



WALK IN NEW LIFE

MATER MARIA CATHOLIC COLLEGE
COMMUNITY • FORMATION • SUCCESS

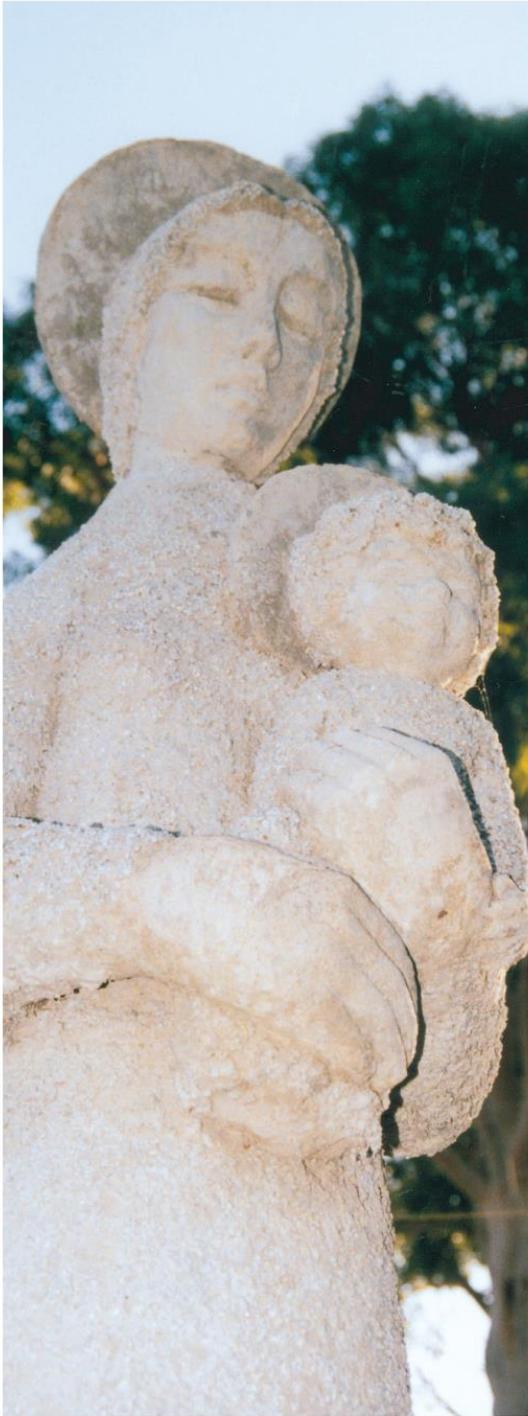
**COURSE ASSESSMENT INFORMATION
STAGE 5**

**YEAR 9
2019**

February 2019

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MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

Encourage a sense of community

Promote gospel values

Nurture the human spirit

Develop a welcoming, peaceful environment

Provide opportunities for the realisation of potential

Celebrate the uniqueness of the individual

Educate for life

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External Assessments - NAPLAN

The national testing covers both literacy and numeracy skills for Years 3, 5, 7 and 9. Students are graded on a continuum so that parents are able to ascertain improvement over their child's school life.

Components of the literacy section include grammar, punctuation, spelling, writing and reading comprehension.

Numeracy areas tested include measurement, space, patterns, algebra and number work.

The dates for the **2019 NAPLAN** test are scheduled for Term 2, week 3:

- **Tuesday, 14 May**
- **Wednesday, 15 May**
- **Thursday, 16 May**

The end of Year 10 marks the end of a minimum stage of education (stage 5) which the NSW Education Standards Authority (NESA), expects all students in NSW will reach. To indicate the success of each student at the end of this stage of education, NESA has initiated the Record of Student Achievement certification (RoSA).

The College will continue to issue a Year 10 report at the end of the year.

Record of Student Achievement (RoSA)

Education in NSW aims to give students educational experiences in many diverse areas to allow students to find and develop interests, talents and knowledge in many fields.

To ensure students experience a wide range of opportunities, there is a pattern of study which students are required to follow over Years 7-10. Some of these courses are compulsory, but there are many options available to allow schools to develop a pattern of study suitable to each student.

The RoSA is the Education Standards Authority's certification that all the necessary requirements have been successfully completed and is available to students wishing to complete their formal secondary education at the completion of Year 10 or throughout their Year 11 Preliminary HSC year.

RoSA Synopsis

Students will not be required to take externally examined subjects, but will receive, upon request when leaving, a ROSA identifying by use of grades (A to E) their specific performance in:

- English
- Mathematics
- Science
- Human Society and Its Environment
- Language other than English
- Technology and Applied Studies
- Creative Arts
- PDHPE
- Religious Studies
- and their elective 100 and 200 hour subjects.

Performance in external literacy and numeracy tests will also be included in the RoSA should students wish to sit these tests on line.

Grades provided by the school will be moderated by the Education Standards Authority.

Further updated information regarding the RoSA is available on the NSW Education Standards Authority home page:

- <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
 - Record of School Achievement
 - About the Rosa

School Assessment

- Inherent to any educational institution is the need to assess student outcomes. School based assessment tasks are perceived as the normal process of ascertaining and encouraging student learning from Year 7 through to Year 12.
- In Years 9 and 10, the school assessment, as outlined in this manual, plays an integral part in the awarding of grades for the Record of Student Achievement. The marks indicate the level of achievement in a variety of assessable outcomes and are aligned to a set of Performance Descriptors. On the basis of the marks gained by a student in most subjects, the grades A to E will be awarded.

Subjects Graded on School Based Assessment

Mandatory Subjects:

English; Mathematics; Science, History, Geography; Religion; Personal Development, Health and Physical Education

Elective Subjects

Commerce, Drama; Food Technology; Industrial Technology – Industrial Technology – Multi Media, Industrial Technology – Timber, Information Software Technology; Italian (NSWSOL), Music; Physical Activity and Sports Activities, Textiles Technology; Visual Arts, Visual Design

Grades: A, B, C, D, E

These subjects are also graded on a state-wide basis, but the percentage for each grade is not fixed. The school determines each student's grade in each subject by matching their levels of achievement to a set of Performance Descriptors. The school informs NESA of the grades it intends to award each student. The numbers of students gaining any grade will vary from subject to subject, from year to year and from school to school.

Each subject listed above has derived a set of Performance Descriptors specific to their needs, and indicating the level of performance needed for each grade.

These subject specific **Performance Descriptors** then transposed into the **Stage 5 Common Grade Scales**.

There are five possible Common Grade Scale levels of achievement as identified in the following table. It is important to understand that these grades indicate a level of achievement, and do not reflect a pass or fail. D or E does not indicate failure but a lower level of achievement.

The Common Grade Scale for Stage 5

Grade	Scale
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 a few areas of the content and has achieved a very limited competence in the some of the processes and skills.
N	<p>Where an A - E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in :</p> <ul style="list-style-type: none"> • Attendance - meeting the required hours • Participation in the required learning experiences and assessment tasks • Effort and achievement • Reaching at least some of the course outcomes and goals. <p>Where 'N' appears in place of an A to E grade, it indicates that the student has failed to meet one or more of the above requirements.</p>

Student Rights and Responsibilities

A student must work with **diligence and sustained effort** throughout the course in order to receive a grade for this course. This is a NESA rule.

- Disruptive behaviour does not demonstrate diligence and sustained effort in the classroom environment.
- Repeated failure to complete homework does not demonstrate diligence and sustained effort.
- Non-serious attempts at assessment do not demonstrate diligence and sustained effort.
- Unexplained and constant absence from class does not demonstrate diligence and sustained effort.

A student is expected to perform all tasks scheduled in the assessment program on or by the due date.

If a student has prior knowledge of being absent for an assessment task, the matter must be discussed with the class teacher and /or the KLA Coordinator. All family leave must be approved by the Assistant Principal or Principal. An extension of time may be considered.

It is the responsibility of any student who is/has been absent:

- to find out if any assessment tasks have been announced.
- to report to the teacher concerned on the first day back in school, to make alternative arrangements.
- to produce evidence that is satisfactory to the Principal explaining the absence.
- to make arrangements for delivering an assessment to the Office at school and to notify the Office beforehand of your intended arrangements.

If a student hands in an assessment late without just cause:

- **A penalty of zero will be applied to all tasks.**

Where a student completes an assessment task either at home or in school, but feels they have been disadvantaged by illness or misadventure, the student may approach the teacher and/or Studies Co-ordinator with the appropriate documentation to justify their claim.

Where a student is presenting a research type assessment task that has been completed at home the student must be able to prove ownership of the task. Outside assistance in the form of a tutor, using information from the internet or from books is not acceptable without acknowledgement of the source.

Plagiarism / Malpractice

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

Procedures Leading to Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work. Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College and School Certificate accreditation.

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

- Copying someone's work in part or in whole.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work.
- Submitting work to which another person such as parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone else to write or prepare material.
- Breaching school examination rules.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Collusion with the intention of gaining unfair advantage.

Students under stress are sometimes tempted to engage in the above malpractice and do not realise the implications of actions such as copying or downloading from the internet. Curriculum, teaching and learning embrace excellence and high expectations but never at the expense of short term gains achieved through plagiarism and dishonesty. In such instances, our discipline focuses on the behaviour of the individual, not the person.

Student Responsibilities

All work presented for assessment must be the students own work. Any information accessed from the published documents including the internet must be included in the assessment in such a way that plagiarism does not occur. All sources taken directly from someone else's work must be acknowledged in a Bibliography. See the Student Handbook and Diary for the procedure.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference;
- author; and
- relevant page numbers.

Action

A zero mark will be awarded in the event of proven dishonesty or malpractice including plagiarism.

Submission of Assessments – Procedure

Student Responsibilities

- Students should hand in work to the teacher during class. Diaries will be signed by the teacher and will be accepted as proof of submission.
- Only when a student has made a prior arrangement with the teacher and this is noted and signed off in the diary may they hand in their work to Student Services.
- Students should not email their work unless this has been approved by the teacher.

Late Submission of Assessment or Absence During or After an Assessment Period

- Students must hand in their overdue assessment(s) on the **day of return to the College**. If a student is unable to hand in the work to the teacher personally, the work can be submitted to the Student Services where the child's diary will be signed as proof of receipt.
- There is an **official College form titled 'Application for Illness / Misadventure / Change in Submission Date / Extension'** that **must be filled in by parents and the student and handed to the KLA Coordinator** via Student Services (refer to p. 2 if you wish to find out the coordinator).
- Absences during a formal assessment period must be explained on this application form with an explanation from a parent or other supporting documentation. As a general rule, students receive zero for lateness until the appeal has been considered by the Assistant Principal and Director of Academic Care. Students will be advised of the outcome of the appeal.
- Failure of technology is generally not accepted as an excuse for lateness.
- "There is a difference between heightened anxiety in an examination situation and a **diagnosed anxiety disorder**." NSW Education Standards Authority (NESA)
Students requesting special consideration on the grounds of anxiety must present a diagnosed anxiety disorder for which external treatment or therapy is being received.
- Students who fail to complete assessments within in the set time and, via the process of the appeal form, have been awarded a mark penalty will still be required to complete the assessment task after school on Wednesdays.

**Failure to submit any part of an assessment on the due date without approval from the Assistant Principal and Director of Academic Care will incur a penalty.
Students must be present the day before and the periods preceding the lesson assessments are due.**

Student Dissatisfaction with Assessment Tasks/Marks

- If a student is dissatisfied with a mark and/or assessment task, he or she must discuss this with the teacher concerned **within two days if possible**
- If he/she is still not satisfied, he/she should speak to the KLA Coordinator and/or Director of Academic Care.
- If the situation has not been resolved, students should fill in an Appeal form detailing concerns

Approved Special Leave

Department of Education rules require that students do not take leave outside of the official school vacation dates.

Although Department of Education rules require that students **do not take leave outside of school vacation dates**, in exceptional circumstances the Principal may approve special leave.

- In addition, where a student has received approved leave, it is their responsibility to ensure that any hand-in assessment tasks that are due during the period of absence **are submitted prior to the absence**.
- *For in-class tasks, unless a students' absence is due to illness or misadventure, a zero mark will be awarded.*
- Misadventure is defined as an unforeseen emergency or disaster and as such, trips to visit family or take holidays outside of official school vacation dates will incur a zero.

Failure to submit any part of an assessment on the due date during the set period will incur a penalty of a ZERO mark. Students must be present the day before and the periods preceding the lesson assessments are due.

School Rights and Responsibilities

All assessment tasks will be indicated on the assessment calendars given to students.

A minimum notice of two weeks will be given for the exact date of an assessment task. Exact dates will be uploaded on the School website on the first day of each month and a hard copy of the Assessment Requirements and specific dates will be provided to each student at least two weeks prior to each assessment.

A student will not perform more than 2 test-type assessment tasks per day [with the exception of the examination period].

There is an assessment free period of one week before any examination period.

Students must submit an appeal form if they wish to apply for alternative arrangements regarding the task in the event of absence, illness, lateness, misadventure, inadequate assessment, leave.

Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from an assessment task, unless the leave has been approved by the Principal.

If a candidate has been given zero marks because of failure to complete assessment tasks worth more than 50% of the final course assessment marks, an N award will be considered and the student will not be eligible for the School Certificate

An assessment review committee may be formed to decide on the appropriate action, if an appeal has been made.

The weight of the assessment task may be diminished and a substitute task replaced if an assessment task fails to discriminate between students.

If you require special assistance or special provisions for assessment, please contact
Mrs Tara Marshall, Learning Support Coordinator

Assessment Schedules

Core courses

English
Geography
Mathematics 5.1
Mathematics 5.2
Mathematics 5.3
PDHPE
Religious Education
Science

Elective courses

Commerce
Drama
Elective History
Food Technology
Industrial Technology – Multimedia / Timber
Information & Software Technology
Music
Physical Activity & Sport Studies
Textiles Technology
Visual Arts
Visual Design

Core Courses

English

Outcomes

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
- EN5-6 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

Areas for Assessment

Reading, listening, viewing
 Writing, speaking, representing
 Communicating and context
 Interpretive, imaginative & critical thinking

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

COURSE MARK (BASED ON ALL COMMON ASSESSMENTS)

Term /Date	Assessment	Outcome	Assessment Task details	Weighting
1/6	COURSE	1A, 3B, 5C	9EN1.19 Writing task: Narrative – NAPLAN style	20
2/9-10	COURSE	2A, 4B,5C 7D, 8D, 9E	9EN2.19 Group collaborative task on novel	30
3/10	COURSE	1A, 3B, 6C	9EN3.19 Comparative Essay on <i>Romeo and Juliet</i>	30
4/6	EXAM	1A, 2A, 3B, 5C, 8D	9EN4.19 Visual Literacy Test	20
				100

Geography

Outcomes

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 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

Areas of Study

- Human Wellbeing
- Sustainable Biomes
- Changing Places
- Environmental Change and Management

Areas for Assessment

- Communicating geographical information
- Geographical tools and skills
- Geographical knowledge

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/Wk	Outcomes	Task	Weight	Marks
1/10	5.1, 5.2, 5.3, 5.5, 5.6, 5.7	9GE1.19 Research Fieldtrip	15 10 25	
2/8	5.3, 5.4, 5.5, 5.7, 5.8	9GE2.19 Junior Geography Project	25	
3/8	5.2, 5.3, 5.4, 5.5, 5.7, 5.8	9GE3.19 Geographical Inquiry Task	25	
4/6	5.1, 5.2, 5.3, 5.5, 5.6, 5.8	9GE4.19 Yearly Examination [1 ½ hours]	25	
			100	

Mathematics 5.1

Outcomes

A student:

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

Areas for Assessment

Working Mathematically	Number
Measurement	Algebra
Statistics & Probability	Geometry

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on content covered
- Students will be reported on at least twice yearly on a course basis. Each of the levels 5.1, 5.2, 5.3 are considered as separate courses
- Students will also receive a General Performance Grade across the whole year on these reports

Term/ Week	Outcomes Code	Code No.	Assessment Task	Weight
1/9	1-3, 8, 9	9 MS 1	Topic test	20
2/7	1-3, 4,10	9 MS 2	Topic test	20
3/8	1-3, 12,13	9 MS 3	Topic test	20
4/6	1-13	9 MS 4	Yearly examination	40
TOTAL				100

Mathematics 5.2

Outcomes

A student:

- | | | |
|----|------------|--|
| 1 | MA5.2-1WM | selects appropriate notations and conventions to communicate mathematical ideas and solutions |
| 2 | MA5.2-2WM | interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems |
| 3 | MA5.2-3WM | constructs arguments to prove and justify results |
| 4 | MA5.2-4NA | solves financial problems involving compound interest |
| 5 | MA5.2-5NA | simplifies algebraic fractions, and expands and factorises quadratic expressions |
| 6 | MA5.2-6NA | simplifies algebraic fractions, and expands and factorises quadratic expressions |
| 7 | MA5.2-7NA | applies index laws to operate with algebraic expressions involving integer indices |
| 8 | MA5.2-8NA | solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques |
| 9 | MA5.2-9NA | uses the gradient-intercept form to interpret and graph linear relationships |
| 10 | MA5.2-10NA | connects algebraic and graphical representations of simple non-linear relationships |
| 11 | MA5.2-11MG | calculates the surface areas of right prisms, cylinders and related composite solids |
| 12 | MA5.2-12MG | applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders |
| 13 | MA5.2-13MG | applies trigonometry to solve problems, including problems involving bearings |
| 14 | MA5.2-14MG | calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar |
| 15 | MA5.2-15SP | uses quartiles and box plots to compare sets of data, and evaluates sources of data |
| 16 | MA5.2-16SP | investigates relationships between two statistical variables, including their relationship over time |
| 17 | MA5.2-17SP | describes and calculates probabilities in multi-step chance experiments |

Outcomes from 5.1 may also be assessed

Areas for Assessment

Working Mathematically	Number
Measurement	Algebra
Statistics & Probability	Geometry

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.
- Outcomes assessed may vary depending on content covered
- Outcomes 1-5 are assessed throughout all tests
- Students will be reported on at least twice yearly on a course basis. Each of the levels 5.1, 5.2, 5.3 are considered as separate courses
- Students will also receive a General Performance Grade across the whole year on these reports

Term/ Week	Outcomes Code	Code No.	Assessment Task	Weight
1/9	1-3, 5, 11, 17	9 MI 1	Topic test	20
2/7	1-3, 7, 8,	9 MI 2	Topic test	20
3/8	1-3, 9, 13, 15	9 MI 3	Topic test	20
4/6	1-17	9 MI 4	Yearly examination	40
TOTAL			TOTAL	100

Mathematics 5.3

Outcomes

A student:

- 1 MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- 2 MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
- 3 MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
- 4 MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
- 5 MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- 6 MA5.3-6NA performs operations with surds and indices
- 7 MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- 8 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
- 9 MA5.3-9NA sketches and interprets a variety of non-linear relationships
- 10 MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- 11 MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
- 12 MA5.3-12NA uses function notation to describe and sketch functions
- 13 MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- 14 MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- 15 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
- 16 MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- 17 MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
- 18 MA5.3-18SP uses standard deviation to analyse data
- 19 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

Outcomes from 5.2 and 5.1 may also be assessed

Areas for Assessment

Working Mathematically	Number
Measurement	Algebra
Statistics & Probability	Geometry

ASSESSMENT TASKS

- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.
- Outcomes assessed may vary depending on content covered
- Outcomes 1-5 are assessed throughout all items
- Students will be reported on at least twice yearly on a course basis. Each of the levels 5.1, 5.2, 5.3 are considered as separate courses
- Students will also receive a General Performance Grade across the whole year on these report
-

Term/ Week	Outcomes Code	Code	Assessment Task	Weight
1/9	1-3, 5, 7	9 MD 1	Topic Test	20
2/7	1-3, 8	9 MD 2	Topic test	20
3/8	1-3, 15	9 MD 3	Topic Test	20
4/6	1-5, 7, 8, 15	9 MD 4	Yearly examination	40
TOTAL				100

Personal Development, Health & Physical Education

Outcomes

A student

- 5.1 assesses their own and others' capacity to reflect on and respond positively to challenges
- 5.2 researches and appraises the effectiveness of health information and support services available in the community
- 5.3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- 5.4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- 5.5 appraises and justifies choices of actions when solving complex movement challenges
- 5.6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- 5.7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- 5.8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- 5.9 assesses and applies self-management skills to effectively manage complex situations
- 5.10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- 5.11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Areas of Study	
Understanding Myself	Movement to Music
Respectful Relationships	Indigenous Games
Safety First	Field & Striking Games
Attitudes & Healthy Lifestyle	Net Games

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

Term/Week	Area of Study	Outcomes Code	Assessment Task	Weight
Term 1/7	Movement to Music	4, 5, 8, 9, 11	9PD1.19 Dance Choreography & Peer Evaluation	20
Term 2/8	Respectful Relationships	2, 3, 6, 7, 10	9PD2.19 Hand-in task TBC	30
Term 3/8	Safety First	1, 2, 6, 7, 8,	9PD3.19 Group Safety Campaign	30
Term 4/1	Court Games	1, 4, 5, 6, 8, 9, 10, 11,	9PD4.19 Practical & Self-Reflection Journal	20

Religious Studies

Outcomes

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 activities 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
- 5.5a: 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

Areas of Assessment	Areas of Study
<ul style="list-style-type: none"> • Presentation 20% • Research Presentation 20% • Project Presentation 20% • Examination 40% 	The Journey of Faith : Term 1 Introduction to Youth Ministry Term 2 Justice and Reconciliation Term 3 Reverence for Creation Term 4 (5 weeks) Interpreting God's Word Term 4 (5 weeks)

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.
- To obtain a general performance grade for reports, students will be given a variety of tasks as listed below.

ASSESSMENT TASKS

Code No.	Term/ Week	Outcomes Code	Area of Study	Assessment Task	Weight
9RE 1 19	1/9	5.1b: 5.4a:	The Journey of Faith	In Class Task	25%
9RE 2 19	2/8	5.3b: 5.4a: 5.5b:	Justice and Reconciliation	Group Project / Individual Rationale	25%
9RE 3 19	3/9	5.1a: 5.2b: 5.4a: 5.5b:	Reverence for Creation	Research and Oral Presentation	25%
9RE4 19	4/Exam Block	5.1a: 5.5b: 5.5a:	Introduction to Youth Ministry Interpreting God's Word	Yearly examination Terms 1,3,4 examined	25%
Total					100

Science

Outcomes

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 the current and future use and influence of science and technology, including ethical considerations
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 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

Units of Study	Areas for Assessment
<ul style="list-style-type: none"> Working Scientifically Living World Chemical World Earth and Space Physical World 	<ul style="list-style-type: none"> Knowledge and Understanding Planning and Conducting Investigations Communicating Problem Solving

ASSESSMENT TASKS

- Each task may contain one or more of the components.
- Outlined below is a summary of the formal assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

	Code No	9SC1.19	9SC2.19	9SC3.19
	Task	Practical Assessment	OEI and Test	Yearly Examination
	Weighting	35%	30%	35%
	Term/Week	1/10	3/5-6	4/5
Areas for Assessment	Focus Outcomes	4, 5, 6, 8, 14	7, 9, 12, 13	10, 11, 15, 16, 17
Knowledge and Understanding			✓	✓
Planning and Conducting Investigations		✓		✓
Communicating			✓	✓
Problem Solving		✓		✓

Elective Courses

Commerce

Outcomes

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

Areas for Assessment

Consumer Choice

Running a Small Business

Personal Finance

E- Commerce

Travel

Outlined below is a summary of the assessment plan for this subject.

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- To obtain a general performance grade for reports, students will be given a variety of tasks

Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight
9COM1.19	1/9	5.1, 5.2, 5.5, 5.6, 5.7, 5.9	Research Task (Consumer Choice)	20%
9COM2.19	2/8	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	Online test	25%
9COM3.19	3/4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Report and Oral Presentation (Running a small business)	25%
9COM4.19	4/6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Examination	30%
TOTAL				100

Drama

Outcomes

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 play building
- 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 and performances in drama using relevant drama concepts and terminology.

Areas of study

- Improvisation
- Play building
- Dramatic form
- Greek Theatre
- Technical aspects
- Learning journals
- Melodrama
- Mime
- Scripted dialogue

Areas for Assessment

- Making - M 40%
- Performing - P 30%
- Appreciating - A 30%

ASSESSMENT TASKS

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- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
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- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight	Mark
9DR1.19	1/10 2/4	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.1	Play building – Group performance – Tension	15 P 10 M	
9DR2.19	3/8 10/9	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.3	Scripted Duologue Design & Logbook	15 P 30 M	
9DR3.19	4/6 Exam week	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.3.1, 5.3.2, 5.3.3	Yearly examination – Essay and Review	30 A	
TOTAL				100	

History Elective

Outcomes

A student:

- E5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2 examines the ways in which historical meanings can be constructed through a range of media
- E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4 explains the importance of key features of past societies or periods, including groups and personalities
- E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.7 explains different contexts, perspectives and interpretations about the past
- E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Areas of Study	Areas for Assessment
Topic one: Constructing History Topic Two: Ancient ,Medieval and Early Modern Societies Topic Three Thematic Studies	<ul style="list-style-type: none"> • Historical knowledge and understanding • Source Analysis Skills • Research and historical inquiry skills • Communication

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term /Date	Targeted Outcomes Code	Assessment Task details	Weight
1/8	E5.1, E5.4, E5.6, E5.7, E5.8, E5.9, E5.10	9HE1.19 Dialogue task	15%
2/8	E5.1, E5.2,E5.4, E5.5,E5.6, E5.8, E5.9, E5.10	9HE2.19 Presentation/Poster	25%
3/8	E5.3, E5.4,E5.6, E5.8, E5.9, E5.10	9HE3.19 Research Project	25%
4/6	E5.1,E5.3,E5.4,E5.6,E5.9,E5.10	9HE4:19 Yearly examination	25%
Throughout the year	E5.6, E5.7, E5.8, E5.9, E5.10	9HE:2019 Four Mid-Topic Writing Tasks (4)	10%
TOTAL			100%

Food Technology

Outcomes

A student:

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

Areas of Study

- Nutrition and Health
- Aussie Foods
- Food for Special Occasions
- Food Product Development

Areas for Assessment

- Food properties and preparation
- Food, nutrition and society
- Food hygiene and safety
- Researching and communicating
- Designing, producing and evaluating

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/Wk	Outcomes Code	Assessment Task	Weight
ongoing	5.1.1, 5.1.2, 5.2.3, 5.5.1, 5.5.2,	9FT1.19 Cumulative Practical	30
1/9	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2	9FT2.19 Food Selection and Health	20
3/6 prac 3/7 theory	5.1.1, 5.1.2, 5.2.2, 5.2.3,, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	9FT3.19 Food in Australia/	30
4/4	5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.2, 5.5.2, 5.6.1,	9FT4.19 Food for special occasions	20
			100

Industrial Technology – Multimedia / Timber

Outcomes

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

Areas of Study

- OHS and risk management
- Materials and components
- Equipment, tools and machines
- Techniques
- Links to industry
- Design
- Workplace communication skills
- Societal and environmental impact
- Additional content

Areas for Assessment

- OHS and risk management
- Properties and applications of materials
- Industrial Technology and society
- Designing, communicating and evaluating
- Producing quality projects

ASSESSMENT TASKS

- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes Code	Assessment Task	Weight
1/10	5.1.1, 5.1.2, , 5.4.2,	9ITE/M/T1_19 Practical Task	15
2/3	5.7.1, 5.7.2	9ITE/M/T2_19 Research Task	20
2/9	5.2.1, , 5.4.2,	9ITE/M/T3_19. Practical Task:	15
4/3	5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1	9ITE/M/T4_19 Practical / Portfolio task	35
4/4	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.7.1, 5.7.2	9ITE/M/T5_19 In class task	15
			100

Information & Software Technology

Outcomes

A student:

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

Areas of Study

- Authoring and Multimedia
- Digital Media
- Internet and Website Development

Areas for Assessment

- Computer software and hardware
- Information and software technologies and society
- Designing and developing software solutions
- Communication and collaborative practices
- Responsible and ethical practices

ASSESSMENT TASKS

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Term/ Week	Outcomes Code	Assessment Task	Weight
1/10	5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.5.2	9IT1.19 Authoring and Multimedia: Graphics	20
2/5 3/4	5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.3.2; 5.5.2	9IT2.19 A. Web page: Report B. Web page: Design & Documentation	30
3/8	5.2.3; 5.3.1; 5.3.2; 5.4.1; 5.5.2; 5.5.3	9IT3.19 In class task	25
4/4	5.1.1; 5.1.2; 5.2.2; 5.5.1; 5.5.2	9IT4.19 Digital Media: Film	25
			100

Music

Outcomes

A student:

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

Areas of study

- Term 1 – Theatre Music
- Term 2 – Australian Music
- Term 3 - Music for Small Ensembles (Group 1)
- Term 4 – Music for Radio

Areas for assessment

- Performing
- Composing
- Listening

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this subject.

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice
- To obtain a general performance grade for reports, students will be given a variety of tasks

Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight	Mark
09MUS1.19	2 / 2	5.7, 5.10 5.2, 5.3	Research Task Group Performance Task	10 20	
09MUS2.19	3 / 10	5.1 5.4, 5.5, 5.6	Individual Performance Task Composition Task	15 30	
09MUS3.19	4 / 4	5.8, 5.9	Listening Test	25	
TOTAL				100	

Physical Activity and Sport Studies

Outcomes

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

Areas of Study	Areas for Assessment
Physical Fitness	Foundations of Physical Activity
Event Management	Physical Activity and Sport in Society
Nutrition and Physical Activity	Enhancing Participation and Performance
Technology, Participation and Performance	

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Area of Study	Outcomes Code	Assessment Task	Weight
1/8	Physical Fitness	1.1, 1.2, 4.2, 4.3, 4.4	9PA1.19 – Training Program Design & Analysis	25
2/8	Event Management	3.1, 3.2, 4.1, 4.2, 4.4	9PA2.19 – Event Portfolio	25
3/7	Technology, Participation	3.1, 3.2, 4.4	9PA3.19 - Presentation	25
4/5	Nutrition & Physical Activity	1.2, 3.1, 3.2, 4.4	9PA4.19 – Research Task	25

Textile Technology

Outcomes

A student:

5.1.1 explains the properties and performance of a range of textile items
5.1.2 justifies the selection of textile materials for specific end uses
5.2.1 explains the creative process of design used in the work of textile designers
5.2.2 generates and develops textile design ideas
5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
5.3.2 evaluates the impact of textiles production and use on the individual consumer and society
5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
5.5.3 demonstrates competence in the production of textile projects to completion
5.6.1 evaluates textile items to determine quality in their design and construction

Areas of Study

- Properties and performance of textiles
- Textiles and society
- Project work
- Design

Areas for Assessment

- Properties and performance
- Textiles and society
- Designing and communicating
- Using textiles
- Producing and evaluating textiles

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks notice.

Term/ Week	Outcomes Code	Assessment Task	Weight
1/9	5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.2, 5.5.3, 5.6.1	9TT1.19 Practical Skills development Recycled Carry Bag x 3	10 10
2/5	5.1.2, 5.2.3, 5.3.1 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	9TT2.19 Sleepwear Consumer Research & Australian Designer Research	30
3/7	5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	9TT3.19 Fabric Properties & Practical project/ supporting documentation – Urban Wear	30
4/5	5.1.1, 5.1.2, 5.2.1, 5.2.3, 5.3.1, 5.6.1	9TT4.19 In Class task	20
			100

Visual Arts

Outcomes

A Student:

- 5.1 develops a 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 and relationships between the 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.
- 5.7 applies their understanding of the function of and relationship between artist – artwork- world – audience.
- 5.8 uses their understanding of how the frames provide different interpretations of art.
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meaning.

Areas of Study	Areas for Assessment
Semester 1: Objects: Towards abstraction Semester 2: Inspired By Nature Conceptual Framework: artist, artwork, world, audience. Frames: Subjective, structural, cultural, post modern Practice: Artmaking Critical and Historical Study	Artmaking Practice – drawing, painting, mixed media, photography, sculpture, documented form, printmaking 60% Critical and Historical Study: Artists and artworks related to the topics. 40%

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight		Mark
				A	B	
9AR1.19	2/6	5.1 -5.6 5.7-5.10	Assessment #1 Body of work including VAPD and research.	25	15	
9AR2.19	4/6	5.7 – 5.10	Yearly Examination.		20	
9AR3.19	4/7	5.1 – 5.6	Practical assessment #2 Body of Work and documentation	35	5	
Total				60	40	

Visual Design

Outcomes

Code	Descriptor
	The student:
1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
2	make visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
3	makes visual design artworks informed by an understanding of how the frames affect meaning
4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
6	selects appropriate procedures and techniques to make and refine visual design artworks
7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
9	uses the frames to make different interpretations of visual design artworks
10	constructs different critical and historical accounts of visual design artworks

Area of Study

Areas for Assessment

Frames: structural, cultural, subjective, post modern
Conceptual framework: artist, world, audience, artwork
Practice
 Term 1: Photographic Dreamscapes – Photographic Media
 Term 2: Fractured Fairy Tales-Object Design
 Term 3: Restaurant Design – Interior Design/Graphic Design
 Term 4: Textiles/Object Design and Yearly Examination

Making
Critical and Historical interpretations

COMPONENTS

WEIGHTINGS

A	Making	70
B	Critical and Historical Interpretations	30

ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- In the event of a task not discriminating successfully, an additional task may be set, with due notice. Weightings may change accordingly.
- Each task may contain one or more of the components.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes	Task	Component		Weight	Mark	Rank
			A	B			
B: T1/WK5 A: T1/WK 10	5.1 -5.10	9VISD01.19 The Photographic Dreamscapes - Photographic Media	20	5	25		
B: T2/WK5 A: T2/WK10	5.1-5.10	9VISD02.19 Fractured Fairy Tales Object Design	20	10	30		
B: T3/WK5 A: T3/WK10	5.1-5.10	9VISD03.19 Restaurant Design- Interior Design/Graphic Design	15	5	20		
B: T4/WK3 A: T4/WK7	5.1- 5.10	9VISD04.19 Object design/Lost and Found	15	10	25		
		TOTAL	70	30	100		