15 J)	T3, W7
4	Yearly Examination	Reading / Listening	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-8D	30 (15 R / 15 L)	T4, W3-4

### 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



## STAGE 5 (YEAR 9) GEOGRAPHY

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Topic test	Biomes/ Biomes Produce food	5.1, 5.2, 5.3, 5.8	30	T1, W10
2	Research / in class Report	Changing biomes/ Challenges for Food production	5.3, 5.5, 5.7, 5.8	30	T3, W2
3	Group research project	Human wellbeing and development/Spatial variations in human wellbeing / human wellbeing in Australia	5.3, 5.6, 5.7, 5.8	40	T4, W2

### A student:

#### Knowledge & Understanding:

- 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

#### Skills:

- 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



## STAGE 5 (YEAR 9) HISTORY

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Source Analysis and Extended Response	Age of Revolutions	5.1, 5.2, 5.4, 5.5,5.6, 5.9	30	T1 W10
2	Research Group Task	WW1	5.1, 5.4, 5.5, 5.8, 5.9, 5.10	40	T2 W10
3	In Class Essay	China	5.1, 5.3, 5.4, 5.7, 5.9, 5.10	30	T3 W9

### A student:

#### Knowledge & Understanding:

- 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

#### Skills:

- 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 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



## STAGE 5 (YEAR 9) MATHEMATICS 5.3 – 5.2

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Examination	Fractions, Decimals & Percentages, Ratios and Rates, Indices, Numbers of any Magnitude (Scientific Notation/Significant figures)	MA4-4NA, MA4-5NA, MA4-7NA, MA5.1-5NA, MA5.1-9MG, MA5.2-7NA, MA5.3-6NA	20	T1, W9
2	Half Yearly Examination	Previous topics, Single Variable Data Analysis, Algebraic Techniques	MA4-8NA, MA4-10NA, MA5.1-5NA, MA5.1-12SP, MA5.2-6NA, MA5.2-7NA, MA5.3-5NA,	30	T2, W6
3	Project Based Learning task	<i>“Critical Thinking”</i> and <i>“Communication”</i>	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	15	T3, W7
4	Yearly Examination	Previous topics, Surds, Probability, Financial Mathematics, Equations, Numbers of any Magnitude, Perimeter, Pythagoras, Area, Volume, Surface Area, RAT Trigonometry	MA5.1-4NA, MA5.1-5NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-13SP, MA5.2-4NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-13MG, MA5.3-14MG	35	T4, W3

### A student:

MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving earning, spending and investing money
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-1WM	uses and interprets formal definitions and generalisations when explain solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems involving three dimensions
MA5.3-16MG	proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
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
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plan, and applies standard forms of the equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	recognises, describes and sketches polynomials and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definitions of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions





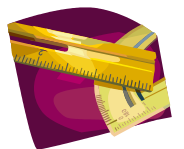
## STAGE 5 (YEAR 9) MATHEMATICS 5.2 – 5.1

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Examination	Integers, Fractions, Decimals and Percentages, Ratios and Rates, Indices and Numbers of Any Magnitude (Significant Figures and Scientific Notation)	MA4-4NA, MA4-5NA, MA4-7NA, MA5.1-9MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.2-7NA MA5.2-1WM, MA5.2-3WM,	20	T1, W9
2	Half Yearly Examination	Previous topics, Single Variable Data Analysis, Algebraic Techniques	MA5.1-12SP, MA5.2-6NA, MA4-4NA MA4-5NA, MA4-7NA, MA5.1-9MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM MA5.1-5NA, MA5.2-7NA MA5.2-1WM, MA5.2-3WM,	30	T2, W6
3	Project Based Learning Task	<i>“Critical Thinking”</i> and <i>“Communication”</i>	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	15	T3, W7
4	Yearly Examination	Numbers of any magnitude (Conversions), Pythagoras, Perimeter, Area, Surface Area and Volume, Financial Mathematics – Earning and Taxation, Equations – Linear and Simple Quadratic, Probability	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-8NA, MA5.2-1WM MA5.2-2WM, MA5.2-3WM, MA5.1-13SP, MA5.2-17SP, MA5.1-9MG	35	T4, W3

### A student:

- MA4-5NA operates with fractions, decimals and percentages
- MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-7NA operates with ratios and rates, and explores their graphical representation
  
- MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles
  
- MA5.1-4NA solves financial problems involving earning, spending and investing money
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-7NA graphs simple non-linear relationships
- MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM selects and uses appropriate strategies to solve problems
- MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving earning, spending and investing money
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments



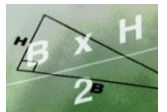
## STAGE 5 (YEAR 9) MATHEMATICS 5.1 – 5.2

Task	Task Description	Skill/Component/Topic	Outcomes	Weight (%)	Due Date
1	Examination	Integers, Fractions, Decimals and Percentages, Indices and Numbers of any magnitude (significant figures and scientific notation)	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-4NA, MA4-5NA	20	T1, W9
2	Half Yearly Examination	Previous topic, Single Variable Data Analysis, Algebraic Techniques	MA4-4NA, MA4-5NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-8NA, MA5.1-5NA, MA5.2-6NA MA5.1-9MG, MA5.1-12SP	30	T2, W6
3	Project Based Learning Task	<i>“Critical Thinking”</i> and <i>“Communication”</i>	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	15	T3, W7
4	Yearly Examination	Topics: Previous topics, Financial Mathematics, Equations, Probability, Numbers of any magnitude (conversions), review of Pythagoras, Perimeter, Area and Surface Area, RAT Trigonometry	MA5.2-6NA, MA4-10NA MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA4-21SP, MA5.1-13SP, MA5.1-9MG, MA4-12MG, MA5.1-8MG, MA5.1-10MG	35	T4, W3

### A student:

- MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA operates with fractions, decimals and percentages
- MA4-8NA generalises number properties to operate with algebraic expressions
- MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations
  
- MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles
- MA4-21SP represents probabilities of simple and compound events
  
- MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM selects and uses appropriate strategies to solve problems
- MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
  
- MA5.1-4NA solves financial problems involving earning, spending and investing money
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-7NA graphs simple non-linear relationships

- MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1-11MG describes and applies the properties of similar figures and scale drawings
- MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions



## STAGE 5 (YEAR 9) PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Differences and Diversity Research Task	Diversity	5.3, 5.7	25	T1, W8-10
2	Gymnastics group practical assessment	Gymnastics skills on 2 apparatus	5.5, 5.14	20	T1, W6-8
3	Presentation	Challenges and Opportunities Guide	5.1, 5.6, 5.12	25	T3, W8-10
4	Fitness & Games Practical assessment	Games skills, tactical application and performance	5.4, 5.9, 5.10, 5.16	30	T3, W7-10

### A student:

Self and relationships	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
Movement skill and performance	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
Individual and community health	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
Lifelong physical activity	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
Communicating	5.11	adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
Decision making	5.12	adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
Interacting	5.13	adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
Moving	5.14	confidently uses movement to satisfy personal needs and interests
Planning	5.15	devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
Problem Solving	5.16	predicts potential problems and develops, justifies and evaluates solutions



## STAGE 5 (YEAR 9) SCIENCE

Task	Task Description	Skill / Component / Topic	Outcomes	Weighting (%)	Due Date
1	Depth Study - <i>Disease identification and Body Response</i>	Disease	SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW	25	T1, W9
2	Working Scientifically Task	Working Scientifically Acids and Bases	SC4-5WS, SC5-6WS, SC5-7WS, SC5-15LW	25	T2, W5
3	Project <i>Design of electrical circuits and Ohm's Law</i>	Why do I need to learn this?	SC4-5WS, SC5-10PW, SC5-11PW	25	T3, W6-8 *staggered
4	Yearly Examination	Working Scientifically Knowledge and Understanding	SC5-4WS - SC5-9WS, SC5-10PW - SC5-17CW	25	T4, W5

### A student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures
- SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about current and future use and influence of science and technology
- 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
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems, can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials



## STAGE 5 (YEAR 9) CHILD STUDIES

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Project 1	Research and Oral Presentation	CS5-1, CS5-2, CS5-8, CS5-11	50	T2, W2
2	Project 2	Design a Portfolio for Play	CS5-2, CS5-4, CS5-9	50	T4, W2

### A student:

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



## STAGE 5 (YEAR 9) COMMERCE

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Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Topic Test	Topic 1 - Consumer & Finance	5.1, 5.2, 5.5, 5.7, 5.8, 5.9	30	T1, W9
2	Project	Topic 2 - Travel	5.1, 5.5, 5.6, 5.7, 5.8, 5.9	35	T3, W5
3	Yearly Examination	Topic 3 – Law, Society & Political Involvement	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8	35	T4, W4

### A student:

#### Knowledge & Understanding:

- 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

#### Skills:

- 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





## STAGE 5 (YEAR 9) DRAMA

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting (%)	Due Date
1	<b>Storytelling</b> a) Playbuilding and performance using the elements of drama b) Logbook questions	a) Making and Performing – Drama Improvisation skills. Group collaboration/acting skills (20%) b) Appreciating - Written evaluation (5%)	5.1.1, 5.1.2  5.2.1	25	T1, W8
2	<b>Half Yearly Examination</b> a) Individual performance – Shakespeare b) Written examination – mix of short and long answer questions on the elements of drama	a) Making and Performing – Playbuilding, characterisation, audience engagement, acting skills (10%) b) Appreciating - Record of research and creative process (10%)	5.1.3, 5.1.4,  5.2.2, 5.3.2	20	T2, W5/6
3	<b>Elements of Production through Puppetry</b> a) Production task (Performance/script/costume and set) b) LogBook/Questions	a) Making and Performing - Production roles acting/collaboration skills, performing Drama (20%) b) Appreciating - Elements of Puppetry (10%)	5.1.4, 5.2.3  5.3.1	30	T3, W4
4	<b>Yearly Examination</b> a) Essay on the Elements of Drama in Production b) Short Film Submission	a) Appreciating – Analysis (15%) b) Making and Performing – Film (10%)	5.3.1, 5.3.3  5.2.2, 5.2.3	25	T4, W5/6

### A student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes & performances in drama using relevant drama concepts and terminology



## STAGE 5 (YEAR 9) ELECTIVE HISTORY

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Research Written Task	Constructing History (1)	5.1, 5.2, 5.5, 5.6, 5.9, 5.10	30	T1, W9
2	Collaborative task	Thematic Study (3)	5.1,5.3, 5.4, 5.7, 5.8, 5.9, 5.10	40	T3, W6
3	Topic Exam	Medieval Society (2)	5.2, 5.3, 5.4, 5.5, 5.6, 5.9 5.10	30	T4, W3

### A student:

#### Knowledge and Understanding:

- HTE5-1 Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2 Examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3 Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4 Explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5 Evaluates the contribution of cultural groups, sites and/or family to our shared heritage

#### Skills:

- HTE5-6 Identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7 Explains different contexts, perspectives and interpretations of the past
- HTE5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10 Selects and uses appropriate forms to communicate effectively about the past for different audiences



## STAGE 5 (YEAR 9) FOOD TECHNOLOGY

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Project 1	Practical and Folio Component	FT5-1, FT5-5, FT5-6, FT5-7	50	T2, W2
2	Project 2	Practical and Folio Component	FT5-2, FT5-11, FT5-12, FT5-13	50	T4, W2

### 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



## STAGE 5 (YEAR 9) GAT/STEM ELECTIVE

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Task	Task Description	Skill / Component/ Topic	Outcomes	Weight (%)	Due Date
1	Project and presentation	Student choice	Outcomes will come from the Science, Industrial Technology and Mathematics syllabi and depend on individual projects.	N/A	T1, W10
2	Project and presentation	Student choice from list			T3, W10
3	Project and presentation	Local Issue			T4, W7



## STAGE 5 (YEAR 9) INDUSTRIAL TECHNOLOGY - ENGINEERING

Task	Task Description	Skill / Component/ Topic	Outcomes	Weight (%)	Due Date
1	Project 1	Practical and Folio Component	IND5-1, IND5-2, IND5-3, IND5-4	50	T2, W2
2	Project 2	Practical and Folio Component	IND5-1, IND5-3, IND5-5, IND5-8	50	T4, W2

### 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



## STAGE 5 (YEAR 9) INDUSTRIAL TECHNOLOGY - TIMBER

Task	Task Description	Skill / Component/ Topic	Outcomes	Weight (%)	Due Date
1	Project 1	Practical and Folio Component	IND5-1, IND5-2, IND5-3, IND5-4	50	T2, W2
2	Project 2	Practical and Folio Component	IND5-1, IND5-3, IND5-5, IND5-8	50	T4, W2

### 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



## STAGE 5 (YEAR 9) INFORMATION AND SOFTWARE TECHNOLOGY

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting (%)	Due Date
1	Database Project	Emerging Technologies Project/Database Management	5.1.1, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2	25	T1, W10
2	Half Yearly Examination	Emerging Technologies Project/Database Management	5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.4.1, 5.5.3	20	T2, W4
3	Networking and Programming Project	Computer/Networking Systems Software Development	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.3	30	T3, W9
4	Yearly Examination	Computer/Networking Systems Software Development	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.5.3	25	T4, W4/5

### 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



## STAGE 5 (YEAR 9) MUSIC

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting (%)	Due Date
1	Performance	Performance as a soloist or as part of a small ensemble - <i>own choice</i>	5.2, 5.3	10	T1, W6 During double period TBC
2	a) Half Yearly Examination – written	Aural/Musicology based on Topic 1 – <i>Musical Theatre</i>	5.7, 5.9	15	T2, W5/6
	b) Performance	Performance as soloist or small ensemble	5.1, 5.2, 5.3	15	
3	Composition and Musicology	Composition task based on Topic 2 – <i>Music of a Culture</i>	5.4, 5.6, 5.10	20	T3, W8
4	a) Yearly Examination – written	Aural/Musicology based on Topic 3 – <i>Australian Music</i>	5.7, 5.8, 5.9	15	T4, W5/6 During double period TBC
	b) Performance	Performance – <i>Australian Music</i>	5.1, 5.2	25	

### 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





## STAGE 5 (YEAR 9) PHOTOGRAPHIC AND DIGITAL MEDIA

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting (%)	Due Date
1	Portfolio 1	Photographic practice	5.1, 5.2, 5.4, 5.6	35	T2, W5
2	Critical/Historical	Critical/Historical	5.7, 5.8, 5.9, 5.10	30	T3, W8
3	Portfolio 2	Photographic practice	5.1, 5.3, 5.4, 5.5	35	T4, W5

### A student:

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



## STAGE 5 (YEAR 9) PHYSICAL ACTIVITY & SPORTS STUDIES

Task	Task Description	Skill / Component/ Topic	Outcomes	Weighting (%)	Due Date
1	Task / presentation	Sports coaching	1.1, 3.1, 4.2	25	T1, W8-10
2	Fitness	Fitness Testing / training program	1.2, 2.2, 4.3	25	T2, W5-6
3	Anatomical joint model	Anatomy, understanding efficient movement	1.1, 3.1	25	T3, W 8
4	Yearly examination	Coaching, fitness, Anatomy	1.1, 3.1	25	T4, W2

### 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.



## STAGE 5 (YEAR 9) VISUAL ARTS

Task	Task Description	Skill/Component/Topic	Outcomes	Weighting (%)	Due Date
1	Critical/Historical task	Critical/Historical	5.9, 5.10	20	T1, W8
2	Semester 1 Body of Work	Art Making	5.1, 5.2, 5.3	30	T2, W6
3	Project Based Learning Task	Critical/Historical	5.6, 5.7, 5.8	20	T3, W8
4	Semester 2 Body of Work	Art Making	5.4, 5.5	30	T4, W5

### 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





## Stage 5 - Illness and Misadventure Form

### Section A – Appeal Details

Full Name: \_\_\_\_\_ Year and Roll Class: \_\_\_\_\_

Date Form Submitted: \_\_\_\_\_

Subject	Teacher	Assessment / Examination	Original Date Due

**1) Did you attend the task/s?** **Yes / No**  
 Details of the effect on my performance are: \_\_\_\_\_  
 \_\_\_\_\_

**2) Are you appealing due to illness\*\*?** **Yes / No** *\*\*Medical certificate is attached*  
 Date/s of Absence: \_\_\_\_\_ Details: \_\_\_\_\_

**3) Are you appealing due to misadventure\*?** **Yes / No** *\*Independent evidence is attached*  
 Details of the effect on my performance are: \_\_\_\_\_  
 \_\_\_\_\_

- I consider that my assessment or examination performance will be / was affected by misadventure or an illness which occurred immediately before or during the assessment/ examination(s) as set out above.
- I declare that all the information I have supplied is true and have attached appropriate documentation.

This is an appeal for:  **Special Consideration**     **An Estimate**     **An Alternate Task**  
 **To submit/sit the task on an Alternative Date:** \_\_\_\_\_

Student Sign:     Parent Sign:     Date:

----- (Copy will be provided to student upon processing) -----

### Section B – Decision Details

Outcome: **Approved / Declined** DP Sign: \_\_\_\_\_ Date: \_\_\_\_\_

Comment: \_\_\_\_\_  
 \_\_\_\_\_

Notifications:  Student/Parent     Staff/Executive     Year Adviser \_\_\_\_\_

**Original to be placed in student file**



**Stage 5  
Request for Review of Assessment**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task: \_\_\_\_\_

Due Date: \_\_\_\_\_

**Reason for review:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supporting evidence:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPROVED / NOT APPROVED**

Comment:

\_\_\_\_\_  
\_\_\_\_\_

Deputy Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Notifications:     Student/Parent     Staff/Executive/LST     File

**S'RREAL – ENGAGED ACTIVE LEARNERS: INDIVIDUAL ASSESSMENT CALENDAR**

**TERM 1 2020**

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JAN 28 – FEB 1	1	Public Holiday AUSTRALIA DAY	School Development Day – Staff Only –	#FirstFewDaysProgram	#FirstFewDaysProgram	YEAR 9 RETURN #FirstFewDaysProgram	
FEBRUARY 3 – 7	2		TOTAL BBQ 6pm				
FEBRUARY 10 – 14	3						
FEBRUARY 17 – 21	4	School Photos				Swimming Carnival *all students to attend	
FEBRUARY 24 – 28	5						
MARCH 2 – 6	6						
MARCH 9 – 13	7						
MARCH 16 – 20	8						
MARCH 23 – 27	9						
MAR 30 - APR 3	10						
APRIL 6- 10	11					Public Holiday GOOD FRIDAY	
APRIL		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
APRIL		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	

## TERM 2 2020

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
APRIL 28 – MAY 1	1	School Development Day – Staff Only –					
MAY 4 – 8	2					Athletics Carnival *all students to attend	
MAY 11 – 16	3		Year 9 NAPLAN	Year 9 NAPLAN	Year 9 NAPLAN		
MAY 18 – 22	4						
MAY 25 – 29	5						
JUNE 1 – 5	6						
JUNE 8 – 12	7	Public Holiday QUEEN'S BIRTHDAY					
JUNE 15 – 19	8			YEAR 9 CAMP * all students encouraged to attend			
JUNE 22 – 26	9						
JUN 29 – JUL 3	10		8/9/10 PT night 3.30 – 7.30pm				
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
JULY		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	

## TERM 3 2020

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
JULY 20 – 24	1	School Development Day – Staff Only –	#Second2Days	# Second2Days			
JULY 27 – 31	2						
AUGUST 3 – 7	3						
AUGUST 10 – 14	4						
AUGUST 17 – 21	5						
AUGUST 24 – 28	6						
AUG 31 – SEPT 4	7						
SEPTEMBER 7 – 11	8						
SEPTEMBER 14 – 18	9						
SEPTEMBER 21 - 25	10						
SEPT/OCT		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	
SEPT/OCT		School Holidays	School Holidays	School Holidays	School Holidays	School Holidays	



# TERM 4 2020

	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT / SUN
OCTOBER 12 – 16	1						
OCTOBER 19 – 23	2						
OCTOBER 26 – 30	3						
NOVEMBER 02 – 06	4						
NOVEMBER 09 – 13	5						
NOVEMBER 16 – 20	6						
NOVEMBER 23 – 27	7						
NOV 30 – DEC 04	8						
DECEMBER 07 – 11	9			Sports Assembly @ 11am			
DECEMBER 14 – 18	10	Presentation Day 10am – 12pm			School Development Day – Staff Only –	School Development Day – Staff Only –	