



**YEAR 9  
2024**

**ASSESSMENT SCHEDULE AND  
GUIDELINES**

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## INTRODUCTION

The highly competitive and changing world that confronts young people has increased the demand for schools to develop competent citizens, capable of flexible thinking and independent learning. To meet these demands, schools must have an ongoing commitment to an appropriate and relevant curriculum, with quality teaching and learning informed by good practice in assessment and reporting. Students must be given continual support as they strive to reach their highest possible standards of achievement.

Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Students at Sylvania High School are being assessed on what they understand, know and can do.

This booklet is issued to all Year 9 students at Sylvania High School Term One of each year. It has been prepared to provide students and their parents/carers with information on the assessment of Year 9 courses. For each course studied, students are provided with an Assessment Schedule in this booklet. Assessment Task notifications and resources for assessment will be provided by the classroom teacher.

This booklet includes each faculty's assessment schedule. It is a student's responsibility to check their assessment schedule. The schedule will contain:

- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course.

Please note: Times are a guide only and are subject to change. Students will be informed of any changes to the task.

## STAGE 5 AND THE RECORD OF SCHOOL ACHIEVEMENT

Students in Years 9 and 10 are working towards the Record of School Achievement (RoSA). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement.

The school is responsible for awarding each student a grade A, B, C, D, or E to summarise the student's achievement in any 200-hour course completed in Stage 5. At the conclusion of Year 10, the grade awarded is reported on the student's Record of School Achievement (RoSA). A Non [N] Determination will be used to signify cases of non-satisfactory completion of a course.

## ROSA GRADES AND PERFORMANCE BANDS

Course performance descriptors are statements that summarise various levels of student achievement in a course. They describe what a student can do across the A-E grade scale.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Teachers use their professional judgement in applying the course performance descriptors. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

## PRINCIPLES OF EFFECTIVE ASSESSMENT AND REPORTING

Assessment draws on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. The assessment strategies used by teachers are directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

While this Schedule highlights the formal assessment tasks, teacher professional judgement and ongoing assessment will be used as part of teaching and learning practice to ensure learner growth. Additional assessment strategies including student self-assessment and peer assessment may be utilised. Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important as these tasks assist students to develop and refine knowledge and skills. Student performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Formal reports are issued per semester and will utilise formal assessment data and teacher professional judgement in relation to course performance descriptors and grade attainment.

## FORMAL ASSESSMENT TASKS

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

The majority of courses will have three to five formal assessment tasks in Year 9. The results of assessment tasks will be used to give students an indication of their achievement relative to the course performance descriptors.

## ASSESSMENT TASK NOTIFICATIONS

Students will be given at least two weeks' notice of a formal task. Tasks are common across all classes within a course.

Assessment Task Notifications will detail

- the timing and duration of the task.
- the outcomes to be assessed.
- the nature and form the assessment task will take.
- permitted materials for an in class task.
- submission requirements for hand in components.

Additional accompanying materials will be provided where relevant to supporting student attainment in the task. Examples of additional materials include exemplars, scaffolds, marking criteria and study guides.

Clarifying questions can be directed to the class teacher or the Head Teacher of the Faculty.

## STUDENT CONDUCT DURING IN-CLASS TASKS

Proper conduct during class tasks reflects the right for all students to participate and achieve to the best of their ability and upholds the integrity of assessment.

As such, the following expectations apply for students completing in-class tasks:

1. School behaviour rules apply
2. Make sure that you are prepared for the task. Have your pen(s), pencil(s), pencil sharpener, extra lead(s) or refill(s), and your eraser available and ready.
3. Follow all instructions of the supervisor of your task, including not touching your paper until you are told to do so.
4. No talking during the task.
5. If you have any difficulty with the task, raise your hand and wait for the invigilator to respond.
6. Only the equipment which is necessary for the exam should be kept on the desk.
7. If you have time when you complete the task, check your answers. If you have finished turn over the page and wait. Do not disturb others.
8. When the supervisor/teacher ends the task. Put your pencil or pen down immediately and wait until your paper is collected. Do not talk during this time
9. When instructed, leave the class quietly and do not loiter in front of the class.

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## TASK INVALIDITY

Should a task be deemed invalid or unreliable by a Head Teacher, e.g., if the task has been interrupted, the task may be cancelled and a substitute task given.

## TASK FEEDBACK

Students will be given clear and honest feedback on their performance on each task. Feedback will show the extent to which they have achieved particular outcomes of the task, a mark and an indication of the standard of their performance in relation to syllabus expectations. Feedback will identify areas of strength and areas for improvement. Students are encouraged to integrate feedback and ask clarifying questions where feedback is unclear.

## LATE OR NON-SUBMISSION OF AN ASSESSMENT TASK

*On the day of an assessment task, students must attend school at their normal starting time.*

Assessment tasks that are submitted late will incur a penalty. A penalty of 50% per day of the ~~task~~ mark will be deducted for late tasks – weekends will incur a 50% late penalty.

Assessment tasks must be submitted during the lesson on the day the task is due. Students ~~must~~ not submit an assessment task later in the day, or at the conclusion of the school day,

whether or not they have been absent from school during the day. Such tasks will be treated as late submissions.

## STUDENT ABSENCE AND ASSESSMENT

It is important for students to be present for all tasks. If there is no acceptable reason for the absence or non-submission of the task, late penalties, or a mark of zero may apply.

If a student misses a task due to illness or other exceptional circumstances, they will be required to *provide a Medical Certificate or a note from parents outlining the exceptional circumstances*. This documentation must be provided to the relevant Head Teacher on return to school. It is highly recommended that any additional supporting documentation be provided to justify missing an assessment. It is at the discretion of the Head Teacher if the reason for missing the task is valid or if it is unacceptable.

It is the student's responsibility to see the relevant Head Teacher or Subject Coordinator to make arrangements to complete the task(s). Where appropriate, the Head Teacher or Subject Coordinator will organise for the task to be completed on that day or negotiate an alternative period for the student to complete the task. Students who miss an in-school task may be given an alternate task.

Even in circumstances where no marks will be awarded due to late submission or unacceptable absence, students are still required to complete the task to establish they are meeting course outcomes.

## MALPRACTICE

All assessment tasks/examinations must be a student's own work.

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

- Copying someone else's work in part or in whole and presenting it as a student's own.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Submitting work to which another person such as a parent, tutor, AI, or subject expert has contributed to substantially.
- Buying, stealing or borrowing another person's work and presenting it as a student's own.
- Contriving false explanations for work not submitted by the due date; or
- Building on the ideas of another person's work and presenting it as a student's own.

If malpractice is proven a mark of zero may be awarded for the task. The student may be required to complete an alternate or the same task to demonstrate course outcomes.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Should a student have a mobile phone (or other electronic device) on or if the mobile phone rings or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs. An N letter may be issued, and the task may need to be re-attempted.

## MOBILE PHONES, SMART WATCHES

Sylvania High School operates in line with the NSW Government Digital Device Ban. This means that during school, all mobile phones and digital devices must be off and out of sight.

Should a student be in possession of smart technology that is on, or if a mobile phone rings, or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

Smart watches are banned from assessment tasks and exams.

## USE OF COMPUTER BASED TECHNOLOGIES

Students who need to or elect to prepare any assessment task material using computer-based technology, such as a word processor or the Internet must take any necessary precautions to ensure that technical difficulties do not lead to late submission.

This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer.

Under no circumstances will an assessment task be accepted as a soft copy unless it is a specific requirement of the course, nor will any technical problem be considered as a valid reason for late submission. Late submission of any task due to any technology related problem will incur a penalty of 50% per day for the assessment task.

## ASSESSMENT APPEALS

Any concern about the results achieved on an assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Once a paper is returned and taken home, no changes based on administrative errors will occur.

An assessment review will focus on the school's procedures for determining the final assessment mark or grade. **The teacher's judgement of the task's worth is not subject for review.** The review will be conducted within the school; however, students may have the right to appeal to the NSW Education Standards Authority if they are not satisfied with the school's review. The NESA will only consider whether the school's review process was

adequate for determining the result. **There is no appeal against the marks or grades awarded for individual assessment tasks.** Disputes concerning a specific assessment task that cannot be resolved with the relevant teacher on the return of the task should be lodged in writing as an appeal addressed to the Deputy Principal. The appeal must be made within 3 days of the return of the assessment task and detail which areas are the basis for the appeal.

## ROSA REQUIREMENTS

Principals are required to certify that students have satisfactorily completed the Record of School Achievements. The Record of School Achievement completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual, are:

*A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:*

- 1. followed the course developed or endorsed by the Board; and*
- 2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- 3. achieved some or all of the course outcomes.*

## ACADEMIC CONCERNS

A student not meeting RoSA requirements is in danger of not being eligible for a grade award in that course. In Year 9, Teachers will contact home and may issue an Academic Concern letter which will detail the nature of the concern and steps required to get learning back on track.

Where a student is in danger of ineligibility for a RoSA grade, staff may utilise the formal NESA N-Warning Process.

## N WARNING PROCESS

An N warning letter may be issued to parents/carers to formally advise a student is 'at risk' of an N Determination for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- non-completion or non-serious attempts on assessment tasks.

The N warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due.



- the assessment weighting on the task
- what the student must do to resolve the N warning 'action required'.
- when the task is to be done by

If applicable, the letter will also detail that a zero mark has been awarded. There is a section which should be signed by parents/carers and returned to the Head Teacher.

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## RESOLVING N WARNINGS

The purpose of the N Warning process is to identify course outcomes that a student has not demonstrated and provide opportunity to achieve them.

By completing the 'action required' activities identified in the N-Warning letter by the revised due date, a student demonstrates their achievement of the identified outcomes. Students must consult with the Course Teacher or Head Teacher if they are unsure of what or how to complete in relation to the N-Warning letter.

The relevant Head Teacher will determine if a student has made a satisfactory application to the required work. In such circumstances, the N-Warning remains on file but is marked as resolved.

## STUDENTS NOT MEETING ROSA REQUIREMENTS (N DETERMINATIONS)

N Determinations [Non-Awards] are given to students who have not satisfactorily completed a course. This applies to participation across 200h electives and mandatory courses across Years 9 and 10.

If the student is at risk of receiving an "N" determination in any course the Principal will warn the student as soon as possible and advise the parent or guardian in writing.

A student who receives an "N" Determination in any of the mandatory subjects (English, Mathematics, Science, Australian History, Australian Geography, PD/Health/PE) will **not** be awarded a Record of School Achievement.

There is a NESAs process to appeal an N Determination is made available at the time an N Determination is made.

## USING THIS GUIDE

Students must carefully read each subject's policy for each subject being studied. These policies will inform students of the following:

- a) the number and nature of the tasks for the subject e.g., assignment, essay etc.
- b) the value of each task in comparison to the whole course; and
- c) any special requirements for each of the tasks.

*It is the student's responsibility to be aware of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task.*

*It is the student's responsibility to check if a task has been given during their absence.*

- Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task.
- Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher during the lesson on the due date.
- If the teacher is absent, then the task is to be handed to the Head Teacher or the Subject Coordinator or in the last instance the Deputy Principal responsible for Year 9. Students must not leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met, then the task will receive zero.

*It is the responsibility of students to ensure that hard copies of assessment tasks are submitted by the due date for all subjects. Soft copies of assessments on various media will not be accepted unless there is a specific requirement for this with regard to the course being studied.*

## STUDENT ADVICE

There are a number of people that students may speak to if they have any queries about their assessment tasks or overall learning growth

In the first instance, students may speak to their Class Teacher or associated Head Teacher.

The Year Adviser is another source of support or guidance and can assist in answering questions or seeking additional support.

The Learning and Support Team is a specialist team within the school for questions and concerns relating to academic adjustments and disability provisions.

## YEAR 9 ASSESSMENT SCHEDULES

### ENGLISH (MANDATORY)

| TASK | DATE DUE         | COMPONENTS                      | TASK TYPE                    | WEIGHTING   |
|------|------------------|---------------------------------|------------------------------|-------------|
| 1    | Term 1<br>Week 7 | Protest speeches and songs      | In class - Written task      | 20%         |
| 2    | Term 2<br>Week 6 | Genre Study                     | Multi - modal                | 25%         |
| 3    | Term 3<br>Week 3 | Shakespeare Study               | In class - Written task      | 25%         |
| 4    | Term 4<br>Week 3 | Close Study of Text-Novel Study | In class - Extended response | 30%         |
|      |                  |                                 |                              | <b>100%</b> |

### GEOGRAPHY (MANDATORY)

| TASK | DATE DUE  | COMPONENTS                           | TASK TYPE            | WEIGHTING   |
|------|---|--------------------------------------|----------------------|-------------|
| 1    | Term 1<br>Week 8<br><b>or</b><br>Term 3<br>Week 8 | Changing Places                      | Investigative Report | 50%         |
| 2    | Term 2<br>Week 3<br><b>or</b><br>Term 4<br>Week 5 | Sustainable biomes & Changing places | Examination          | 50%         |
|      |   |                                      |                      | <b>100%</b> |

Note: Geography and History are semesterised, hence you will complete two tasks in either Term 1 and 2 **or** Term 3 and 4.

## HISTORY (MANDATORY)

| TASK | DATE DUE  | COMPONENTS                        | TASK TYPE         | WEIGHTING   |
|------|---|-----------------------------------|-------------------|-------------|
| 1    | Term 1<br>Week 7<br><b>or</b><br>Term 3<br>Week 7 | Movement of peoples               | In-class response | 50%         |
| 2    | Term 2<br>Week 3<br><b>or</b><br>Term 4<br>Week 4 | Australians at War: WWI<br>& WWII | Examination       | 50%         |
|      |   |                                   |                   | <b>100%</b> |

Note: Geography and History are semesterised, hence you will complete two tasks in either Term 1 and 2 **or** Term 3 and 4.

## MATHEMATICS (MANDATORY)

| TASK | DATE DUE         | COMPONENTS                                       | TASK TYPE                           | WEIGHTING   |
|------|------------------|--|-------------------------------------|-------------|
| 1    | Term 1<br>Week 6 | Knowledge, Skills & Application of Core Concepts | Investigative task                  | 25%         |
| 2    | Term 2<br>Week 1 | Knowledge, Skills & Application of Core Concepts | Semester 1:<br>Mathematical Journal | 12.5%       |
| 3    | Term 2<br>Week 2 | Knowledge, Skills & Application of Core Concepts | Examination                         | 25%         |
| 4    | Term 4<br>Week 3 | Knowledge, Skills & Application of Core Concepts | Semester 2:<br>Mathematical Journal | 12.5%       |
| 5    | Term 4<br>Week 4 | Knowledge, Skills & Application of Core Concepts | Examination                         | 25%         |
|      |                  |  |                                     | <b>100%</b> |

## PDHPE (MANDATORY)

| TASK | DATE DUE                                | COMPONENTS                                     | TASK TYPE                           | WEIGHTING   |
|------|---|--|-------------------------------------|-------------|
| 1    | Term 1<br>Weeks 8                       | Difference and diversity                       | Research & In Class<br>Assessment   | 25%         |
| 2    | Term 1<br>Week 7<br>Term 2<br>Week 4    | Court games<br>Cultural games                  | Practical Assessment                | 25%         |
| 3    | Term 3<br>Weeks 9-10                    | The Dating Game                                | Case Study & In Class<br>Assessment | 25%         |
| 4    | Term 3<br>Weeks 4-5<br>Term 4<br>Week 4 | Strategy games<br>Catching & striking<br>games | Practical Assessment                | 25%         |
|      |   |  |                                     | <b>100%</b> |

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

## SCIENCE (MANDATORY)

| TASK | DATE DUE         | COMPONENTS  | TASK TYPE                           | WEIGHTING   |
|------|------------------|---|-------------------------------------|-------------|
| 1    | Term 1<br>Week 7 | Research Project  | Submission                          | 20%         |
| 2    | Term 2<br>Week 2 | Exam based on<br>scientific theory and<br>experimental<br>tasks | Examination                         | 30%         |
| 3    | Term 3<br>Week 5 | Communicating,<br>understanding and<br>investigating skills     | Investigation and<br>Science Skills | 20%         |
| 4    | Term 4<br>Week 3 | Exam based on<br>scientific theory and<br>experimental<br>tasks | Examination                         | 30%         |
|      |                  |   |                                     | <b>100%</b> |

Note: Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, where necessary, hair restraint.

## ELECTIVE ASSESSMENT SCHEDULES

Year 9 Assessment Schedule and Guidelines 2024/4

*Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal*

## CHILD STUDIES

| TASK | DATE DUE         | COMPONENTS  | TASK TYPE            | WEIGHTING   |
|------|------------------|---|----------------------|-------------|
| 1    | Term 1<br>Week 9 | Preparing for<br>Parenthood                         | Interview and Report | 25%         |
| 2    | Term 2<br>Week 5 | Preparing for<br>Parenthood: Conception<br>to Birth | Examination          | 25%         |
| 3    | Term 3<br>Week 5 | Newborn Care,<br>Conception to<br>Birth             | Research Task        | 25%         |
| 4    | Term 4<br>Week 2 | Newborn Care  | Journal              | 25%         |
|      |                  |   |                      | <b>100%</b> |

## COMMERCE

| TASK | DATE DUE         | COMPONENTS                                | TASK TYPE     | WEIGHTING   |
|------|------------------|---|---------------|-------------|
| 1    | Term 1<br>Week 9 | Consumer & Financial<br>Decisions         | Topic Test    | 25%         |
| 2    | Term 2<br>Week 3 | Law, Society and Political<br>Involvement | Research Task | 25%         |
| 3    | Term 3<br>Week 8 | Travel                                    | Travel Task   | 20%         |
| 4    | Term 4<br>Week 4 | All Topics                                | Examination   | 30%         |
|      |                  |   |               | <b>100%</b> |

## DANCE

| TASK | DATE DUE          | COMPONENTS   | TASK TYPE   | WEIGHTING   |
|------|-------------------|--|---|-------------|
| 1    | Term 1<br>Week 6  | Shapes in Space- Making,<br>Performing &<br>Appreciating<br>Dance  | Partner Performance<br>Submission of Logbook                    | 20%         |
| 2    | Term 2<br>Week 2  | Stimulus/Dynamics-<br>Making, Performing &<br>Appreciating Dance   | Small group<br>Composition<br>Performance<br>Interview, Logbook | 30%         |
| 3    | Term 3<br>Week 7  | Classical Ballet- Making,<br>Performing &<br>Appreciating<br>Dance | Performance and<br>Research Task                                | 20%         |
| 4    | Term 4<br>Weeks 4 | Making, Performing &<br>Appreciating Dance<br>Around the World     | Composition, Interview<br>Submission of logbook                 | 30%         |
|      |                   |  |   | <b>100%</b> |

## DESIGN & TECHNOLOGY

| TASK | DATE DUE         | COMPONENTS   | TASK TYPE             | WEIGHTING   |
|------|------------------|--|-----------------------|-------------|
| 1    | Term 2<br>Week 2 | Design Concepts and<br>Processes   | Research Task         | 35%         |
| 3    | Term 3<br>Week 9 | Develops and Designs<br>Creative, Innovative and<br>Enterprising Solutions | Project and Portfolio | 40%         |
| 4    | Term 4<br>Week 2 | Knowledge and<br>Understanding   | Examination           | 25%         |
|      |                  |  |                       | <b>100%</b> |

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons and where necessary, hair restraint.

## FOOD TECHNOLOGY

| TASK | DATE DUE         | COMPONENTS                                       | TASK TYPE     | WEIGHTING   |
|------|------------------|--|---------------|-------------|
| 1    | Term 2<br>Week 3 | Investigating and<br>research<br>Communicating   | Research Task | 35%         |
| 3    | Term 3<br>Week 6 | Investigating and<br>research<br>Problem Solving | Research Task | 30%         |
| 4    | Term 4<br>Week 2 | Knowledge and<br>understanding                   | Examination   | 35%         |
|      |                  |  |               | <b>100%</b> |

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons and where necessary, hair restraint.

## GAMING AND INTERACTIVE MEDIA (IST AND IT-MULTIMEDIA)

| TASK | DATE DUE         | COMPONENTS  | TASK TYPE    | WEIGHTING   |
|------|------------------|---|--------------|-------------|
| 1    | Term 1<br>Week 9 | Mechatronic and<br>Automated Systems  | Hand-In Task | 35%         |
| 2    | Term 3<br>Week 8 | Designing for User<br>Experience  | Hand-In Task | 30%         |
| 3    | Term 4<br>Week 2 | Designing for User<br>Experience,<br>Mechatronic and<br>Automated Systems,<br>Creating Games and<br>Simulations | Examination  | 35%         |
|      |                  |   |              | <b>100%</b> |

Students will be required to bring a USB or Hard Drive to class. It is also expected that students have a device.



## HISTORY, MYSTERY AND FORENSICS (HISTORY ELECTIVE)

| TASK | DATE DUE          | COMPONENTS   | TASK TYPE         | WEIGHTING   |
|------|-------------------|--|-------------------|-------------|
| 1    | Term 1<br>Week 11 | Introduction to Forensic Science: Jack the Ripper                              | Research Project  | 25%         |
| 2    | Term 2<br>Week 5  | Introduction to Forensic Science: Jack the Ripper and Kidnapped! Graeme Thorne | In-class Task     | 25%         |
| 3    | Term 3<br>Week 8  | Missing! Azaria Chamberlain  | In-class Response | 25%         |
| 4    | Term 4<br>Week 4  | All Course Topics  | Examination       | 25%         |
|      |                   |  |                   | <b>100%</b> |

## INDUSTRIAL TECHNOLOGY - TIMBER

| TASK | DATE DUE          | COMPONENTS  | TASK TYPE       | WEIGHTING |
|------|-------------------|---|-----------------|-----------|
| 1    | Term 2<br>Week 5  | Practical skills  | Folio and Video | 30%       |
| 2    | Term 3<br>Week 10 | Practical and management skills                           | Project Folio   | 40%       |
| 3    | Term 4<br>Week 2  | Use of appropriate tools, processes and subject knowledge | Examination     | 30%       |

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons, safety glasses and where necessary, hair restraint.

## MUSIC

| TASK | DATE DUE         | COMPONENTS  | TASK TYPE        | WEIGHTING   |
|------|------------------|-------------|------------------|-------------|
| 1    | Term 1<br>Week 5 | Aural       | Examination      | 25%         |
| 2    | Term 2<br>Week 3 | Practical   | Performance      | 25%         |
| 3    | Term 3<br>Week 8 | Musicology  | Research         | 25%         |
| 4    | Term 4<br>Week 4 | Composition | Composition Task | 25%         |
|      |                  |             |                  | <b>100%</b> |

## PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

| TASK | DATE DUE          | COMPONENTS                                     | TASK TYPE                         | WEIGHTING   |
|------|-------------------|--|-----------------------------------|-------------|
| 1    | Term 1<br>Week 7  | Disc Games                                     | Practical Assessment              | 25%         |
|      | Term 2<br>Week 4  | Games  |                                   |             |
| 2    | Term 2<br>Week 4  | Body Systems & Energy<br>for Physical Activity | Unit Class Test                   | 25%         |
| 3    | Term 3<br>Week 8  | Exercise and Fitness                           | Practical Assessment              | 25%         |
|      | Term 4<br>Week 3  | Leisure and Recreation<br>Activities           |                                   |             |
| 4    | Term 3<br>Week 10 | Australia's Sporting<br>Identity               | Research Task and<br>Presentation | 25%         |
|      |                   |  |                                   | <b>100%</b> |

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

## VISUAL ART

| TASK | DATE DUE          | COMPONENTS      |                               | TASK TYPE                                  | WEIGHTING   |
|------|-------------------|-----------------|-------------------------------|--|-------------|
|      |                   | Making Artworks | Historical/<br>Critical Study |  |             |
| 1    | Term 2<br>Week 1  | 15%             | 20%                           | Painting/Drawing &<br>Research Assessment  | 35%         |
| 2    | Term 2<br>Week 10 | 15%             | 5%                            | Appropriate Painting &<br>Artist Statement | 20%         |
| 3    | Term 3<br>Week 7  | 15%             | 15%                           | Sculpture & Research<br>Assessment         | 30%         |
| 4    | Term 4<br>Week 4  | 15%             | -                             | Dry-point Etching                          | 15%         |
|      |                   |                 |                               |  | <b>100%</b> |