YEAR 9 ASSESSMENT HANDBOOK 2019

Name:

Admin:

Table of Contents

Welcome

Dear Students and Parents

This booklet contains information regarding students' Assigned Tasks. The information contained is the Course Objectives as prescribed by NESA (NSW Educational Standards Authority) and Faculty Assessment Programs. This Information is available for both semesters.

This booklet is designed to help you:

- know what Assigned Tasks need to be completed
- learn to plan for your Assigned Tasks. Please keep in mind that dates may change at times, but the students will be notified.

Students need to be aware of three important issues related to the completion of Assigned Tasks:

1. If you are absent from an Assigned Task or are away when it should be handed in, and there is good reason for this (e.g. sickness, there is an issue at home, you have to attend a funeral), on the day of your return to school, you need to bring a letter from home explaining the absence or fill out a copy of the **Illness, Accident or Misadventure Form** contained in the Appendix of this booklet. After submission of the form, if this is acceptable, you may be asked to do the task on another day or receive an estimated mark. It would also be appreciated if parents could ring the school by 8:45am if you are away when a task is scheduled to enable notification to be given to the relevant Studies Coordinator (see page 10).

2. If you have a good reason for not having time to complete an Assigned Task (i.e. you have been ill), you can apply for an extension by completing the **Illness, Accident or Misadventure Form** in the appendix. The form is to be signed by Parents/Care Givers and returned to the Studies Coordinator.

3. If you are absent from an assessment task without extension or an explanation, a phone call or letter may be sent home and the school assessment policy for late hand in of tasks will apply.

It is very important that you realise managing assessment is complex, but together we hope to assist students in becoming responsible and organised in their approach to their Assigned Tasks.

Introduction

All students in all Years 7-9 are being issued with an Assessment Booklet outlining the Assigned Tasks. It is important then to understand the assessment responsibilities.

Assigned Tasks are set in all subjects to cover all the outcomes prescribed by the syllabus for that subject.

Subject Assessment Procedures

Years 7-9 will have an assessment program based on Assigned Tasks. Each of the Assigned Tasks is listed in this booklet. The tasks assess the students' progress in the outcomes set for the particular activity. In line with new government legislation, all students will be graded on an A-E scale at the completion of each semester. These Assigned Tasks will contribute to the assessment grades.

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

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.

It is important to keep the following in mind when preparing for an Assigned Task:

a) Assessment is continuous and progressive.
b) The Assessment Mark is relative to a pre-determined standard.
c) Assessment may be comprised of a variety of tasks (e.g. tests, assignments) throughout a semester.

Assessment Guidelines

- Are clearly and concisely articulated and communicated to all involved in the teaching/learning process.
- Are designed in conjunction with the teaching/learning process.
- Are based on the goals of each syllabus and/or school teaching programs.
- Provide to each student, through a variety of assessment tasks, maximum scope to demonstrate breadth of achievement.
- Provide to each student significant opportunity to demonstrate his/her highest level of competence.

Disability Provisions

Disability Provisions is a service delivered by the Learning Support Team to assist students who may have difficulty with reading, writing, language, attention or a medical problem during examinations.

The students who access Disability Provisions are allowed extra time to read and write to enable them to complete as much of the examination as possible. Students can ask the supervising teacher or Teacher's Aide to read a question to them or to write, if necessary. They can also have questions modified by having questions explained in simpler terms. This provides a valuable opportunity for students to develop skills in examination techniques.

To be eligible for Disability Provisions, a student must be referred by the Learning Support Team as having a need for support during examinations. Some testing of literacy skills may be required. Letters will be sent home to parents offering Disability Provisions and seeking permission for their child to receive this support.

NOTE: Use of Disability Provisions in junior examinations does not guarantee that Disability Provisions will be granted in Years 10-12. A formal application to NESA for Disability Provisions will be provided to Year 12 students who will be sitting for Higher School Certificate Examinations. Any questions regarding Disability Provisions should be directed to Mrs Maree Beer, Learning Support Coordinator.

What To Do If?

Lateness in Submitting Tasks

It is expected that students will hand tasks in, on or by the due date. If a student fails to hand in set tasks without a suitable written explanation, **they may be awarded zero marks**. Irrespective of the zero mark the task must still be submitted.

Regardless of the reason for late submission, the student must complete an I**llness, Accident or Misadventure Form** and submit it to the Studies Coordinator. These are available at the end of this book or from the relevant Studies Coordinator or online in the Parent/Student portal. Students should submit any evidence, such as draft copies, or notes to validate their claims in the event of mechanical or technological failure.

Absence from Tasks

a) If a student will miss a task on a day that they are absent, it is expected that a phone call be made to **the School before 8:45 am** on that day by the parents, where possible requesting to speak to the relevant Studies Coordinator.

b) Students will be required to provide a **suitable written explanation on the day they return to school**, i.e. note from a parent or guardian.

c) An I**llness, Accident or Misadventure** form needs to be completed and handed to the Studies Coordinator.

Extensions to Due Date

Extensions to the due date will only be given if special circumstances and a request is made **in writing at least three days prior to the due date** (where applicable). The extension will be granted by the relevant Studies Coordinator. The I**llness, Accident or Misadventure form** is to be filled out to apply for any variation and the extension box ticked. Documentary support is required i.e. parent note, doctor certificate, copy of airline tickets etc so that an extension can be granted.

Academic Malpractice

Cheating

If a student is found cheating during an examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero-mark awarded for the paper or part). Likewise, proven **dishonesty** in relation to other assessment tasks will result in marks being adjusted accordingly.

Plagiarism

DEFINITION: ***Plagiarism:*** 1. The appropriation or imitation of another's ideas and manner of expressing them, as in art, literature, music (compositions) etc., to be passed off as one's own. 2. Something appropriated and passed off as one's own in this manner. *(Macquarie Dictionary)*

THE SCHOOL'S POSITION FOR STUDENTS: Plagiarism involves dishonesty and will not be accepted at St Joseph's High School Aberdeen.

Importance of Avoiding Plagiarism in Student Assignments

The term 'plagiarism' refers to the practice of presenting the ideas of another person as your own. It is most important that you avoid plagiarism when preparing assessment (or other) tasks.

The following are examples of plagiarism:

- Downloading information from the internet and presenting this as if it is your own work
- Taking information from a published source and presenting this as if it was your own work.
- Copying the work of another student or allowing someone to copy your work.
- Getting help or ideas from another person without acknowledging that you have done this.
- Copying published music and presenting it as your own composition.

There are two main reasons why it is important to avoid plagiarism.
It is unfair to other students if you get help which is not available to others, or if you put forward ideas which are not your own.
Plagiarism is the theft of ideas. At any tertiary institution it is viewed as a serious offence.

When carrying out a research assignment, you should bring together information from a range of sources. Whenever you quote information word for word, you must place the quote in inverted commas and you must acknowledge the author.

If you change the wording of the information, it is still important to acknowledge the source of the information.

Please note that students who commit plagiarism in assessment tasks may receive zero for the task and may be subject to further disciplinary action.

Staff Contacts

School Executive		
Principal	Mr Robert Holstein (robert.holstein@mn.catholic.edu.au)	
Assistant Principal - Curriculum & Welfare	Mrs Veronica Rolfe (veronica.rolfe@mn.catholic.edu.au)	
Assistant Principal - Administration & Welfare	Mr Joel Bristow (joel.bristow@mn.catholic.edu.au)	
Ministry Coordinator	Mr Leo Walsh (leo.walsh@mn.catholic.edu.au)	
Studies Coordinator		
Religion	Mrs Meagan Edwards (meagan.obrien@mn.catholic.edu.au)	Catholic Studies
English	Mrs Nicole Taylor (nicole.taylor@mn.catholic.edu.au)	English
Mathematics	Mr Dallas Collins (dallas.collins@mn.catholic.edu.au)	Mathematics 5.3 Mathematics 5.2 Mathematics 5.1
Science	Ms Lisa Bright (lisa.bright@mn.catholic.edu.au)	Science Agriculture Integrated Skills, Technology, Engineering & Mechanics (iSTEM)
HSIE	Mrs Ellen Fitzgerald (ellen.newberry@mn.catholic.edu.au)	History, Geography & Civics (HSE) Elective History Commerce
PDHPE	Mr Steven Sokulsky (steven.sokulsky@mn.catholic.edu.au)	PDHPE Physical Activity and Sports Studies
TAS & VET	Mr Garry Scruton (garry.scruton@mn.catholic.edu.au)	Information & Software Technology Industrial Technology Timber Industrial Technology Metal Industrial Technology Engineering Food Technology
CAPA & LOTE	Miss Morag Aitchison (morag.aitchison@mn.catholic.edu.au)	Drama Music Visual Arts Visual Design Photographic & Digital Media Japanese
Support Staff		
Student Coordinator	Mr Tim O'Toole (timothy.otoole@mn.catholic.edu.au)	
Career's Advisor	Ms Kristy Pascoe (kristy.pascoe@mn.catholic.edu.au)	
Learning Support	Mrs Maree Beer (maree.beer@mn.catholic.edu.au)	
Indigenous Support	Mr Vince Cooper (vince.cooper@mn.catholic.edu.au)	
School Counsellor	Mr Kaine Griffith & Ms Melissa Brown (kaine.griffith@mn.catholic.edu.au) (melissak.brown@mn.catholic.edu.au)	

Term 1 - Draft

	Year 9		
Weeks 1 – 5	Industrial Technology Metal (line B) Industrial Technology Timber (line B) Industrial Technology Engineering (line A) Food Technology (line B)		
Week 6	Food Technology (line B)		
Week 7	iSTEM (line B)		
Week 8	Religion English Commerce (line A)		
Week 9	Mathematics Science Agriculture (line A and line B)		
Week 10	History Japanese (line A) Music (line B) Photography (line B) Visual Art (line B) PASS (line A and line B)	CROSS COUNTRY	
Week 11	Information & Software Technology (line A) Drama (line A) Visual Design (line A)		

Term 2 - Draft

	Year 9		
Week 1	Industrial Technology Metal (line B) Industrial Technology Timber (line B)		
Week 2	Industrial Technology Engineering (line A)		
Week 3	Visual Art (line B) Music (line B)	NAPLAN	
Week 4	NAPLAN		
Week 5	**Examination week – End of Semester One** Mathematics Science Music (line B) PDHPE PASS (line A and lineB)		
Week 6	Religion English Photography (line B) iSTEM (line B) Food Technology (line B) Elective History (line B)		
Week 7	PUBLIC HOLIDAY	History Agriculture (line A and line B) Japanese (line A) Visual Design (line A) Commerce (line A)	
Week 8	PDHPE		ATHLETICS CARNIVAL
Week 9	Commerce (line A) Information & Software Technology (line A)		
Week 10	Elective History (line B) Drama (line A)		

Term 3 – Draft

	Year 9
Week 1	Mathematics
Week 2	Industrial Technology Metal (line B) Industrial Technology Timber (line B)
Week 3	English
Week 4	Industrial Technology Engineering (line A) Visual Design (line A)
Week 5	Music (line B) Visual Art (line B) Elective History (line B)
Week 6	Religion Food Technology (line B) Commerce (line A)
Week 7	Geography iSTEM (line B) PASS (line A and line B)
Week 8	Mathematics Science Information & Software Technology (line A) Drama (line A) Japanese (line A)
Week 9	OUTWARD BOUND
Week 10	Agriculture (line A and line B) Photography (line B) PDHPE

Term 4 – Draft

	Year 9
Week 1	Music (line B) PDHPE
Week 2	Information & Software Technology (line A)
Week 3	Industrial Technology Metal (line B) Industrial Technology Timber (line B) Photography (line B) Visual Art (line B) Elective History (line B)
Week 4	Geography Industrial Technology Engineering (line A) Visual Design (line A) Commerce (line A) iSTEM (line B) Music (line B)
Week 5	**Examination week (to be confirmed)** Religion, English, Mathematics, Science, Agriculture, Information & Software Technology, Japanese, Visual Design, Visual Art, Photography, Drama, PDHPE, PASS
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Religion

Religious Studies - Outcomes

A student:	
JS 5.1	Demonstrates a deeper understanding of the language and books of the Scriptures
JS 5.3	Demonstrates a more extensive knowledge of Jewish society and culture
JS 5.2	Demonstrates a deeper understanding of the impact of Jesus' challenging message
JS 5.4	Demonstrates a deeper understanding of the Spirit at work in the world
HB5.1	Conveys a knowledge of the beliefs of some major religious traditions
HB 5.3	Demonstrates an understanding of the links between religion, religious traditions and religious experience
HB 5.4	Demonstrates a deeper understanding of significant stages in the story of the Church
HB 5.5	Demonstrates an awareness of the impact of faith on the human search for meaning
CP 5.1	Demonstrates a knowledge of prayer forms and celebrations in other religious traditions
CP5.2	Demonstrates a knowledge and understanding of the characteristics of several major religious traditions
JM 5.2	Demonstrates a deeper knowledge of the Church's social teaching and action for justice

Religious Studies – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Understanding the bible**	**World Religions**	**Christian Message of Hope**	**Protestant Reformation**
1	Visual representation and Report (hand in)	10%	JS 5.1, JS 5.3, JS 5.4	10%			
2	Research (Hand in)	20%	HB 5.1, HB 5.3, HB 5.5, CP 5.1, CP 5.2		20%		
3	Presentation	30%	JS 5.2, HB 5.5			30%	
4	Examination	40%	HB 5.4				40%
	Total	**100%**		**10%**	**20%**	**30%**	**40%**

English

English - Outcomes

A student:	
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

English – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	Reading	Writing	Listening/Speaking	View/Representing
1	Consumer Culture	25%	EN5-2A, EN5-4B, EN5-6C	✓	✓	✓	✓
2	Creative Writing	25%	EN5-1A, EN5-3B	✓	✓		
3	Migrant Voice	25%	EN5-7D, EN5-8D	✓	✓		
4	Let's Talk	25%	EN5-3B, EN5-5C, EN5-9E	✓	✓	✓	
	Total	**100%**					

Mathematics

Outcomes – Stage 5

5.1 Mathematics - A student:	**5.2 Mathematics -** A student:	**5.3 Mathematics -** A student:
MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts **MA5.1-2WM** selects and uses appropriate strategies to solve problems **MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context **MA5.1-4NA** solves financial problems involving earning, spending and investing money **MA5.1-5NA** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases **MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships **MA5.1-7NA** graphs simple non-linear relationships **MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms **MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures **MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression **MA5.1-11MG** describes and applies the properties of similar figures and scale drawings **MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media **MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events	**MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions **MA5.2-2WM** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems **MA5.2-3WM** constructs arguments to prove and justify results **MA5.2-4NA** solves financial problems involving compound interest **MA5.2-5NA** recognises direct and indirect proportion, and solves problems involving direct proportion **MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions **MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices **MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques **MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships **MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships **MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids **MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders **MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings **MA5.2-14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar **MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data **MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time **MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments	**MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures **MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently **MA5.3-3WM** uses deductive reasoning in presenting arguments and formal proofs **MA5.3-4NA** draws, interprets and analyses graphs of physical phenomena **MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions **MA5.3-6NA** performs operations with surds and indices **MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations **MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line **MA5.3-9NA** sketches and interprets a variety of non-linear relationships **MA5.3-10NA** recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems **MA5.3-11NA** uses the definition of a logarithm to establish and apply the laws of logarithms **MA5.3-12NA** uses function notation to describe and sketch functions **MA5.3-13MG** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids **MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids **MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions **MA5.3-16MG** proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals **MA5.3-17MG** applies deductive reasoning to prove circle theorems and to solve related problems **MA5.3-18SP** uses standard deviation to analyse data **MA5.3-19SP** investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Mathematics 5.1 – Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components: Application	Components: Knowledge
1	End Term 1 Test	20%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4.1-5NA, MA5.1-5NA, MA5.1-9MG	10%	10%
2	Half Yearly	25%	MA5.1-1WM, MA5.1-2WM, MA5.1- 3WM, MA4.1-5NA, MA5.1-5NA, MA5.1-8MG, MA5.1-9MG	10%	10%
3	Research Task	10%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA MA5.1-12SP	5%	5%
4	End Term 3 Test	20%	MA5.1-1WM, MA5.1-2WM, MA5.1- 3WM, MA5.1-10MG	10%	10%
5	Yearly Exam	25%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-7NA, MA5.1-10MG, MA5.1-11MG MA5.1-12SP	10%	10%
	Total	**100%**		**50%**	**50%**

Mathematics 5.2 – Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components: Application	Components: Knowledge
1	End Term 1 Test	20%	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4.1-5NA, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG	10%	10%
2	Half Yearly	25%	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4.1-4NA, MA5.2-4NA, MA5.2-6NA, MA5.2-11MG, MA5.2-12MG	10%	10%
3	Research Task	10%	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4.1-4NA, MA5.2-4NA, MA5.1-12SP, MA5.2-15SP	5%	5%
4	End Term 3 Test	20%	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-11MG, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA	10%	10%
5	Yearly Exam	25%	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-11MG, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG, MA5.1-6NA, MA5.1-7NA, MA5.2-6NA MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.1-12SP, MA5.2-15SP	10%	10%
	Total	**100%**		**50%**	**50%**

Mathematics 5.3 – Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components: Application	Components: Knowledge
1	End Term 1 Test	20%	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-7NA, MA5.2-8NA, MA5.1-5NA, MA5.3-6NA, MA5.3-7NA	10%	10%
2	Examination	25%	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-6NA, MA5.3-5NA, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, 5.3-14MG	10%	10%
3	Research Task	10%	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4.1-4NA, MA5.2-4NA, MA5.1-12SP, MA5.2-15SP	5%	5%
4	End Term 3 Test	20%	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.1-11MG, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG, MA5.2-8NA, MA5.3-16MG, MA5.3-15MG, MA5.3-7NA	10%	10%
5	Examination	25%	MA5.3-1WM, MA5.3-2WM , MA5.3-3WM, MA5.1-11MG, MA5.2-14MG, MA5.1-10MG, MA5.2-13MG, MA5.1-6NA, MA5.1-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.1-12SP, MA5.2-15SP, MA5.3-8NA, MA5.3-9NA, MA5.3-16MG, MA5.3-15MG, MA5.3-7NA, MA5.3-18SP	10%	10%
	Total	**100%**		**50%**	**50%**

Science

Science – Outcomes

A student:	
SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Year 9 Science – Assessment Program

				Components	
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Skills in working scientifically**	**Knowledge and understanding**
1	Investigation	25%	SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-14LW	25%	
2	Examination	25%	SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW		25%
3	Practical skills	25%	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, SC5-17CW	25%	
4	Examination	25%	SC5-12ES, SC5-13ES, SC5-16CW, SC5-17CW		25%
	Total	**100%**		**50%**	**50%**

iSTEM

iSTEM – Outcomes

A student:	
5.1.1	develops ideas and explores solutions to STEM based problems
5.1.2	demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities.
5.2.1	describe how scientific and mechanical concepts relate to technological and engineering practice
5.2.2	applies cognitive processes to address real world STEM based problems in a variety of contexts
5.3.1	applies a knowledge and understanding of STEM principles and processes
5.3.2	identifies and uses a range of technologies in the development of solutions to STEM based problems
5.4.1	plans and manages projects using an iterative and collaborative design process.
5.4.2	develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.5.1	applies a range of communication techniques in the presentation of research and design solutions
5.5.2	critically evaluates innovative, enterprising and creative solutions
5.6.1	selects and uses appropriate problem solving and decision-making techniques in a range of STEM contexts
5.6.2	will work individually or in teams to solve problems in STEM contexts
5.7.1	demonstrates an appreciation of the value of STEM in the world in which they live
5.8.1	Understands the importance of working collaboratively and respectfully in the completion of STEM activities.

Year 9 iSTEM – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Research**	**Skills**	**Problem Solving**	**Knowledge and Understanding**
1	Fundamentals - Portfolio	20%	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1		5%	5%	10%
2	Aerodynamics Design Project	30%	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.8.1	5%	10%	10%	5%
3	Computer Aided Design & Manufacturing Project	30%	5.1.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1	5%	15%	10%	
4	Mechatronics – Coding Project	20%	5.1.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2		10%	10%	
	Total	**100%**		**10%**	**40%**	**35%**	**15%**

HGC History

HGC History – Outcomes

A student:	
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

HGC History- Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Knowledge Historical**	**Research**	**Communication**	**Inquiry Skills**
1	Movement of People Diary Task	50%	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9	☑	☑	☑	☑
2	WWI Modelling & Perspectives Task	50 %	HT5-6, HT5-7, HT5,8, HT5-9, HT5-10	☑	☑	☑	☑
	Total	**100%**					

HGC Geography

HGC Geography – Outcomes

A student:	
5.1	identifies, gathers and evaluates geographical information
5.2	analyses, organises and synthesises geographical information
5.3	selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4	selects and applies appropriate geographical tools
5.5	demonstrates a sense of place about Australian environments
5.6	explains the geographical processes that form and transform Australian environments
5.7	analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8	accounts for differences within and between Australian communities
5.9	explains Australia's links with other countries and its role in the global community
5.10	applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

HGC Geography - Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Geographic Knowledge**	**Research**	**Communication**	**Inquiry Skills**
1	Sustainable Biomes Research Task	50%	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	☑	☑	☑	☑
2	Changing Places Data Analysis Task	50 %	GE5-1, GE5-3, GE5-4, GE5-6, GE5-7, GE5-8	☑	☑	☑	☑
	Total	**100%**					

Commerce

Commerce – Outcomes

A student:	
5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7	researches and assesses commercial and legal information using a variety of sources
5.8	explains commercial and legal information using a variety of forms
5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

Commerce – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**knowledge**	**research and Analysis**	**Communicating ideas**	**Working collaboratively**
1	Research Task – Consumer Choice	25%	5.1, 5.2, 5.5, 5.8, 5.9	☑	☑		
2	Research Task - Personal Finance	25%	5.1, 5.2, 5.7, 5.8, 5.9	☑	☑	☑	
3	Marketing Pitch	25%	5.1, 5.4, 5.5, 5.7, 5.9		☑	☑	☑
4	Market Day	25%	5.5, 5.6, 5.9	☑	☑	☑	☑
	Total	**100%**					

Elective History

Elective History – Outcomes

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

Elective History – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Knowledge and Understanding**	**Research**	**Communication**	**Historical skills**
1	Artefact Journal (Intermittent collection)	20%	E5.1, E5.2		☑	☑	☑
2	Site Study	25%	E5.5, E5.6	☑	☑	☑	☑
3	Extended Response	25%	E5.3, E5.6, E5.7		☑	☑	☑
4	Viva Voce (Oral Assessment)	30%	E5.9, E5.10	☑	☑	☑	
	Total	**100%**					

Agriculture

Agriculture – Outcomes

A student:	
5.1.1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
5.1.2	explains the interactions within and between agricultural enterprises and systems
5.2.1	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
5.3.1	investigates and implements responsible production systems for plant and animal enterprises
5.3.2	investigates and applies responsible marketing principles and processes
5.3.3	explains and evaluates the impact of management decisions on plant production enterprises
5.3.4	explains and evaluates the impact of management decisions on animal production enterprises
5.4.1	evaluates the impact of past and current agricultural practices on agricultural sustainability
5.4.2	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
5.4.3	implements and justifies the application of animal welfare guidelines to agricultural practices
5.5.1	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
5.5.2	collects and analyses agricultural data and communicates results using a range of technologies
5.6.1	applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
5.6.2	performs plant and animal management practices safely and in cooperation with others

Agriculture – Assessment Program

				Components	
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Knowledge & Understanding**	**Skills**
1	Practical/ Report	25%	5.3.4, 5.4.2, 5.4.3, 5.6.2	5%	20%
2	Portfolio	25%	5.3.4, 5.4.2, 5.4.3, 5.3.1	10%	15%
3	Investigation	25%	5.3.1, 5.4.2, 5.4.3, 5.3.3, 5.5.1, 5.5.2, 5.6.1	10%	15%
4	Examination	25%	5.3.1, 5.3.4, 5.4.2	25%	
	Total	**100%**		**50%**	**50%**

IT Engineering

Industrial Technology Engineering – Outcomes

A student:	
5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology Engineering – Assessment Program

				Components		
Task No	**Task Nature**	**Weighting**	**Outcomes**	**On guard Safety Tests**	**Folio**	**Practical**
1	Induction	10%	5.1.1	10%		
2	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
3	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
4	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
	Total	**100%**		**10%**	**30%**	**60%**

IT Metal

Industrial Technology Metal – Outcomes

A student:	
5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology Metal – Assessment Program

				Components		
Task No	**Task Nature**	**Weighting**	**Outcomes**	**On guard Safety Tests**	**Folio**	**Practical**
1	Induction	10%	5.1.1	10%		
2	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
3	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
4	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
	Total	**100%**		**10%**	**30%**	**60%**

IT Timber

Industrial Technology Timber – Outcomes

A student:	
5.1.1	identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology Timber – Assessment Program

				Components		
Task No	**Task Nature**	**Weighting**	**Outcomes**	**WHS**	**Folio**	**Practical**
1	Induction	10%	5.1.1	10%		
2	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
3	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
4	Folio/Practical	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2		10%	20%
	Total	**100%**		**10%**	**30%**	**60%**

I&ST

Information & Software Technology –Outcomes

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

Information & Software Technology – Assessment Program

				Components	
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Core**	**Options**
1	Website Project	20%	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.5.2	20%	
2	Animation/Game Project	20%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.2, 5.5.2,	10%	10%
3	Digital Media Project	20%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2, 5.5.2	10%	10%
4	Examination	40%	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.3	20%	20%
	Total	**100%**		**60%**	**40%**

Food Technology

Food Technology –Outcomes

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

Food Technology – Assessment Program

				Components		
Task No	**Task Nature**	**Weighting**	**Outcomes**	**WHS**	**Folio**	**Practical**
1	Induction	10%	5.1.1, 5.1.2	10%		
2	Practical/Folio	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.6.2		10%	20%
3	Practical/Folio	30%	5.3.1, 5.4.1, 5.4.2, 5.6.2		10%	20%
4	Practical/Folio	30%	5.3.2, 5.5.1, 5.5.2, 5.6.1		10%	20%
	Total	**100%**		**10%**	**30%**	**60%**

Music

Music – Outcomes

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

Music – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Performance**	**Composition**	**Listening (Musicology)**	**Examination (Listening & Musicology)**
1	Performance	15%	5.1, 5.2, 5.3, 5.11, 5.12	15%			
2	Listening and Musicology	15%	5.7, 5.8, 5.9, 5.10, 5.11, 5.12			15%	
3	Examination	20%	5.7, 5.8, 5.9, 5.10, 5.11, 5.12				20%
4	Composition and Performance	25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12	5%	20%		
5	Performance	15%	5.1, 5.2, 5.3, 5.11, 5.12	15%			
6	Examination	10%	5.7, 5.8, 5.9, 5.10, 5.11, 5.12				10%
	Total	**100%**		**35%**	**20%**	**15%**	**30%**

Visual Art

Visual Art – Outcomes

A student:	
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Visual Arts – Assessment Program

				Components	
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Artmaking**	**Critical/Historical**
1	Artmaking	20%	5.1, 5.2, 5.4	20%	
2	Artmaking – Design	20%	5.3, 5.5	20%	
3	Artmaking	20%	5.2, 5.4, 5.6	20%	
4	Art Critical Historical	20%	5.7, 5.8, 5.9, 5.10		20%
5	Art Critical Historical - Examination	20%	5.7, 5.8, 5.9, 5.10		20%
	Total	**100%**		**60%**	**40%**

Visual Design

Visual Design – Outcomes

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

Visual Design – Assessment Program

				Components	
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Artmaking**	**Critical/ Historical**
1	Skateboard Deck	20%	5.2, 5.3, 5.6	20%	
2	Cultural Mask & Research	20%	5.7, 5.8, 5.9, 5.10		20%
3	Storyboard and Plan	20%	5.1, 5.2, 5.3	20%	
4	Cookbook Design	20%	5.4, 5.5	20%	
5	Examination	20%	5.7, 5.8, 5.9, 5.10		20%
	Total	**100%**		**60%**	**40%**

Photographic & Digital Media

Photographic & Digital Media – Outcomes

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

Photographic and Digital Media – Assessment Program

				Components	
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Artmaking**	**Critical / Historical**
1	Mini Projects Portfolio	30%	5.1, 5.2, 5.4, 5.6	30%	
2	Film Research Task	20%	5.7, 5.8, 5.9, 5.10		20%
3	Digital Collages	15%	5.1, 5.3, 5.4, 5.5	15%	
4	Studio Photography Critical Analysis	20%	5.7, 5.8, 5.9, 5.10	15%	5%
5	Examination	15%	5.7, 5.8, 5.9, 5.10		15%
	Total	**100%**		**60%**	**40%**

Drama

Drama – Outcomes

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

Drama-Assessment Program

				Components		
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Performance**	**Making**	**Appreciating**
1	Improvisation workshops and theory task	15%	5.1.1 5.1.2 5.2.1.5.2.3 5.3.1.5.3.2	5%	5%	5%
2	Performance and Folio	20%	5.1.1 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3. 5.3.1 5.3.2 5.3.3	5%	5%	10%
3	Playbuilding Performance	30%	5.1.1 5.1.2 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3.	15%	15%	
4	Examination and Monologue	35%	5.1.1 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3. 5.3.1 5.3.2 5.3.3	5%	5%	25%
	Total	**100%**		**30%**	**30%**	**40%**

Japanese

Japanese – Outcomes

A student:	
LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Japanese -Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Listening**	**Speaking**	**Writing**	**Reading**
1	Listen & Respond	30%	LJ5-2C, LJA5-9U	30%			
2	Speaking	20%	LJA5-1C, LJA5-5U, LJA5-7U		20%		
3	Writing	20%	LJA5-4C, LJA5-6C			20%	
4	Read & Respond (examination)	30%	LJA5-3C, LJA5-8U				30%
	Total	**100%**		**30%**	**20%**	**20%**	**30%**

PDHPE

PDHPE – Stage 5 Outcomes

A student:	
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

PDHPE – Assessment Program

				Components		
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Movement Skill and Performance**	**Healthy and Active Lifestyles**	**Health, Wellbeing and Relationships**
1	AFL	15%	PD5-5 PD5-11	✓	✓	
2	Examination	25%	PD5-7 PD5-10		✓	✓
3	Social Dance	15%	PD5-4 PD5-5	✓		✓
4	Challenges	15%	PD5-1 PD5-3	✓	✓	✓
5	Examination	30%	PD5-6 PD5-8		✓	✓
	Total	**100%**				

Physical Activity and Sport Studies

Sports Science - Outcomes

A student:	
1.1	discusses factors that limit and enhance the capacity to move and perform
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyses physical activity and sport from personal, social and cultural perspectives
3.1	demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	works collaboratively with others to enhance participation, enjoyment and performance
4.2	displays management and planning skills to achieve personal and group goals
4.3	performs movement skills with increasing proficiency
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Physical Activités and Sport Studies – Assessment Program

				Components			
Task No	**Task Nature**	**Weighting**	**Outcomes**	**Topic Test**	**Practical**	**Research Task**	**Examination**
1	The Human Body	20%	1.1 4.1 4.2 4.4	✓	✓		
2	Examination	20%	1.1, 1.2, 1.4, 2.3, 2.4, 4.4		✓	✓	✓
3	Biomechanics	30%	1.1, 1.2, 4.4	✓	✓		
4	Examination	30%	1.1, 1.2, 1.4, 2.3, 2.4, 4.4				✓
	Total	**100%**					

St Joseph's High School Aberdeen

Segenhoe Street Aberdeen NSW 2336
Phone (02) 65437444 Fax (02) 65437924
Email: admin@aberdeen.catholic.edu.au
www.aberdeen.catholic.edu.au

Extension/Illness/Misadventure Form

Name:		**Admin:**
Subject:	Teacher:	Coordinator:
Task No.	Task Type:	Due Date:

Reason for Application	
☐	Extension to submit / complete an Assessment Task
☐	Absent from school for the submission date of a Hand in Assessment Task
☐	Absent from school for an in-class Assessment Task
☐	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
☐	Sick during an Assessment Task at school
☐	Misadventure/Undue hardship
☐	Other (explain):

Supporting Evidence – to be completed by the student		
Suggested Alternate Date for task submission:		
I have attached relevant supporting evidence:		
☐ Medical Certificate	☐ Legal Documents	☐ Letter from Guardian
Student Signature:	Guardian Signature:	
Date:	Date:	

Office Use Only: Studies Coordinator's recommendation	
☐ Application Accepted	☐ Application Rejected
Comment:	
Studies Coordinator's signature:	Date:

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian

Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
Signature:	Date:
Signature:	Date
Signature:	Date

Procedure for Requesting an Extension/Illness/Misadventure Consideration

Illness

STEP 1: Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task.

STEP 2: Download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 3: On the student's return to school submit the completed form to the relevant Studies Coordinator.

STEP 4: Applications will be considered by the Studies Coordinator.

STEP 5: The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Extension

STEP 1: Download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed form to the relevant Studies Coordinator at least **three days** prior to the due date.

STEP 3: Applications will be considered by the Studies Coordinator.

STEP 4: The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Misadventure

STEP 1: After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed for the relevant Studies Coordinator.

STEP 3: Applications will be considered by the Studies Coordinator.

STEP 4: The decision to accept or reject the application will be communicated to the student in writing.