



YEAR 9

2024

Assessment Handbook



Recte Et Fortiter - Upright and Strong

Safety | Learning | Respect

HOMEBUSH BOYS HIGH SCHOOL

CONTENTS

Assessment Policy: Stage 5	4
Introduction	4
What is Assessment?	4
NSW Education Standards Authority (NESA) Website	4
Requirements for the Award of NSW Record of School Achievement (RoSA) Credential	5
Satisfactory Course Completion Requirements	5
NSW Record of School Achievement (RoSA) Grading	6
NSW Education Standards Authority (NESA) Website	6
Student Responsibilities	7
Expectations of Students	7
Procedures for Students Absent from Tasks	7
Illness / Misadventure Appeal	8
Absence due to Foreseen Circumstances, School Business or Approved Leave	8
School Responsibilities	10
Student Reviews / Appeals	12
N Determination	12
Illness / Misadventure Appeal Form	13
Illness / Misadventure Appeal Determination Letter [Sample]	14
Letter regarding N Award Warning – Non-Completion of Stage 5 Course [Sample]	15
Course Outlines	17
Literacy	18
<u>Key Learning Area: English</u>	
English	21
<u>Key Learning Area: Mathematics</u>	
Mathematics – 5.1	23
Mathematics – 5.2	28
Mathematics – 5.3	33
<u>Key Learning Area: Science</u>	
Science	38
<u>Key Learning Area: Creative & Performing Arts</u>	
Music	40
<u>Key Learning Area: Human Society In Its Environment</u>	
Commerce	42
Geography	44
<u>Key Learning Area: Languages</u>	
Chinese Background Speakers	46
Chinese Non-Background Speakers	48
Korean Background Speakers	50
Korean Non-Background Speakers	52



CONTENTS

Key Learning Area: Personal Development, Health & Physical Education

Personal Development, Health & Physical Education (PDHPE) 54

Physical Activity & Sports Studies (PASS) 56

Key Learning Area: Technology & Applied Studies

Food Technology 58

Industrial Technology: Electronics 60

Computing Technology 62

Assessment Calendar 2024 64

Term 1 2024 64

Term 2 2024 65

Term 3 2024 66

Term 4 2024 67

Assessment Task Planner 2024 68

Term 1 2024 68

Term 2 2024 68

Term 3 2024 69

Term 4 2024 69



ASSESSMENT POLICY

STAGE 5

Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 9 and 10 - Stage 5. Please read this policy carefully and make sure you understand it. All students MUST sign to acknowledge that they have received this booklet.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Bookmark

Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>.



REQUIREMENTS FOR THE AWARD OF NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) CREDENTIAL

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 10 without an exemption or approval. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11, as well as, attaining their RoSA.

Satisfactory Course completion Requirements

For the satisfactory completion of a course, it is the student's responsibility to:

- a follow the course developed or endorsed by NESA; and
- b apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c achieve some or all of the course outcomes.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, she will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the relevant Faculty Head Teacher. Appeals against 'N' determinations should be lodged with the relevant Deputy Principal, who will advise you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of his appeal, he should advise the Deputy Principal that he wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7 – 10 as required by the NSW Education Standards Authority (NESA).

In Stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PDHPE, History and Geography
- At least 200-hours of an elective subject

These courses will require the completion of the practical, oral or project works specific for them, as well as the assessment requirements for each course.



NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) GRADING

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

- A Extensive Achievement
- B Thorough Achievement
- C Sound Achievement
- D Basic Achievement
- E Elementary Achievement

From the submitted grade the NSW Education Standards Authority (NESA) will produce the NSW record of School Achievement showing a Grade, from A to E, in each course studied.

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>.

STUDENT RESPONSIBILITIES

Expectations of Students

- 1 Students must attend all classes to satisfactorily complete the Stage 5 courses. A minimum of 90% attendance (2024 priority) is generally expected for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns will be reviewed to ensure the students are meeting the course completion criteria.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Any extensive period of unexplained absence may result in non-completion of course(s) and may impact on your eligibility for the award of the RoSA (Record of Student Achievement).
- 2 Students must complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- 3 NESAs expects students **to attempt all assessment tasks**.
- 4 All work submitted must be the student's own.
- 5 Students must submit work by the due date.
- 6 Students must be on time for school and must attend all classes on the day an assessment task is due or is on.
- 7 Students must prepare for examinations and make a serious attempt.
- 8 **During any assessment task students must not:**
 - do anything that would disrupt the task or disturb another student; communicate with another student;
 - look at another student's work;
 - take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher;
 - make a non-serious attempt.Otherwise a **zero mark** will be awarded.
- 9 Students who are absent from school on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.
- 10 Students who transfer into the school after the commencement of the Stage 5 course will be given substitute tasks wherever possible. In some cases, estimates may be given. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.
- 11 If there is a valid reason, an **Illness/ Misadventure Appeal** form needs to be completed and the form and all supporting documentation submitted to the relevant Head Teacher on the first day back after their absence otherwise a zero mark will be awarded.

Procedures for Students Absent from Tasks

When a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. Any application of an extension of time is required before the due date.



STUDENT RESPONSIBILITIES

If a student is absent on the day of the task:

- The student or his parent must telephone the school who will inform the Deputy Principal.
- A doctor's certificate is required if the absence is on medical grounds.
- Medical Certificates must:
 - include the day of the missed task;
 - show the length of time the student will be unfit for school;
 - be produced immediately on return to school.
- **A student may receive a zero mark for the assessed task if they do not complete an Illness/Misadventure Appeal Form with all supporting documentation. The student must see the relevant Head Teacher on their first day school day of attendance.**
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

Illness / Misadventure Appeal

To appeal a zero mark or apply for an exemption, the student must fill out an Illness/Misadventure Appeal Form. They must see the relevant Head Teacher on their next school day of attendance.

A **If the Illness/Misadventure Appeal is accepted**, then the teacher of that course will:

- arrange for the student to attempt the task in the next class lesson; or
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

B **If the Illness/Misadventure Appeal is not accepted**, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Deputy Principal and Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

The Principal may:

- Reject the appeal and order the zero mark to stand;
- Grant a limited extension;
- Order that a substitute task be performed; or
- Award an estimate.

Absence due to Foreseen Circumstances, School Business or Approved Leave

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task and/or as soon as possible. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.



STUDENT RESPONSIBILITIES

If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied.

The outcome of your School Business or Approved Leave Application will be decided by the Deputy Principal after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

NOTE: Where the student submits the task or the application after the due date, refer to the Absence on the Day of an Assessment Task section above.



SCHOOL RESPONSIBILITIES

- 1 Each course will have its own assessment schedule developed within the guidelines provided by NESAs. NESAs require all students to follow an assessment program.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may cover:

- tests which may take a written, practical, oral and aural form;
- class and/or homework assignments, including essays and practical tasks;
- projects of varying degrees of length and complexity;
- oral presentations.

Head Teachers are required to:

- ensure tasks meet NESAs requirements for courses;
- record marks on a centralised faculty system before marks are returned;
- ensure NESAs Warning Letters are issued when appropriate.

- 2 **Notice of Tasks**

Students must be given at least two weeks' notice of the exact date and nature of the task.

- 3 **Student Feedback**

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

- 4 **The Award of 'Zero Marks'**

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- a non-presentation of a task or non-attendance at a task without approved reason;
- b an attempt to gain unfair advantage.

Students and parents will be advised in writing when zero marks are awarded.

- 5 **Non-Presentation / Non-Attempt**

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

An Illness/Misadventure Appeal must be lodged and must be accepted.

Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

- 6 **Malpractice**

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged;



SCHOOL RESPONSIBILITIES

- copying – using the work of another person and submitting it as your own;
- not own work – having someone else complete the task; eg. Use of Chat-GPT
- falsifying receipt documents;
- providing false documentation in support of an appeal;
- cheating during a test or examination; and
- disrupting a test or examination.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Deputy Principal. If the Teacher and Deputy Principal are in an agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may proceed through established appeal procedures.

7 Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he has to undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Students must attend school on time and must not truant any classes on the day an assessment task is scheduled or due. Truancy and lateness will be regarded as malpractice.

8 Extensions

Students who are unable to be present for an examination or out-of-class assessment task for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

9 NESAs Warning Letters

NESA warning letters are issued to students who are not meeting course requirements. These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task and is thus at risk of not meeting the assessment requirements for a course, the Teacher or Head Teacher:

- will advise the student in writing with a NESA warning letter;
- will ensure NESA warning letters are sent to parents informing them of their son having missed assessment tasks and where attendance and performance have been unsatisfactory;
- will ensure that when a first warning letter is sent, the relevant Head Teacher will arrange a meeting with the student and will contact the parent to discuss the student's progress;
- will ensure that when a second warning letter is sent;
- the Deputy Principal will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will request written acknowledgement from the students and his parent(s) / guardian(s);
- will ensure that a copy of the NESA warning letter is placed in the student's central file;

will ensure that the Principal is notified if a student has two warning letters sent home. Every student awarded an 'N' determination will be interviewed by the Principal.



STUDENT REVIEWS / APPEALS

- 1 A student may appeal:
 - against his mark in the course assessed on the grounds of a clerical error,
 - if the School has varied from its stated Assessment Policy.
- 2 No appeal may be entered against marks allocated for a particular task or piece of work.
- 3 A student who wishes to appeal must do so in writing. These appeals must be submitted through the relevant Deputy Principal. Details of methods of appeal are available from the Deputy Principal.
- 4 An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
 - Principal
 - Deputy Principals
 - Faculty Head Teacher

In conducting a review, NESA requires the panel to ascertain whether:

- the weightings specified by the school in its assessment program conform to NESA requirements as detailed in the subject guides;
- the procedures used by the school for determining the final assessment program conform to its stated assessment program;
- there are computational or other clerical errors.

Provided that the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to the NESA.

The only grounds for such appeals will be to judge whether the procedures followed by Homebush Boys High School complied with the NESA policies and whether the conduct of the review was proper in all respects.

N Determinations

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that the student is not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which the appeal must be submitted. If the student is dissatisfied with the result of the school review of his appeal, the student should advise the Principal that he wishes the appeal to be referred to NESA.





HOME BUSH BOYS HIGH SCHOOL

ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task

The completed form must be submitted to the Head Teacher immediately on your return to school after the due date of the assessment. If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: _____ Year: _____

Subject / Course: _____

Assessment Title: _____

Assessment Task No: _____ Weighting: _____ Assessment Date Due: _____

Head Teacher: _____ Teacher: _____

Date Appeal Submitted: _____

Tick Option: Task missed Task attempted / completed

Seeking special consideration because of: Illness Misadventure

Details of Appeal: _____

Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy

Student Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

OFFICE USE ONLY

Date Appeal submitted: _____

Approved Declined

Outcome of Appeal: _____

Head Teacher Signature: _____ Deputy Principal Signature: _____

- Head Teacher receives Illness/Misadventure Appeal on student's return to school
- Head Teacher discusses with Deputy Principal and a determination is made
- Head Teacher to sign off on Illness/Misadventure Appeal and given to Deputy Principal to sign
- School Administration Officer to enter details on SENTRAL and generate outcome letter for parent(s)
- Deputy Principal to sign outcome letter and then to be mailed to parent(s) by School Administration Officer
- A copy of outcome letter along with Illness/Misadventure Appeal to be placed on the student's file



HOMEBUSH BOYS HIGH SCHOOL

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Email: homebushbo-h.school@det.nsw.edu.au
ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

Dear [Addressee]

ILLNESS / MISADVENTURE APPEAL DETERMINATION [Reference No. XXXXXXX]

Your son <insert student name>, lodged an Illness Misadventure Form which was submitted on <insert date> requesting the school's consideration related to Assessment <insert description> for <insert subject>.

In accordance with our School Assessment Policy, which reflects NSW Education Standards Authority requirements, the appeal has been <insert approved / declined>. The outcome being <insert outcome>.

If you would like further information, please contact the school quoting the reference number above.

Yours sincerely

<insert Deputy Principal Name>

Deputy Principal



HOMEBUSH BOYS HIGH SCHOOL

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ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

N Award Warning – Non-Completion of a Stage 5 Course

I am writing to advise that your son, <insert student name> of <insert Year Cohort> is in danger of not meeting the Course Completion Criteria for the Stage 5 Course, <insert subject course name>.

This course is mandatory for the award of the Record of School Achievement. Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement. If all Stage 5 courses are not completed satisfactorily, the student may not progress to Stage 6.

Criteria for satisfactory completion of course

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

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

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

<insert student name> is not currently meeting one or more of these requirements. To date, your son has not satisfactorily met:

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

Official warning

NESA requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.



Please regard this as the 1st official warning we have issued notifying you that your son is at risk of not completing the above course.

Opportunity to correct the problem

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

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please discuss the matter with <insert student name>of <insert Year Cohort> and contact the school if further information or clarification is needed.

Yours sincerely

<insert Teacher’s name>

Head Teacher <insert subject>

<insert Deputy Principal’s name>

Deputy Principal

Please detach this section and return to school



Requirements for the satisfactory completion of a Stage 5 course

I have received the letter dated <insert date> indicating that <insert student name> of <insert Year Cohort> is in danger of not satisfactorily completing requirements in <insert subject>.

I am aware that an ‘N’ Determination may make my son ineligible for the award of the Record of School Achievement. I understand that he may not be eligible to enter Preliminary (Year 11) courses.

Parent’s / Guardian’s Signature

Date

Student’s Signature

Date



COURSE OUTLINES

NSW *Record of School Achievement*

LITERACY

Outcomes

READING & VIEWING

Comprehension

- reads and views sophisticated texts
- interprets symbolism in texts, providing evidence to justify interpretation
- derives a generalisation from abstract ideas in texts
- critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes
- integrates existing understanding with new concepts in texts
- analyses the credibility and validity of primary and secondary sources
- evaluates the style of a text
- evaluates the use of devices such as analogy, irony and satire
- analyses how authors manipulate language features, image and sound for a purpose
- analyses bias in texts
- explains assumptions, beliefs and implicit values in texts
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- navigates digital texts to efficiently locate precise information that supports the development of new understandings
- identifies contradictions and inconsistencies in texts
- identifies relevant and irrelevant information in texts
- judiciously selects and synthesises evidence from multiple texts to support ideas or arguments

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- interprets and analyses complex figurative language
- demonstrates self-reliance in exploration and application of word learning strategies

WRITING

Informative text indicators

Crafting Ideas

- writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically
- uses classification to organise ideas and information
- writes texts with forms and features combined strategically for purpose
- uses evidence and references
- writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts

Outcomes

Text Forms and Features

- maintains tone appropriate to the audience
- uses extended noun groups including adjectival phrases
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

Vocabulary

- uses complex abstractions

Persuasive text indicators

Crafting Ideas

- writes sustained, robust arguments on complex learning area topics
- anticipates reader knowledge and possible bias and accommodates these in development of arguments
- uses structural features flexibly to organise ideas strategically
- positions the reader effectively by previewing the arguments
- develops a cohesive argument with an effective conclusion
- strategically selects multimodal resources to position the reader/viewer

Text Forms and Features

- uses evaluative language devices such as allusion, evocative vocabulary and metaphor
- uses language devices for persuasive effect
- uses sophisticated evaluative language
- judiciously uses language and multimodal resources to emotionally or intellectually affect audience

Vocabulary

- uses vocabulary for precision (the underwhelming performance of the opening batsmen)

Imaginative text indicators

Crafting Ideas

- writes sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically
- develops an imaginative text around a theme or social issue

Text Forms and Features

- uses stylistic features for effect
- uses recurring imagery for cohesion
- uses a range of literary techniques such as personification
- uses language to create humour
- uses complementary noun and verb groups

Vocabulary

- uses vocabulary for precision
- uses figurative language to create subtle and complex meaning

Generic indicators

- spells a range of challenging words correctly

The National Literacy Progression at the level of Years 8 to 9 will be used to determine outcomes in summative assessment tasks



	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Half Yearly Examination	Writing to Persuade	Term 2 Week 2-3	50%
Yearly				
2	Yearly Examination	Writing to Inform	Term 4 Week 2-3	50%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Literacy development influences student success in many areas of learning at school. The National Literacy Learning Progression will be used to support students to successfully engage with the literacy demands of the Year 9 syllabus.

ENGLISH

Outcomes

EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex texts.
EN5-URA-01	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
EN5-URC-01	Investigates and explains ways of valuing texts and the relationships between them.
EN5-ECA-01	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
EN5-ECB-01	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

ENGLISH

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Creative Writing	EN5-URC-01 EN5-ECA-01 EN5-ECB-01	Term 1 Week 10	35%
2	Essay Response	EN5-RVL-01 EN5-URA-01 EN5-URB-01	Term 2 Week 7	35%
Yearly				
3	Viewing Comprehension Task	EN5-URA-01 EN5-URB-01 EN5-URC-01	Term 3 Week 8	30%
TOTAL				100%

Reporting

The English Faculty's assessment program is comprised of three formal assessment tasks – two in Semester 1 and one in Semester 2. The Half Yearly report mark will be made up by two assessment tasks and will include a class rank only. The mark in the Yearly report will be made up of all three assessment tasks. The Year rank and grade for Semester 2 will be based on all three assessment tasks.

MATHEMATICS 5.1***Pathway to Standard***

Outcomes	
MA4-INT-C-01	Compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	Solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-0	Generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	Applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	Analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments
MA5-RAT-P-01	Identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-RAT-P-02	Analyses and constructs graphs relating to rates of change (<i>Path: Stn, Adv</i>)



MATHEMATICS 5.1***Pathway to Standard***

Outcomes	
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)
MA5-ALG-P-02	Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	Applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-IND-P-02	Describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)
MA5-EQU-C-01	Solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	Solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (<i>Path: Adv</i>)
MA5-EQU-P-02	Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)
MA5-LIN-C-01	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	Graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)
MA5-TRG-C-01	Applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	Applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)
MA5-TRG-P-02	Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)

MATHEMATICS 5.1***Pathway to Standard***

Outcomes	
MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)
MA5-GEO-P-02	Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)
MA5-DAT-C-01	Compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	Displays and interprets datasets involving bivariate data
MA5-DAT-P-01	Plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	Solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)
MA5-FIN-C-01	Solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	Solves financial problems involving compound interest and depreciation
MA5-NLI-C-01	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	Identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	Interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)
MA5-MAG-C-01	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MATHEMATICS 5.1***Pathway to Standard*****Outcomes**

Outcomes	
MA5-POL-P-01	Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)
MA5-LOG-P-01	Establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)
MA5-FNC-P-01	Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)
MA5-CIR-P-01	Applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>)
MA5-NET-P-01	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)

MATHEMATICS 5.1

Pathway to Standard

Assessment Task		Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written Test No.1	MA4-PYT-C-01 MA4-FRC-C-01 MA5-IND-P-02 MA5-FIN-C-01 MA4-RAT-C-01 MA5-TRG-C-01 MA5-ALG-P-02 MA4-INT-C-01	Term 1 Week 8	15%
2	Written Test No.2	MA5-TRG-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-IND-P-01	Term 2 Week 3	20%
3	Class Mark No.1	Mathletics Effort/Exercise Book	Ongoing Ongoing	7.5% 7.5%
Yearly				
4	Written Test / Investigation Task	MA4-ALG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA4-LIN-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-RAT-P-01 MA5-NLI-C-01 MA5-NLI-C-02 MA4-EQU-C-01 MA5-FIN-C-01 MA5-EQU-C-01	Term 3 Weeks 6 & 9	15% 5%
5	Written Test (Yearly Examination)	Above outcomes plus MA5-MAG-C-01 MA4-ARE-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA4-VOL-C-01 MA5-GEO-C-01	Term 4 Week 3	20%
6	Class Mark No.2	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Measurement and Space, Number and Algebra, Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly Report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.



MATHEMATICS 5.2***Pathway to Advanced*****Outcomes**

MA4-INT-C-01	Compares, orders and calculates with integers to solve problems.
MA4-FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems.
MA4-RAT-C-01	Solves problems involving ratios and rates, and analyses distance–time graphs.
MA4-ALG-C-01	Generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-IND-C-01	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form. $ax^2 = c$
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
MA4-PYT-C-01	Applies Pythagoras' theorem to solve problems in various contexts.
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems.
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems.
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations.
MA4-DAT-C-02	Analyses simple datasets using measures of centre, range and shape of the data.
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments.
MA5-RAT-P-01	Identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>).
MA5-RAT-P-02	Analyses and constructs graphs relating to rates of change (<i>Path: Stn, Adv</i>).

MATHEMATICS 5.2

Pathway to Advanced

Outcomes	
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
MA5-ALG-P-01	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>).
MA5-ALG-P-02	Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>).
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
MA5-IND-P-01	Applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>).
MA5-IND-P-02	Describes and performs operations with surds and fractional indices (<i>Path: Adv</i>).
MA5-EQU-C-01	Solves linear equations of up to 3 steps, limited to one algebraic fraction.
MA5-EQU-P-01	Solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (<i>Path: Adv</i>).
MA5-EQU-P-02	Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>).
MA5-LIN-C-01	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
MA5-LIN-C-02	Graphs and interprets linear relationships using the gradient/slope-intercept form.
MA5-LIN-P-01	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>).
MA5-TRG-C-01	Applies trigonometric ratios to solve right-angled triangle problems.
MA5-TRG-C-02	Applies trigonometry to solve problems, including bearings and angles of elevation and depression.
MA5-TRG-P-01	Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>).
MA5-TRG-P-02	Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>).

MATHEMATICS 5.2***Pathway to Advanced*****Outcomes**

MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
MA5-ARE-P-01	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>).
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>).
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems.
MA5-GEO-P-01	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>).
MA5-GEO-P-02	Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>).
MA5-DAT-C-01	Compares and analyses datasets using summary statistics and graphical representations.
MA5-DAT-C-02	Displays and interprets datasets involving bivariate data.
MA5-DAT-P-01	Plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>).
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations.
MA5-PRO-P-01	Solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>).
MA5-FIN-C-01	Solves financial problems involving simple interest, earning money and spending money.
MA5-FIN-C-02	Solves financial problems involving compound interest and depreciation.
MA5-NLI-C-01	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
MA5-NLI-C-02	Identifies and compares features of parabolas and exponential curves in various contexts.
MA5-NLI-P-01	Interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>).
MA5-MAG-C-01	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.

MATHEMATICS 5.2***Pathway to Advanced*****Outcomes**

MA5-POL-P-01	Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>).
MA5-LOG-P-01	Establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>).
MA5-FNC-P-01	Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>).
MA5-CIR-P-01	Applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>).
MA5-NET-P-01	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>).

MATHEMATICS 5.2

Pathway to Advanced

Assessment Task		Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test No 1	MA4-PYT-C-01 MA4-FRC-C-01 MA5-IND-P-02 MA5-FIN-C-01 MA4-RAT-C-01 MA4-ALG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02	Term 1 Week 8	15%
2	Written Test No 2	MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-TRG-C-01 MA5-TRG-C-02	Term 2 Week 3	20%
3	Class Mark No 1	Mathletics Effort/Exercise Book	Ongoing Ongoing	7.5% 7.5%
Yearly				
4	Written Test / Investigation Task	MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-MAG-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-RAT-P-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01 MA4-EQU-C-01 MA5-EQU-P-01 MA5-EQU-C-01 MA5-EQU-P-02	Term 3 Weeks 6 & 9	15% 5%
5	Written Test (Yearly Examination)	Above outcomes plus MA5-FIN-C-01 MA4-DAT-C-01 MA4-DAT-C-02 MA5-DAT-C-01 MA5-DAT-P-01 MA5-MAG-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-VOL-P-01	Term 4 Week 3	20%
6	Class Mark No.2	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Number and Algebra, Measurement and Space and Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly Report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.



MATHEMATICS 5.3

Pathway to Advanced and Extension

Outcomes	
MA4-INT-C-01	Compares, orders and calculates with integers to solve problems.
MA4-FRC-C-01	Represents and operates with fractions, decimals and percentages to solve problems.
MA4-RAT-C-01	Solves problems involving ratios and rates, and analyses distance–time graphs.
MA4-ALG-C-01	Generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-IND-C-01	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
MA4-EQU-C-01	Solves linear equations of up to 2 steps and quadratic equations of the form. $ax^2 = c$
MA4-LIN-C-01	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
MA4-LEN-C-01	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
MA4-PYT-C-01	Applies Pythagoras' theorem to solve problems in various contexts.
MA4-ARE-C-01	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems.
MA4-VOL-C-01	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.
MA4-ANG-C-01	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
MA4-GEO-C-01	Identifies and applies the properties of triangles and quadrilaterals to solve problems.
MA4-DAT-C-01	Classifies and displays data using a variety of graphical representations.
MA4-DAT-C-02	Analyses simple datasets using measures of centre, range and shape of the data.
MA4-PRO-C-01	Solves problems involving the probabilities of simple chance experiments.
MA5-RAT-P-01	Identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>).
MA5-RAT-P-02	Analyses and constructs graphs relating to rates of change (<i>Path: Stn, Adv</i>).

MATHEMATICS 5.3

Pathway to Advanced and Extension

Outcomes	
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
MA5-ALG-P-01	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>).
MA5-ALG-P-02	Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>).
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
MA5-IND-P-01	Applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>).
MA5-IND-P-02	Describes and performs operations with surds and fractional indices (<i>Path: Adv</i>).
MA5-EQU-C-01	Solves linear equations of up to 3 steps, limited to one algebraic fraction.
MA5-EQU-P-01	Solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (<i>Path: Adv</i>).
MA5-EQU-P-02	Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>).
MA5-LIN-C-01	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
MA5-LIN-C-02	Graphs and interprets linear relationships using the gradient/slope-intercept form.
MA5-LIN-P-01	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>).
MA5-TRG-C-01	Applies trigonometric ratios to solve right-angled triangle problems.
MA5-TRG-C-02	Applies trigonometry to solve problems, including bearings and angles of elevation and depression.
MA5-TRG-P-01	Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>).
MA5-TRG-P-02	Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>).

MATHEMATICS 5.3

Pathway to Advanced and Extension

Outcomes	
MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
MA5-ARE-P-01	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>).
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders.
MA5-VOL-P-01	Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>).
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems.
MA5-GEO-P-01	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>).
MA5-GEO-P-02	Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>).
MA5-DAT-C-01	Compares and analyses datasets using summary statistics and graphical representations.
MA5-DAT-C-02	Displays and interprets datasets involving bivariate data.
MA5-DAT-P-01	Plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>).
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations.
MA5-PRO-P-01	Solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>).
MA5-FIN-C-01	Solves financial problems involving simple interest, earning money and spending money.
MA5-FIN-C-02	Solves financial problems involving compound interest and depreciation.
MA5-NLI-C-01	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
MA5-NLI-C-02	Identifies and compares features of parabolas and exponential curves in various contexts.
MA5-NLI-P-01	Interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>).
MA5-MAG-C-01	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.

MATHEMATICS 5.3

Pathway to Advanced and Extension

Outcomes	
MA5-POL-P-01	Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>).
MA5-LOG-P-01	Establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>).
MA5-FNC-P-01	Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>).
MA5-CIR-P-01	Applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>).
MA5-NET-P-01	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>).

MATHEMATICS 5.3

Pathway to Advanced and Extension

Assessment Task	Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly			
1	Written Test No.1	MA4-PYT-C-01 MA4-FRC-C-01 MA5-IND-P-02 MA5-FIN-C-01 MA4-RAT-C-01 MA4-ALG-C-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02	Term 1 Week 8 15%
2	Written Test No.2	MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-TRG-C-01 MA5-TRG-C-02	Term 2 Week 3 20%
3	Class Mark No.1	Mathletics Effort/Exercise Book	Ongoing Ongoing 7.5% 7.5%
Yearly			
4	Written Test / Investigation Task	MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-MAG-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-RAT-P-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01 MA4-EQU-C-01 MA5-EQU-P-01 MA5-EQU-C-01 MA5-EQU-P-02	Term 3 Weeks 6 & 9 15% 5%
5	Written Test (Yearly Examination)	Above outcomes plus MA5-FIN-C-01 MA4-DAT-C-01 MA4-DAT-C-02 MA5-DAT-C-01 MA5-DAT-P-01 MA5-MAG-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-VOL-P-01	Term 4 Week 3 20%
6	Class Mark No.2	Mathletics Effort/Exercise Book	Ongoing Ongoing 5% 5%
TOTAL			100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Working Mathematically, Number and Algebra, Algebra and Patterns, Measurement and Geometry, Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly Report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.



SCIENCE

Outcomes

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.
SC5-11PW	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.
SC5-16CW	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.

SCIENCE

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Practical / Skills Examination Chapter 5 - Electricity Chapter 3 – Heat, Light and Sound Chapter 4 - Waves	SC5-5WS SC5-6WS	Term 1 Week 7	25%
2	Half Yearly Examination Topics – Chemistry and Physics (Taught in Term 1 are also included) Chapter 1 -Materials Chapter 2 – Reaction Types	SC5-11PW SC5-8WS	Term 2 Week 3	20%
Yearly				
3	Research & Communication Chapter 6 – Body Coordination Chapter 7 - Diseases	SC5-14LW SC5-9WS	Term 3 Week 5	25%
4	Yearly Examination Topics to be included - Body Coordination, Diseases, Chemistry and Physics (Reaction Types) Chapter 8 – Ecosystems Chapter 9 – Plate Tectonics	SC5-12ES SC5-13ES SC5-11PW SC5-8WS	Term 4 Week 3	30%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student’s level of achievement. This is a good opportunity to test for content.

MUSIC

Outcomes

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 artform.
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

MUSIC

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Aural & Musicology	5.7 5.8 5.8	Term 1 Week 7	15%
2	Performance	5.1 5.2 5.3	Ongoing	20%
3	Composition	5.4 5.5 5.6	Term 2 Week 5	15%
Yearly				
4	Performance	5.1 5.2 5.3	Ongoing	20%
5	Composition	5.4 5.5 5.6	Term 3 Week 9	15%
6	Listening and Musicianship Examination	5.7 5.8 5.9	Term 4 Week 3	15%
TOTAL				100%

In-Class Assessment

Class work is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

COMMERCE

Outcomes

COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts.
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.
COM5-3	Examines the role of law in society.
COM5-4	Analyses key factors affecting decisions.
COM5-5	Evaluates options for solving problems and issues.
COM5-6	Develops and implements plans designed to achieve goals.
COM5-7	Researches and assesses information using a variety of sources.
COM5-8	Explains information using a variety of forms.
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes.

COMMERCE

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Business Report Consumer and Financial Decisions	COM5-1 COM5-2 COM5-5 COM5-7	Term 1 Week 7	25%
Yearly				
2	Business Pitch Presentation Promoting and Selling	COM5-4 COM5-6 COM5-8 COM5-9	Term 3 Week 3	35%
3	Yearly Examination (Consumer and Financial Decisions Travel Employment and Work Futures)	COM5-1 COM5-2 COM5-3 COM5-4	Term 4 Week 2	40%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement.

GEOGRAPHY

Outcomes

GE5-1	Explains the diverse features and characteristics of a range of places and environments.
GE5-2	Explains processes and influences that form and transform places and environments.
GE5-3	Analyses the effect of interactions and connections between people, places and environments.
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues.
GE5-5	Assesses management strategies for places and environments for their sustainability.
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing.
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies.

GEOGRAPHY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Multi-Modal Task + Oral Presentation Sustainable Biomes	GE5-1 GE5-2 GE5-7 GE5-8	Term 1 Week 8	40%
Yearly				
2	Extended Response Human Wellbeing	GE5-3 GE5-4 GE5-5 GE5-6	Term 3 Week 5	25%
3	Yearly Examination (Changing Place, Human Wellbeing and Geography Skills)	GE5-2 GE5-3 GE5-5 GE5-7	Term 4 Week 2	35%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement.

CHINESE BACKGROUND SPEAKERS

Outcomes

LCH5-1C	Manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
LCH5-2C	Identifies and interprets information in a range of texts.
LCH5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
LCH5-4C	Experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences.
LCH5-5U	Demonstrates how Chinese pronunciation and intonation are used to convey meaning.
LCH5-6U	Demonstrates understanding of how Chinese writing conventions are used to convey meaning.
LCH5-7U	Analyses the function of complex Chinese grammatical structures to extend meaning.
LCH5-8U	Analyses linguistic, structural and cultural features in a range of texts.
LCH5-9U	Explains and reflects on the interrelationship between language, culture and identity.

CHINESE BACKGROUND SPEAKERS

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LCH5-9U	Term 1 Week 9	15%
2	Language Skills	LCH5-5U LCH5-6U LCH5-7U LCH5-8U	Ongoing	15%
3	Half Yearly Examination	LCH5-1C LCH5-2C LCH5-3C LCH5-4C	Term 2 Week 3	20%
Yearly				
4	Cultural Understanding Project	LCH5-9U	Term 3 Week 8	15%
5	Language Skills	LCH5-5U LCH5-6U LCH5-7U LCH5-8U	Ongoing	15%
6	Yearly Examination	LCH5-1C LCH5-2C LCH5-3C LCH5-4C	Term 4 Week 1	20%
TOTAL				100%

Course Description

The Stage 5 course develops students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement while providing a range of culturally enriching experiences for students. It develops students' confidence, concentration and creative thinking skills and their confidence as communicators.

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and Responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Chinese depending on the outcome or content.

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

CHINESE NON-BACKGROUND SPEAKERS

Outcomes

LCH5-1C	Manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
LCH5-2C	Identifies and interprets information in a range of texts.
LCH5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
LCH5-4C	Experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences.
LCH5-5U	Demonstrates how Chinese pronunciation and intonation are used to convey meaning.
LCH5-6U	Demonstrates understanding of how Chinese writing conventions are used to convey meaning.
LCH5-7U	Analyses the function of complex Chinese grammatical structures to extend meaning.
LCH5-8U	Analyses linguistic, structural and cultural features in a range of texts.
LCH5-9U	Explains and reflects on the interrelationship between language, culture and identity.

CHINESE NON-BACKGROUND SPEAKERS

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LCH5-9U	Term 1 Week 9	15%
2	Language Skills	LCH5-5U LCH5-6U LCH5-7U LCH5-8U	Ongoing	15%
3	Half Yearly Examination	LCH5-1C LCH5-2C LCH5-3C LCH5-4C	Term 2 Week 3	20%
Yearly				
4	Cultural Understanding Project	LCH5-9U	Term 3 Week 8	15%
5	Language Skills	LCH5-5U LCH5-6U LCH5-7U LCH5-8U	Ongoing	15%
6	Yearly Examination	LCH5-1C LCH5-2C LCH5-3C LCH5-4C	Term 4 Week 1	20%
TOTAL				100%

Course Description

The Stage 5 course develops students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement while providing a range of culturally enriching experiences for students. It develops students' confidence, concentration and creative thinking skills and their confidence as communicators.

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and Responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Chinese depending on the outcome or content.

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

KOREAN BACKGROUND SPEAKERS

Outcomes

LK05-1C	Manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
LK05-2C	Identifies and interprets information in a range of texts.
LK05-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
LK05-4C	Experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences.
LK05-5U	Demonstrates how Korean pronunciation and intonation are used to convey meaning.
LK05-6U	Demonstrates understanding of how Korean writing conventions are used to convey meaning.
LK05-7U	Analyses the function of complex Korean grammatical structures to extend meaning.
LK05-8U	Analyses linguistic, structural and cultural features in a range of texts.
LK05-9U	Explains and reflects on the interrelationship between language, culture and identity.

KOREAN BACKGROUND SPEAKERS

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LKO5-9U	Term 1 Week 9	15%
2	Language Skills	LKO5-5U LKO5-6U LKO5-7U LKO5-8U	Ongoing	15%
3	Half Yearly Examination	LKO5-1C LKO5-2C LKO5-3C LOK5-4C	Term 2 Week 3	20%
Yearly				
4	Cultural Understanding Project	LKO5-9U	Term 3 Week 8	15%
5	Language Skills	LKO5-5U LKO5-6U LKO5-7U LKO5-8U	Ongoing	15%
6	Yearly Examination	LKO5-1C LKO5-2C LKO5-3C LOK5-4C	Term 4 Week 1	20%
TOTAL				100%

Course Description

The Stage 5 course develops students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement while providing a range of culturally enriching experiences for students. It develops students' confidence, concentration and creative thinking skills and their confidence as communicators.

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and Responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Korean depending on the outcome or content.

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

KOREAN NON-BACKGROUND SPEAKERS

Outcomes

LKO5-1C	Manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
LKO5-2C	Identifies and interprets information in a range of texts.
LKO5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
LKO5-4C	Experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences.
LKO5-5U	Demonstrates how Korean pronunciation and intonation are used to convey meaning.
LKO5-6U	Demonstrates understanding of how Korean writing conventions are used to convey meaning.
LKO5-7U	Analyses the function of complex Korean grammatical structures to extend meaning.
LKO5-8U	Analyses linguistic, structural and cultural features in a range of texts.
LKO5-9U	Explains and reflects on the interrelationship between language, culture and identity.

KOREAN NON-BACKGROUND SPEAKERS

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Cultural Understanding Project	LKO5-9U	Term 1 Week 9	15%
2	Language Skills	LKO5-5U LKO5-6U LKO5-7U LKO5-8U	Ongoing	15%
3	Half Yearly Examination	LKO5-1C LKO5-2C LKO5-3C LOK5-4C	Term 2 Week 3	20%
Yearly				
4	Cultural Understanding Project	LKO5-9U	Term 3 Week 8	15%
5	Language Skills	LKO5-5U LKO5-6U LKO5-7U LKO5-8U	Ongoing	15%
6	Yearly Examination	LKO5-1C LKO5-2C LKO5-3C LOK5-4C	Term 4 Week 1	20%
TOTAL				100%

Course Description

The Stage 5 course develops students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement while providing a range of culturally enriching experiences for students. It develops students' confidence, concentration and creative thinking skills and their confidence as communicators.

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and Responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

* The response to texts may be in English or Korean depending on the outcome or content.

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Outcomes	
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.
5.4	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.
5.10	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.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	ALARM Task	5.1 5.2	Term 1 Week 10	25%
2	Composition and Performance Task	5.5 5.11	Term 2 Weeks 2 – 3	25%
Yearly				
3	Practical Task	5.4 5.10	Term 3 Weeks 1 – 10	25%
4	Food and Nutrition	5.6 5.7	Term 4 Week 2	25%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student’s level of achievement. This is a good opportunity to test for content. Students cover the following units: Emotion Commotion, Move it or Lose It, You Are What You Eat and Can’t We All Just Get Along. Students evaluate a broad range of factors that shape identity and have an impact on young people’s health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others’ health safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. In practical lessons, students engage in Gymnastics, Invasion Games, Net and Court, Target Games, World Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity. Students are assessed on both theory and practical outcomes.

PHYSICAL ACTIVITY & SPORTS STUDIES

Outcomes	
PASS5-1	Discusses factors that limit and enhance the capacity to move and perform.
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport.
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives.
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance.
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport.
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance.
PASS5-8	Displays management and planning skills to achieve personal and group goals.
PASS5-9	Performs movement skills with increasing proficiency.
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

PHYSICAL ACTIVITY & SPORTS STUDIES

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Coaching Task Theory Component	PASS5-6 PASS5-8	Term 1 Week 8	10%
2	Coaching Task Practical Component	PASS5-5 PASS5.7 PASS5.9	Term 1 Weeks 8 – 10	20%
Yearly				
3	Australian Sporting Identity Task	PASS5-3 PASS5-4 PASS5-10	Term 3 Week 8	30%
4	Yearly Examination	PASS5-1 PASS5-2	Term 4 Week 2	40%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

FOOD TECHNOLOGY

Outcomes

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.

FOOD TECHNOLOGY

Assessment Task		Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Food Selection and Health Research Task	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12	Term 1 Week 8	20%
2	Practical assessment	FT5-1, FT5-2, FT5-11	Term 2 Week 2	25%
3	Theory assessment (bookmark)		Term 2 Week 1	5%
Yearly				
4	The OZ Identity Assignment	FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	Term 3 Week 2	10%
5	Food Equity assignment	FT5-2 FT5-5 FT5-6 FT5-11 FT5-13	Term 3 Week 9	10%
6	Practical assessment	FT5-1 FT5-2 FT5-11	Term 4 Week 2	25%
7	Theory assessment (bookmark)		Term 4 Week 2	5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 and 3 will be used for Half Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the yearly cohort group.



INDUSTRIAL TECHNOLOGY

Electronics

Outcomes	
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.

INDUSTRIAL TECHNOLOGY

Electronics

Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly			
1	Research Assignment	IND5-1 IND5-2 IND5-3 IND5-4	Term 1 Week 7 10%
2	Half-Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4	Term 2 Week 4 15%
3	In-Class Practical & ongoing assessments	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	Ongoing 25%
Yearly			
4	Research Assignment	IND5-1 IND5-2 IND5-3 IND5-4	Term 3 Week 8 10%
5	Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	Term 4 Week 4 15%
6	In-Class Practical & ongoing assessments	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6	Ongoing 25%
TOTAL			100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 and 3 will be used for Half Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the yearly cohort group.

COMPUTING TECHNOLOGY

Outcomes

CT5-SAF-01	Selects and applies safe, secure and responsible practices in the ethical use of data and computing technology.
CT5-EVL-01	Understands how innovation, enterprise and automation have inspired the evolution of computing technology.
CT5-OPL-01	Designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language.
CT5-DES-01	Designs and creates user interfaces and the user experience.
CT5-DPM-01	Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions.
CT5-DAT-01	Explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts.
CT5-THI-01	Applies computational, design and systems thinking to the development of computing solutions.
CT5-COL-01	Manages, documents and explains individual and collaborative work practices.
CT5-COM-01	Communicates ideas, processes and solutions using appropriate media.
CT5-DAT-02	Acquires, represents, analyses and visualises simple and structured data.

COMPUTING TECHNOLOGY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Project based Learning Designing for User Experience and Analysing Data	CT5-SAF-01 CT5-DPM-01 CT5-EVL-01 CT5-DAT-01 CT5-COM-01 CT5-THI-01 CT5-DAT-02 CT5-DES-01	Term 1 Week 8	20%
2	Half-Yearly Examination PBL	CT5-SAF-01 CT5-DPM-01 CT5-EVL-01 CT5-DAT-01 CT5-COM-01 CT5-THI-01 CT5-DAT-02, CT5-DES-01	Term 2 Week 5	20%
3	In-Class Practical & Ongoing Deliverables PBL & class activities		Ongoing	10%
Yearly				
4	Project based Learning Creating Games and Simulations and Developing Apps and Web Software	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT5-DAT-01 CT5-COM-01 CT5-OPL-01 CT5-THI-01 CT5-DES-01	Term 3 Week 8	20%
5	Yearly Examination PBL	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT5-DAT-01 CT5-COM-01 CT5-OPL-01 CT5-THI-01 CT5-DES-01	Term 4 Week 3	20%
6	In-Class Practical & Ongoing Deliverables PBL & class activities		Ongoing	10%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 and 3 will be used for Half Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the yearly cohort group.



ASSESSMENT CALENDAR 2024

TERM 1 2024

Week	Subject	Task	Weighting
1			
2			
3			
4			
5			
6			
7	Science Music Commerce	Practical / Skills Examination Aural & Musicology Business Report	25% 15% 25%
8	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Geography PASS Food Technology	Written Test No.1 Written Test No.1 Written Test No.1 Multi-Modal Task & Oral Presentation Coaching Task (Theory Component) Food Selection & Health Research Task	15% 15% 15% 40% 10% 20%
8/10	PASS	Coaching Task (Practical Component)	20%
9	Chinese Background Speakers Chinese Non-Background Speakers Korean Background Speakers Korean Non-Background Speakers	Cultural Understanding Project Cultural Understanding Project Cultural Understanding Project Cultural Understanding Project	15% 15% 15% 15%
10	English PDHPE	Creative Writing ALARM Task	35% 25%
11			



ASSESSMENT CALENDAR 2024

TERM 2 2024

Week	Subject	Task	Weighting
1	Food Technology	Theory Assessment	5%
2	Food Technology	Practical Assessment	25%
2/3	Literacy PDHPE	Writing to Persuade Composition & Performance Task	50% 25%
3	Mathematics 5.1	Written Test No. 2	20%
	Mathematics 5.2	Written Test No. 2	20%
	Mathematics 5.3	Written Test No. 2	20%
	Science	Half Yearly Examination	20%
	Chinese Background Speakers	Half Yearly Examination	20%
	Chinese Non-Background Speakers	Half Yearly Examination	20%
	Korean Background Speakers	Half Yearly Examination	20%
	Korean Non-Background Speakers	Half Yearly Examination	20%
4			
5	Music	Composition	15%
6			
7	English	Essay Response	35%
8			
9			
10			



ASSESSMENT CALENDAR 2024

TERM 3 2024

Week	Subject	Task	Weighting
1			
2	Food Technology	The OZ Identity Assignment	10%
3	Commerce	Business Pitch Presentation	35%
4			
5	Science Geography	Research & Communication Extended Response	25% 25%
6	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3	Written Test / Investigation Task Written Test / Investigation Task Written Test / Investigation Task	15% 15% 15%
7			
8	English Chinese Background Speakers Chinese Non-Background Speakers Korean Background Speakers Korean Non-Background Speakers PASS	Viewing Comprehension Task Cultural Understanding Project Cultural Understanding Project Cultural Understanding Project Cultural Understanding Project Australian Sporting Identity Task	30% 15% 15% 15% 15% 30%
9	Mathematics 5.1 Mathematics 5.2 Music Food Technology	Written Test / Investigation Task Written Test / Investigation Task Composition Food Equity Assignment	5% 5% 15% 10%
10			



ASSESSMENT CALENDAR 2024

TERM 4 2024

Week	Subject	Task	Weighting
1	Chinese Background Speakers	Yearly Examination	20%
	Chinese Non-Background Speakers	Yearly Examination	20%
	Korean Background Speakers	Yearly Examination	20%
	Korean Non-Background Speakers	Yearly Examination	20%
2	Commerce	Yearly Examination	40%
	Geography	Yearly Examination	35%
	PDHPE	Food & Nutrition	25%
	PASS	Yearly Examination	40%
	Food Technology	Practical Assessment	25%
	Food Technology	Theory Assessment	5%
2/3	Literacy	Writing to Inform	50%
3	Mathematics 5.1	Written Test (Yearly Examination)	20%
	Mathematics 5.2	Written Test (Yearly Examination)	20%
	Mathematics 5.3	Written Test (Yearly Examination)	20%
	Science	Yearly Examination	30%
	Music	Listening & Musicianship Examination	15%
4			
5			
6			
7			
8			
9			
10			



YEAR 9 ASSESSMENT TASK PLANNER 2024

TERM 1 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

TERM 2 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	



YEAR 9 ASSESSMENT TASK PLANNER 2024

TERM 3 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

TERM 4 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

