



**YEAR 9 2024
ASSESSMENT SCHEDULES**

YEAR 9 ASSESSMENT SCHEDULES 2024

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2024 STAGE 5 (YEARS 9 & 10) RoSA CERTIFICATE

INTRODUCTION

Stage 5 courses are studied by students over Years 9 and 10. Successful completion of Stage 5 courses results in a Record of School Achievement (RoSA).

This booklet outlines the assessment policy and schedules for the cohort of students at SIHS undertaking Year 9 courses in 2024. These schedules indicate the number, nature, weighting, areas of content and the timing of each task for every course in Year 9 2024.

SCHOOL-BASED ASSESSMENT

School-based assessment is the process of identifying, gathering and interpreting information about student achievement. These may include tests, written or oral assignments, practical activities, fieldwork, folios and projects.

School-based assessment is also used to:

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

School-based assessments focus on outcomes and the marking guidelines used are based on performance standards. At the end of each Year 10 course the school will submit a grade to the NSW Education Standards Authority (NESA), for every student in every course.

NOTE:

- I. St Ives High School reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.*
- II. The School reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid.*
- III. If a problem occurs during the performance of an assessment task, the student should complete the task and notify a Deputy Principal who will determine its validity in consultation with the Assessment Review Team.*

RoSA RULES AND REGULATIONS

Eligible students who complete Year 10 and leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA is a record of completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

RoSA REQUIREMENTS

Over Years 7 to 10 students need to have diligently studied the following courses:

English – studied substantially in each of Years 7–10 with a minimum of 400 hours to be completed.

Mathematics – studied substantially in each of Years 7–10 with a minimum of 400 hours to be completed.

Science – studied substantially in each of Years 7–10 with a minimum of 400 hours to be completed.

Human Society and Its Environment (HSIE) – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10, including the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of History and Geography in Years 9–10.

Creative Arts – minimum of 200 hours, comprising 100-hour courses in each of Visual Arts and Music.

Technological and Applied Studies (TAS): minimum of 200 hours, consisting of the Design and Technology course.

Personal Development, Health and Physical Education (PDHPE) – studied in each of Years 7–10 with a minimum of 300 hours to be completed by the end of Year 10.

Languages – minimum 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

Students from other countries or states will receive prior recognition for courses they have completed and special consideration when applying the above minimum required hours. Students who are unsure if they will meet these requirements should speak to a Deputy Principal.

ATTENDANCE

Students must apply themselves diligently and have satisfactory attendance in each course. The Principal may grant students leave for legitimate reasons such as illness, physical injury or elite sport / artistic performance. If leave has been granted during the year there will be no effect on course completion requirements provided that students have completed compensatory assignments during the period of absence or have been able to catch up on missed work on return to school. If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on your eligibility for the award of the RoSA. Family holidays during term time are unlikely to be approved. The Principal may grant leave for approved student exchange programs.

Satisfactory completion of courses is judged, among other things, by student attendance and level of involvement in class, the assignments and homework completed, and the level of achievement.

GRADING

The NSW Education Standards Authority (NESA) has developed a set of Course Performance Descriptors that align grades with levels of performance. The General Performance Descriptors below show five levels of achievement, A–E. This is a simplified version to demonstrate how teachers will allocate grades to students in their courses. Mathematics has nine bands with associated course descriptors.

Teachers will collect assessment information about student performance in a course and then align it to the Course Performance Descriptors. This information will assist the school in making the final judgment of the grade to award students in each course at the end of Year 10.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the Student Profile.

The general performance descriptors describe performance at each of five grade levels:

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

UNSATISFACTORY COMPLETION OF COURSES

N-Warning Letters

Students who have not worked with sustained effort or sufficient diligence in a course may be issued with an N-Warning letter. This letter will explain what the student must do to meet the requirements of the course and the date by which the required work is to be submitted. Students who receive a second N-Warning letter in a course may receive an N-Determination. Students who receive an N-Warning letter should do the required work commensurate with their ability and submit it by the due date. Parents are invited to contact the school to discuss the issue with the Head Teacher of that course.

N-Determination

Students who receive TWO or more N-Warning letters may be N-Determined for a course. If this happens the student will be told near the end of Term 4 of their Year 10 year that they will not be given

credit for completing that course (or courses). Students will be notified in writing of an N-Determination decision. SIHS follows the NESA procedures for N-Determinations including the NESA's appeals process. Appeal forms will be issued to students when notified of an N-Determination. An N-Determination that is not successfully appealed will lead to the student not achieving that course and may result in the student being ineligible for the RoSA (Record of School Achievement) credential in that year. This may have implications on the courses of study they can select in Year 11.

Advice for Assessment Tasks

Students are responsible for ensuring they attend all of their scheduled exams and for the following:

- carefully checking their assessment dates and the venue via the student portal
- organising themselves to arrive on time for the start of each assessment task
- having the correct, approved equipment for each exam
- wearing full school uniform
- behaving in a manner that does not interfere with the performance of others
- remaining for the full time allotted for each task
- leaving mobile phones out of exam rooms and switched off and in their bags
- leaving any electronic or digital device out of the exam room unless approved
- refraining from eating in the exam room (unless approved eg for students with diabetes). Water in a clear container is allowed.

Students who cheat in an exam will be given a zero mark and other consequences.

Failure to submit assessment task on the due date

Hand-in or online assessments: the completed portion of the assessment must be submitted digitally.

Students must bring the completed SIHS "Explanation of Absence Form" (page 7). Students should approach their class teacher on the day they return to school to make arrangements for the missed task or an alternative task to be completed. Failure to do so will result in the student losing 10% each day. After three days the student will receive zero. Year 10 students who are absent on the day of an assessment task can submit a Medical Certificate or other documentation acceptable to the KLA Head Teacher on the day they return to school. Repeated absences will be monitored by the school.

Taking holidays within school terms

Students must inform their teachers if they have reason to expect that they might be absent from an assessment task. Such notice should be given as soon as possible. Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from assessment tasks, unless granted written permission from the Principal. In these circumstances, hand-in tasks should be given/sent to the teacher *before* the anticipated absence or submitted electronically on the due date. Alternative arrangements for missed written exams should be negotiated with the Head Teacher of the subject.

Non-Attempts and Non-Serious Attempts at Tasks

A non-attempt is given a zero mark. An attempt considered as non-serious may be regarded as a non-completed task, and a zero mark may be given. This may also result in an N-warning letter.

If Suspended on the Day of an Assessment Task

Unless forbidden by the Principal a suspended student is required to **attend school during the time in which the Assessment Task is being conducted**. If the Assessment Task is in the form of a written submission, the student must arrange for it to be emailed or handed to the class teacher or relevant KLA Head Teacher by the due time on the due date. Failure to comply with the above will result in a zero (0) mark being awarded for the task.

Malpractice

Any behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including **plagiarism**, is unacceptable. Examples of malpractice include, but are not limited to, the following:

- Speaking to any person other than a supervisor during an examination/assessment task
- Behaving in any way likely to disturb the work of any other candidate or upset the conduct of an examination / assessment task
- Attending an examination / assessment task while under the influence of alcohol or illegal drugs
- Taking into an examination room any books, notes, the examination timetable, any paper, or any equipment other than the aids specified in the Course Requirements. A list of specific aids will be issued before each examination / assessment task

- Taking mobile phones, electronic dictionaries or other electronic devices, except an approved calculator into the examination room
- 'Plagiarism is when a candidate submits in whole or part work that someone else originated.

Proven malpractice and/or dishonesty will result in the AWARD OF ZERO for that task. If in the opinion of the Principal a student has attempted to gain an unfair advantage over other students by not completing or performing an assessment task at the due time and date then a zero will be awarded irrespective of the excuse or the submission of a Doctor's Certificate.

DISABILITY PROVISIONS

Students who believe they could be eligible for disability provisions (eg rest breaks, writer etc) should apply to the Learning and Support Teacher (Mr Daniel Moller). Students with Disability Confirmations from a medical professional should provide a copy with their application.

EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK

This form is to be taken to the KLA Head Teacher of the subject missed at the beginning of the first day of return to school.

Student's Name: _____ Date: ____/____/____

Course Name: _____ Teacher: _____

Date of assessment task: ____/____/____ Roll Call: _____

Assessment task details:

Explanation for Absence from task: (*Evidence, eg medical certificate, should be stapled to the back of this form*)

Parent Signature: _____ Date: _____

Head Teacher KLA Decision:

Date: ____/____/____ Date Student informed: ____/____/____

Appeal to the SIHS Review Team requested by student YES / NO

ASSESSMENT SCHEDULE

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING (%)	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Music for Small Ensembles 15%	Formative tasks from the areas of listening, musicology and composition tasks, analysis and reflections in online portfolio.	Ongoing throughout Term One To be handed in Term 1 Week 11	15% P=5 L=5 C=5	5.5 5.7 5.10	A variety of classroom-based tasks with equal weighting from Composition & Listening. Submitted as an online portfolio.
Popular Music 30%	Individual Arrangement Task (Performance, Composition)	Term 2 Week 8	20% P=10 C=10	5.2 5.3 5.4 5.6	Individual Arrangement of a piece reflective of styles studied (Performance & Composition)
	Aural and Written Half Yearly Examination	Term 2 Week 4	10% L=10	5.8 5.9	Unprepared listening and transcription Score reading, theory exercises Multiple choice
Half Yearly Reports					
SEMESTER 2					
Renaissance Music 25%	Composition	Term 3 Week 7	25% P=10 C=10 Portfolio=5	5.5 5.7	An original composition based on a stimulus using techniques and elements related to the topic studied. Portfolio documenting composition process, research, draft material and reflection.
Australian Art Music 30%	Musicology	Term 4 Week 4	10% L=10	5.7 5.9	Musicology task relating to the genre of topic – style/influences/analysis.
	Yearly Exam Listening/ Written Performance	Term 4 Week 3	20% P=10 L=10	5.1 5.8 5.9	As per the aural/written test above One piece, solo or ensemble, from a topic studied during the course.
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed
Semester 1				
Photography Portfolio Shapes and Shadows	Photography based on composition including light contrasts, unusual viewpoints, and cropping. Sequential tasks using natural and studio lighting and progressively challenging Photoshop processes	Term 1 Week 10	15%	5.1, 5.4
Structural and Subjective Frame Analysis	Critical responses to unseen photographic work foregrounding the structural and subjective frame	Term 1 Week 8	5%	5.2, 5.6
Shapes and Shadows Video	Video of photographic images and footage exploring the subjective with a focus on cinematography.	Term 2 Week 8	20	
Half Yearly Examination	Exploring the Frames: foregrounding Subjective and Structural responses	Term 2 Week 6	10%	5.9
Half Yearly Reports				
Semester 2				
Animation Adverts	Stop-motion animation parody on advertising.	Term 3 Week 6	20%	5.3, 5.4
Documentary	Documentary film and photographs based on personal project	Term 4 Week 4	15%	5.5, 5.6
Yearly Examination	Written responses reflecting upon conceptual framework and artists practice	Term 4 Week 5	15%	5.8
Yearly Reports				

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 1					
Exploring objects in their environment	VAPD Visual Arts Process Diary and portfolio	Term 1 Week 11	20%	5.1, 5.4, 5.5, 5.6	Explores media and techniques in drawing and mixed media
Analysis of artworks through the frames	Assessment task subjective / structural/cultural/postmodern analysis frames of artworks	Term 1 Week 10	10%	5.9	Demonstrates understanding of subjective structural cultural and post modern frames.
Half Yearly Exams	Response to artworks though the frames	Term 2 Week 3	10%	5.9, 5.10	Demonstrates understanding of frames
Further exploration of objects in their environment	Body of work including printmaking	Term 2 Week 4	20%	5.1, 5.3, 5.4, 5.5, 5.6	Using techniques to explore surface qualities
Half Yearly Reports					
SEMESTER 2					
Artists Practice	Written assessment based on research	Term 3 Week 8	10%	5.7, 5.9, 5.10	Investigates Artists Practice
Built and Natural Environment	Series of 2D and 3D art works and Visual Diary	Term 4 Week 4	20%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Creates a resolved body of work
Yearly Exams	Frames and Artist Practice	Term 4 Week 4	10%	5.7, 5.8, 5.9, 5.10	Demonstrates understanding of frames and knowledge of artist's practice
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes	Additional Information
SEMESTER 1					
Portfolio	Playing Cards Visual Diary evidence of investigation	Term 1 Week 11	20%	5.2, 5.4, 5.5, 5.6	Students develop a design based on Art Nouveau or Art Deco design features
Conceptual Framework	Research Task	Term 2 Week 2	10%	5.7, 5.8, 5.10	Explores Art Deco, Art Nouveau and contemporary artists and their world
Half Yearly Exam	Analysing Artworks Theory and practical	Term 2 Week 4	10%	5.1, 5.2 5.8, 5.10	Demonstrates knowledge and understanding of design specifically Art Nouveau and Art Deco
Wearable Art	Visual Diary development of final design and object design progress	Term 2 Week 4	10%	5.1, 5.4, 5.5, 5.6	Media experiments and awareness of audience (marketing)
Half Yearly Reports					
SEMESTER 2					
Series of Vessel designs	Experimentation with form Development of ideas in Visual Diary	Term 3 Week 6	10%	5.4, 5.5, 5.6	Experiments with design techniques, understands design process and applies to design exercises
2D/3D Product design:	Completion of 2D/3D designed form	Term 4 Week 4	20%	5.1, 5.3, 5.4, 5.6	Experiments with and learns to use media and ideas and demonstrates a developing design practice
Designers Practice	Investigation of a designers practice	Term 3 Week 8	10%	5.7, 5.10	Investigates how a designer's work is inspired by the world
Yearly Exam	Analysing Artworks	Term 4, Week 4	10%	5.7, 5.8, 5.9, 5.10	Demonstrates understanding of frames, conceptual framework, artists practice.
Yearly Reports					

ASSESSMENT SCHEDULE

TOPIC	TASK	DUE DATE	WEIGHTING	OUTCOMES	ADDITIONAL INFORMATION
The Elements of Drama	Monologue & Rationale	Term 1, Week 9	30%	5.1.1 5.2.1 5.3.1	Students will create and present a monologue-that effectively uses the Elements of Drama. They will also write a rationale that outlines their theatrical choices.
HALF YEARLY REPORTS					
From Page to Stage	Theatrical Poster	Term 2, Week 5	10%	5.1.3 5.3.1	Students will plan, research and create a theatrical poster for a play studied in class.
	Scripted Performance	Term 2, Week 8	20%	5.1.3 5.2.2	Students will plan, rehearse and perform a scene from a play studied in class.
Non-realistic Theatre	Performance & Logbook	Term 3, Week 10	30%	5.1.2 5.1.4 5.2.3	Students will collaborate, devise, rehearse and perform a piece of non-realistic theatre. They will log their progress, showing directorial choices and write a reflection.
Production Elements	Theatrical Review	Term 4, Week 3	10%	5.3.2 5.3.3	Students will write a theatrical review of a production they have seen.
YEARLY REPORTS					

ASSESSMENT SCHEDULE

	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Focus
SEMESTER 1					
Analysing and responding to Persuasive texts	Formative Assessment 1: Group Presentation; Class Mark	Term 1 Week 7	5%	EN5-URB-01	Students respond to poetry in song lyrics and analyse how these represent important issues
Creative Writing - Fiction	Assessment 2: Gothic Short story & reflection on the writing	Term 2 Week 5	30%	EN5-ECA-01 & EN5-ECB - 01	Students draft, refine and publish their own "Australian Gothic" short story (in-class examination)
Half Yearly Reports					
SEMESTER 2					
Shakespeare (Drama)	Assessment 3: Multimodal Presentation	Term 3 Week 4	30%	EN5-RVL-01 & EN5-URA-01 & EN5-URC - 01	Students collaborate to create a presentation that explores characters; themes and values
Cultural Perspectives (Novel AND Poetry or Film)	Assessment 4: Short Answers and Essay	Term 4 Week 4	30% + class mark 5%	EN5-URB-01 & EN5-ECA-01	Students analyse how texts represent ideas and experiences and challenge values and attitudes
Yearly Reports					

Students in the extension classes will engage in a reading program of at least 3 texts from a recommended list

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 1					
Consumer and Financial Decisions	Class Test	Term 1, Week 8	25%	5.1, 5.2, 5.3, 5.4, 5.5	Multiple choice and short answer questions
Promoting and Selling	Project Based Learning	Term 2, Week 4	35%	5.1, 5.4, 5.6, 5.7, 5.8, 5.9	PBL group task
Half Yearly Reports					
SEMESTER 2					
Economic & Business Environment	Topic Test	Term 4, Week 3	40%	5.1, 5.2, 5.3, 5.4, 5.8, 5.9	Multiple choice and short answer responses assessing content from 'Consumer and Financial Decisions', 'Promoting and Selling' and 'The Economic and Business Environment'
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Human Wellbeing, Sustainable Biomes and Environmental Change and Management	“How can we make our world a better place?” (PBL task/passion project)	Term 2/4 Week 1	30	GE5-3 GE5-5 GE5-8	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Sustainable Biomes	Individual Essay	Term 1/3 Week 10	30	GE5-1 GE5-2 GE5-3 GE5-5	In this task, students use the PEDAL scaffold to individually respond to the question on food security.
Geographic Skills	Examination	Term 2/4, Week 4	40	GE5-3 GE5-7 GE5-8	The exam will assess key skills, including reading maps of the world and Australia, synoptic charts, latitude and longitude, topographic mapping, climate graphs.
Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Human Wellbeing, Sustainable Biomes and Environmental Change and Management	“How can we make our world a better place?” (PBL task/passion project)	Term 2/4 Week 1	30	GE5-3 GE5-5 GE5-8	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Sustainable Biomes	Individual Essay	Term 1/3 Week 10	30	GE5-1 GE5-2 GE5-3 GE5-5	In this task, students use the PEDAL scaffold to individually respond to the question on food security.
Geographic Skills	Examination	Term 2/4, Week 4	40	GE5-3 GE5-7 GE5-8	The exam will assess key skills, including reading maps of the world and Australia, synoptic charts, latitude and longitude, topographic mapping, climate graphs.
Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Oceanography	Research and presentation	Term 1 Week 10	30	GEE5-2 GEE5-4 GEE5-5 GEE5-7	Students will be researching an issue related to oceanography and delivering a presentation to the class.
Oceanography + Political Geography	Topic task	Term 2 Week 8	10	GEE5-2 GEE5-9	Students complete a topic test on their knowledge so far in the course.
Half Yearly Reports					
Political geography	Portfolio	Term 3 Week 7	30	GEE5-5 GEE5-6 GEE5-7 GEE5-8	Students will be preparing a hand-in portfolio on a political conflict/tension event.
Global citizenship	Research task	Term 4 Week 6	30	GEE5-2, GEE5-5, GEE5-9,	Students will be researching a topic of their choice.
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Semester Assessment Schedule					
Industrial Revolution	PBL task on the Industrial Revolution	Term 1 or 3 Week 7	40%	5-4, 5-5	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Australia during the wars	In class essay source analysis exam	Term 2 or 4 Week 3	60%	5-1, 5-4, 5-6, 5-8, 5-10	Two source based questions. One PESAL based essay - Students will be given a question to research and expected to write the essay in the examination. Students will be allowed to bring in 20 words.

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Semester Assessment Schedule					
Industrial Revolution	PBL task on the Industrial Revolution	Term 1 or 3 Week 7	40%	5-4, 5-5	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Australia during the wars	In class essay source analysis exam	Term 2 or 4 Week 3	60%	5-1, 5-4, 5-6, 5-8, 5-10	Two source based questions. One PESAL based essay - Students will be given a question to research and expected to write the essay in the examination. Students will be allowed to bring in 20 words.

ASSESSMENT SCHEDULE

Topic	Task	Date Term/ Week	Weighting (%)	Syllabus outcomes assessed	Focus
Term 1 Developing relationships	Assessment 1 In class, groups (maximum 3 students) are given a scenario where misunderstanding has occurred and they must ask questions, make requests and explain actions to resolve the situation	Term 1 Weeks 9	25%	ML5-Int-01; ML5-Und-01;	Socialising in the target language to build and maintain relationships
Half yearly reports					
Term 2 Having fun and being healthy in my community	Assessment 2 Part A: In class, read and respond to informative texts through a peer discussion on school/ leisure life-balance. Part B: In class, read and respond through an informative text about their own lifestyle and wellbeing	Term 2 Week 9	25%	ML5-Int-01; ML5-Und-01; ML5-Crt-01	Exploring how young target language speakers spend their free time
Term 3 Moving beyond my community and into the world around me	Assessment 3 Part A: in class response to texts and creation of a travel brochure Part B: in class interaction about travel preferences	Term 3 Week 9	25%	ML5-Int-01; ML5-Und-01; ML5-Crt-01	Travel and tourism
Term 4 Personal expression	Assessment 4 In class/ at home script for a makeover TV show	Term 4 Week 5	25%	ML5-Crt-01	Expressing personal style in the target language and in consideration of appropriate cultural practices, values and perspectives
Yearly reports					

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Data Analysis A Algebra Technique A	Assessment Task 1 (50 minutes)	Term 1 Week 7, 8 or 9	25%	MA5-DAT-C-01, MA5-ALG-C-01, MAO-WM-01	Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Equations A Measurement A (Area & S Area) Finance A Algebra A	Assessment Task 2 (50 minutes)	Term 2 Week 6, 7 or 8	25%	MA5-EQU-C-01, MA5-ARE-C-01, MA5-FIN-C-01, MA5-ALG-C-01, MAO-WM-01	
SEMESTER 2					
Indices A Trigonometry A Linear Relationships A	Assessment Task 3 (50 minutes)	Term 3 Week 6, 7 or 8	25%	MA5-IND-C-01, MA5-MAG-C-01, MA5-TRG-C-01, MA5-LIN-C-01, MAO-WM-01	Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Linear Relationships B Measurement Volume Finance B Probability A	Assessment Task 4 (50 minute)	Term 4 Week 6, 7 or 8	25%	MA5-VOL-C-01, MA5-FIN-C-02, MA5-PRO-C-01, MAO-WM-01	

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Data Analysis A Algebra A,	Assessment Task 1 (50 minutes)	Term 1 Week 7, 8 or 9	25%	MA5-DAT-C-01, MA5-ALG-C-01, MAO-WM-01	Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Equations A Measurement A (Area & S Area) Finance A Algebra A	Assessment Task 2 (50 minutes)	Term 2 Week 6, 7 or 8	25%	MA5-ARE-C-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MAO-WM-01	
SEMESTER 2					
Variation & Rates of Change Trigonometry A Linear Relationships A & B	Assessment Task 3 (50 minutes)	Term 3 Week 6, 7 or 8	25%	MA5-RAT-P-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MAO-WM-01	Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Probability A Properties of Geo Figures A Indices A, B & C Financial Mathematics B	Assessment Task 4 (50 minute)	Term 4 Week 6, 7 or 8	25%	MA5-PRO-C-01, MA5-GEO-C-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-FIN-C-02, MAO-WM-01	

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Data Analysis A Algebra A and B Equations A	Assessment Task 1 (50 minutes)	Term 1 Week 7, 8 or 9	25%	MA5-DAT-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MAO-WM-01	Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Indices A Measurement A (Area & S Area) Finance A Equations A and B	Assessment Task 2 (50 minutes)	Term 2 Week 6, 7 or 8	25%	MA5-IND-C-01, MA5-ARE-C-01, MA5-FIN-C-01, MA5-EQU-C-01, MA5-EQU-P-01, MAO-WM-01	
SEMESTER 2					
Measurement (S Area, Volume), Variation & Rates of Change A Trigonometry A Linear Relationships A & B	Assessment Task 3 (50 minutes)	Term 3 Week 6, 7 or 8	25%	MA5-ARE-C-01, MA5-VOL-C-01, MA5-RAT-P-01, MA5-TRG-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MAO-WM-01	Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Probability A Properties of Geo Figures A Indices A, B & C Financial Mathematics B Algebra A and B	Assessment Task 4 (50 minute)	Term 4 Week 6, 7 or 8	25%	MA5-PRO-C-01, MA5-GEO-C-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-FIN-C-02, MA5-ALG-C-01, MA5-ALG-P-01, MAO-WM-01	

FACULTY: PDHPE

SUBJECT: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information Units of work
Nutrition	1 <ul style="list-style-type: none"> Nutrition Assessment Task 	T1 Week 7-10	25	PD5-2, PD5-6, PD5-8, PD5-9	<ul style="list-style-type: none"> Students prepare, deliver and critique strategies for healthy eating and healthy food selection.
Team Games	2 <ul style="list-style-type: none"> Team Games Ongoing assessment 	T2 Week 5	25	PD5-4, PD5-9, PD5-10, PD5-11	<ul style="list-style-type: none"> Students will be assessed on skills in attack, defence and team play.
Half Yearly Reports					
Social Dance	3 <ul style="list-style-type: none"> Social Dance (Cha Cha) 	T3 Week 1-5	25	PD5-4, PD5-5, PD5-10, PD5-11	<ul style="list-style-type: none"> Students will be marked according to proficiency, coordination, rhythm & timing and overall presentation
Yearly Exam	4 <ul style="list-style-type: none"> 1 hour examination on units of work covered in class 	T4 Week 1/2	25	PD5-1, PD5-2, PD5-3, PD5-9	<ul style="list-style-type: none"> Multiple choice, short answer, extended response
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weight (%)	Syllabus outcomes assessed	Additional Information
Body Systems Nutrition & Physical Activity	1 Practical Assessment - Movement Analysis	Term 1 Week 10	25%	PASS5-1 PASS5-2 PASS5- 9 PASS5-10	Practical Assessment - Physiology - Movement Analysis: skeletal, muscular & cardiorespiratory systems and use of technology in sport.
Nutrition & Physical Activity	2 Nutrition Assessment Task	Term 2 Week 4	25%	PASS5-1 PASS5-2 PASS5-8 PASS5-10	Students will assess the nutrient requirements for people who engage in physical activities of varying intensity and duration
Half Yearly Reports					
Team Games	3 Team Games Assessment Task	Term 3 Week 1-10	25%	PASS5-1 PASS5-2 PASS5-8 PASS5- 9 PASS5-10	Students will participate in a range of team games and will be assessed on participation, teamwork and competency.
Technology, Participation & Performance Australian Sporting Identity	4 Yearly Examination	Term 4 Week 3	25%	PASS5-3 PASS5-4 PASS5-6 PASS5-7 PASS5-10	Yearly Examination - Multiple choice, short answer, extended response.
Yearly Reports					

ASSESSMENT SCHEDULE

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING %	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
All Topics	In-class tasks	Ongoing	5	SC5-LW14; SC5-LW15 SC5-10PW; SC5-11PW;	Bookwork, Homework, Literacy, Practical tasks
Keeping it under control (Biology)	Skills	Term 1 Week 6 Thursday 7 th March	20	SC5-7WS, SC5-8WS	Scientific skills
Half-yearly examination (Biology)	In-class examination	Term 2 Week 3 Thursday 16 th May	20	SC5-LW14; SC5-LW15	1 period test Multiple Choice/Short Answer
HALF YEARLY REPORTS (45% of total)					
SEMESTER 2					
All Topics	In-class tasks	Ongoing	5	SC5-LW14; SC5-LW15; SC5-12ES; SC5-13ES; SC5-16CW; SC5-17CW; SC5-10PW; SC5-11PW; SC5-7WS- 9WS	Bookwork, Homework, Literacy, Practical tasks
Chemistry in the modern age	Practical test	Term 3 Week 8 Monday 9 th & Tuesday 10 th September	20	WS5.1; WS5.2; WS5.2; WS6	Data collection and analysis
Yearly examination (All topics)	In-class examination	Term 4 Week 3/4 exam block	30	SC5-LW14; SC5-LW15; SC5-12ES; SC5-13ES; SC5- 16CW; SC5-17CW; SC5-10PW; SC5-11PW; SC5-7WS- 9WS	1.5h test Part A – Multiple Choice Part B – Short Answer & Extended Response
YEARLY REPORTS (100%)					

ASSESSMENT SCHEDULE

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Creating games and simulations Analysing Data 1	Creating a computer game/application.	Term 2 Week 2 (Tuesday 7th May)	50%	Students learn how to code using a general purpose/OO programming language and produce a computer game or application. Students use machine learning applications to simulate artificial intelligence.
Half Yearly Reports				
SEMESTER 2				
Analysing Data 2 Building mechatronic & automated systems	Modelling data using a spreadsheet	Term 3 Week 6 (Tuesday 27th August)	50%	Students use data analysis techniques to model and present data. Students investigate about robots, AI and its uses. They then create a robot and program it to fight in a sumo tournament.
Yearly Reports				

ASSESSMENT SCHEDULE

Component	Term 1	Term 2	Term 3	Term 4	Weighting %
	Food Technology in Australia	Food Selection and Health	Food for Special Occasions	Food Product Development	
	Assessment Task 1 Part A Due: Term 2 Week 1 Part B Due: Term 1 Week 9	Assessment Task 2 Exam and In class practical observation mark Due: Term 2 Week 10 In class	Assessment Task 3 Part A Due: Term 4 Week 1 Part B Due: Term 3 Week 9	No Assessment	
Theory	15	20	15		50
Assessment Practical	20	N/A	20		40
Weekly practicals	N/A	10	N/A		10
Total %	35	30	35	N/A	100

ASSESSMENT SCHEDULE

Component	Term 1	Term 2	Term 3	Term 4	Weighting %
	Term 1 progress	Diet-Related Disease Profile	Catering a Special Occasion	Term 4 progress	
		Week 5 + 6 (prac) Week 6 (theory)	Term 3 Week 9 (prac) Week 10 (theory)		
Theory	5	20	20	5	50
Assessment Practical		15	15		30
Weekly practicals	5	5	5	5	20
Total %	10	40	40	10	100

ASSESSMENT SCHEDULE

Topic	Outcomes	Task	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1					
St Ivell Tower (Straw tower)	IND5-1, IND5-2	Structures	Term 1 Week 7	15%	Group work (3) designing and construction of a water tower
Cantilever Bridge Design	IND5-3, IND5-8	Structures	Term 2 Week 5	15%	Group work (2) designing, constructing and destroying bridges.
Semester 1 Exam	As above	Structures	Term 2 Week 7	20%	Theory from the two practical projects from Semester 1
Half Yearly Reports					
SEMESTER 2					
Trebuchet	IND5-3, IND5-7	Mechanisms	Term 3 Week 8	30%	Individual - Design race cars using CAD to see who can go the furthest distance using mechanical energy
McLaren (Mouse trap car)	IND5-2, IND5-5	Mechanisms	Term 4 Week 5	20%	Group work (2-3) design and construct a complex machine to perform a simple task.
Yearly Reports					

ASSESSMENT SCHEDULE

TASK	OUTCOMES Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Core Module 1: Instrument Drawing	1,5,6,7	Term 1 Week 10 (Friday 5th April, Period 2)	30%	Students develop knowledge and skills to use drawing equipment and techniques to create 2D and 3D objects including prisms, logos, pictograms and engineering components.
Core Module 2: Computer-Aided Design (CAD)	1,5,6,7	Term 2 Week 6 (Friday 7th June, Period 1)	30%	Students develop knowledge of drawing equipment, standards, techniques and types using CAD technology.
SEMESTER 2				
Option Module 7: Graphic Design and Communication	1, 2, 3, 6	Term 3 Week 10 (Friday 29th September, Period 1)	30%	Students learn to use a range of appropriate manual and digital processes to produce graphics projects. They present logos, infographics and advertising material in print, digital and multimedia forms.
Option Module 1: Architectural Drawing		Term 4 Week 6 (Friday 22nd November, Period 1)	10%	Students will research Architectural Design, Cad Design and upskill using ArchiCAD
Yearly Reports				

Topic	Outcomes Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Industry Research	IND 5-8, IND 5-9, IND 5-10	Term 1 – Week 6 8 th / march P2 – 10am	10%	Written Report
TASK 2 Toolmaker	IND 5-1, IND 5-3, IND 5-5, IND 5-6,	Term 2 - Week 4 24th May P1 – 9am	30%	Practical Project
TASK 2 Portfolio	IND 5-2, IND 5-4, IND 5-5,	Term 2 - Week 4 24th May P1 – 9am	10%	Project Portfolio
Half Yearly Reports				
SEMESTER 2				
TASK 3 Toolbox Design	IND 5-1 IND 5-4,IND 5-7	Term 4 – Week 2 25th September P1 – 9am	30%	Practical Project
TASK 3 Portfolio	IND 5-2, IND 5-5, IND 5-8.	Term 4 – Week 2 25th September P1 – 9am	10%	Project Portfolio
TASK 4 Yearly Examination	IND 4-2, IND 5-3, IND 5-4, IND 5-5, IND 5-8, IND 5-9, IND 5-10	Term 4 – Week 3 20th October P2 – 10am	10%	Yearly Examination Theoretical knowledge and procedural knowledge content.
Yearly Reports				

ASSESSMENT SCHEDULE

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information	Outcomes
SEMESTER 1					
Web Design	Students create, design, author and publish a webpage (<i>progress mark</i>)	Term 1 Week 11 (<i>Tuesday 9th April, Period 5</i>)	10%	Students create, design, author and publish a webpage for a movie of their choice. Students need to demonstrate the 5 data types on their website.	IND5-2, IND5-4, IND5-5
	Students create, design, author and publish a webpage (<i>final mark</i>)	Term 2 Week 6 (<i>Tuesday 4th June, Period 5</i>)	40%		
Half Yearly Reports					
SEMESTER 2					
Video Production (<i>Animation</i>)	Students create an animated music video	Term 3 Week 10 (<i>Thursday 26th September, Period 1</i>)	25%	Students create an animated music video to a song of their choice demonstrating the use of techniques learned throughout the unit. Design & production folio and storyboard to be included.	IND5-3, IND5-5
Video Production (<i>Live Action</i>)	Students create an infomercial using live action film as the basis	Term 4 Week 6 (<i>Tuesday 19th November, Period 5</i>)	25%	Students script, film and edit an infomercial on a product of their choice. Design & production folio and storyboard to be included.	IND5-1, IND5-6, IND5-7
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Outcomes	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Four Joint Tray Skills and Safety	IND5.1, IND5.3, IND5.6	Term 1 - Week 7 Friday 15 th March	15%	Practical Project and WHS
Mantle Clock and Portfolio	IND5.4, IND5.5, IND 5.7, IND5-8	Term 2 - Week 6 Progress Mark Friday 7 th June	35%	Practical Project & Portfolio progress
Half Yearly Reports				
SEMESTER 2				
Sturdy Stool	IND5.2, IND5.4, IND5.7,	Term 4 - Week 1 Friday 18 th October	35%	Practical Project & Portfolio, final mark for Mantle clock added
Trinket Box	IND5.3, IND 5.10	Term 4 - Week 6 Wednesday 20 th November	15%	Practical Project and societal impacts study (continues into Year 10)
Yearly Reports				

ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3
Nature of task	Project bag: Textile item	Modern Chore Jacket: Textile item and portfolio	Denim upcycle: Project proposal
Timing	Term 1, Week 8 Thursday 21 March 2024	Term 3, Week 4 Thursday 15 August 2024	Term 4, Week 1 Thursday 17 October 2024
Outcomes assessed	TEX5-10, TEX5-11	TEX5-4, TEX5-8, TEX5-9, TEX5-11, TEX5-12	TEX5-2, TEX5-4, TEX5-8, TEX5-12
Weight	20%	50%	30%