



**YEAR 9  
2025**

**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 TOPIC(S) 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 as part of the Assessment Task Notification process.

## 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.

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.

Assessment for Learning is a key principle that guides teaching and learning at Sylvania High School. Students reflect on their learning in a manner that informs their future studies. Formative and summative assessment is used to measure levels of understanding and equip students and teachers with data to inform the future direction of learning activities.

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.

Assessment is one component of the teaching and learning cycle, utilising standards referencing to inform student growth against outcomes. Sylvania High School is committed to assessment for learning, giving all students opportunities to produce work that leads to development of their knowledge, understanding and skills.

Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment. Engagement with timely, effective feedback is critical to promote student agency as students understand the next steps in learning and plan how to achieve them.

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 TOPIC(S).

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

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

Students absent on the day a Task Notification is distributed have the responsibility to ask the teacher about missed work, task requirements and obtain their copy of the notification.

## 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 teacher 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 the specific 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 expected 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 total 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.

## ASSESSMENT TASK PROBLEMS

Students are to notify their teacher of any assessment problems in advance of the due date.

Alternate arrangements for speeches or presentations will only be considered when accompanied by medical documentation.

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## USE OF INFORMATION & COMMUNICATIONS TECHNOLOGIES (ICT)

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.

Technology failure is not an acceptable reason for failing to hand in assessment tasks. Students are encouraged to speak to their class teacher or Head Teacher for any problems arising that may impact their completion of a task.

Assessment tasks must be submitted in the format specified in the task. Where a task is hand in, it is the student's responsibility to ensure that their work is printed before the due date.



Under no circumstances will an assessment task be accepted as a soft copy unless it is a specific requirement of the course/task, nor will any technical problem eg: printing be considered as a valid reason for late submission.

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## HONESTY IN ASSESSMENT (MALPRACTICE)

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

### **Misrepresentation**

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

### **Plagiarism**

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### **Collusion**

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

### **Breach of assessment conditions**

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

In the case of suspected malpractice, 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.

Where malpractice has been determined an academic concern letter will be issued and a range of penalties could be imposed. These include:

- reduction of marks awarded
- a zero award for task
- a resubmission of the task

## MOBILE PHONES AND SMART DEVICES

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 devices (eg: watches or glasses) are banned from assessment tasks and exams.

## ADJUSTMENTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Teachers may need to make reasonable adjustments to teaching, learning and assessment practices for students with a disability or additional needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. Reasonable adjustments are practical arrangements made for students with disability so that they can access and participate on the same basis as students without disability.

The types of adjustments made will vary, based on the needs of individual students. These may be:

- provisions (adjustments to the assessment process) for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions

- alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Exemptions from tasks, courses or teacher changes are not reasonable adjustments and cannot be requested.

For questions regarding disability and adjustments please contact the class teacher, course Head Teacher or the SHS Learning Support Coordinator.

## 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.

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## 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.

## PARTNERSHIPS FOR LEARNING

Parent/School partnerships are vital for student success. In addition to formal Parent Teacher Nights and Reports, class teachers will utilise phone, email, and letters to communicate issues as they arise.

Parents will be notified if students fail to meet assessment task requirements. If a student is not performing to their potential in class, then an Academic Concern letter may be issued. This letter will outline steps needed to get learning back on track and support available to do so.

## 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.

## APPEALS

The school recognises that students, parents, staff and members of the wider school community may have concerns about academic and/or assessment management including incidents, relationships, decisions and even the complaints management process.

The appeals procedures for school-based assessment are applicable to staff, students and parents/carers. Person(s) seeking an appeal must be personally impacted by the issue.

## ASSESSMENT

Where concerns develop, the school seeks to prevent them from escalating by encouraging open communication as well as efficient and effective resolution.

The Head Teacher is generally the best person to handle concerns about matters within learning areas including assessment specifics and issues arising from Assessment Tasks or examinations.

If someone is unsure where to raise a concern regarding assessment, they should speak with a Deputy Principal.

To lodge an assessment appeal, the impacted party(ies) must submit a written statement (e-mail accepted) to the school detailing the circumstances and nature of the

appeal with reference to published school policy (including this document). They should also outline any attempts to seek clarification on the matter.

The school will acknowledge receipt of the appeal within 3 school days of receipt. An Appeal Manager will be appointed by the Principal who will investigate the concerns including consultation with relevant staff and students and may request further information from the applicant. The Appeal Manager will make the recommendation to the Principal who will determine whether the appeal is upheld or denied.

The determination will be made within 20 school days, and the applicant will be notified in writing. The Principal's determination is final.

## USING THIS GUIDE

Students must carefully read each subject's information for each of their classes. All students undertake mandatory courses, elective course allocation is based on individual student timetables. Assessment schedules will inform students of the following:

- a) the number and nature of the tasks for the subject e.g., assignment, essay or test.
- b) the topic(s) that will be assessed
- c) the value of each task in comparison to the whole course; and
- d) any special requirements for each of the tasks eg: permitted materials or practical uniform

*It is the student's responsibility to be aware of their assessment responsibilities. 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.*

## YEAR 9 ASSESSMENT SCHEDULES

### ENGLISH (MANDATORY)

TASK	DATE DUE	TOPIC	TASK TYPE	WEIGHTING
1	Term 1 Week 11	Protest speeches and songs	In class - Written task	30%
2	Term 2 Week 10	Genre Study	Multi – modal	40%
3	Term 3 Week 10	Novel Study	In class – Written task	30%
				<b>100%</b>

### GEOGRAPHY (MANDATORY)

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 9 <b>or</b> Term 3 Week 9	Sustainable Biomes	Fieldwork and in-class response	50%
2	Term 2 Week 2 <b>or</b> Term 4 Week 3	Sustainable biomes, Changing places & skills	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	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 9 <b>or</b> Term 3 Week 7	Movement of peoples	Research Project	50%
2	Term 2 Week 2 <b>or</b> Term 4 Week 4	All topics	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	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 8	Data Analysis A, Probability A Working Mathematically	Investigative	Hand in	MA5-DAT-C-01, MA5-PRO-C-01 MAO-WM-01	25%
2	Term 2 Week 2	Working Mathematically Data Analysis A, Probability A, Numbers of any Magnitude	Examination	In Class	MAO-WM-01, MA5-DAT-C-01, MA5-PRO-C-01, MA5-MAG-C-01	30%
3	Term 3 Week 8	Working Mathematically	Mathematical Journal	Hand in	MAO-WM-01	15%
4	Term 4 Week 4	Working Mathematically, Equations A, Area and Surface Area A, Volume A	Examination	In Class	MAO-WM-01, MA5-EQU-C-01, MA5-ARE-C-01, MA5-VOL-C-01	30%
						<b>100%</b>



## PDHPE (MANDATORY)

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 9	Difference and diversity	Research & In Class Assessment	25%
2	Term 1 Week 7	Court games	Practical Assessment	25%
3	Term 3 Week 9	The Dating Game	Case Study & In Class Assessment	25%
4	Term 3 Weeks 4-5	Strategy games	Practical Assessment	25%
				<b>100%</b>

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

## SCIENCE (MANDATORY)

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 8	Ecosystems	Research and application of understanding	Hand in	SC5-14LW SC5-7WS SC5-8WS SC5-9WS	20%
2	Term 2 Week 2	Scientific theory and working scientifically skills	Examination	In Class	SC5-14LW SC5-16CW SC5-7WS SC5-9WS	30%
3	Term 3 Week 6	Communicating understanding and investigation skills	Investigation and scientific skills	In Class	SC5-5WS SC5-7WS SC5-9WS	20%
4	Term 4 Week 4	Scientific theory and working scientifically skills	Examination	In Class	SC5-7WS SC5-9WS SC5-10PW SC5-11PW SC5-15LW	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

### COMMERCE

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 9	Consumer & Financial Decisions	Topic Test	25%
2	Term 2 Week 2	Law in Action	Multimedia presentation	20%
3	Term 3 Week 9	Running a Business	Mock Business Project	25%
4	Term 4 Week 3	All Topics	Examination	30%
				<b>100%</b>

### DANCE

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

## DESIGN & TECHNOLOGY

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 2 Week 2	Design Concepts and Processes	Research Task	35%
2	Term 3 Week 9	Develops and Designs Creative, Innovative and Enterprising Solutions	Project and Portfolio	35%
3	Term 4 Week 2	Knowledge and Understanding	Examination	30%
				<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	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 2 Week 3	Investigating and research Communicating	Research Task	35%
2	Term 3 Week 6	Investigating and research Problem Solving	Research Task	30%
3	Term 4 Week 2	Knowledge and 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 (CT AND IT-MULTIMEDIA)

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 11	Video Production Project	Hand-in Practical Task In-Class Quiz	30%
2	Term 2 Week 10	Web Project	Hand-in Practical Task In-Class Quiz	15%
3	Term 3 Week 7	Technical Skills & Societal Impact	Practical Skill & Knowledge Test	20%
4	Term 4 Week 2	Interactive Multimedia Project	Hand-in Practical Task In-Class Quiz	35%
				<b>100%</b>

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

## HISTORY, MYSTERY AND FORENSICS (HISTORY ELECTIVE)

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 9	Jack the Ripper	Research Project	25%
2	Term 2 Week 2	Introduction to Forensic Science: Jack the Ripper and Kidnapped! Graeme Thorne	In-class Task	25%
3	Term 3 Week 8	Missing! Azaria Chamberlain	In-class Response	25%
4	Term 4 Week 4	All Course Topics	Examination	25%
				<b>100%</b>

## INDUSTRIAL TECHNOLOGY – TIMBER

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 10	Practical Safety skills	Poster and Video	30%
2	Term 3 Week 8	A. Practical B. Research and Communication	Project & Portfolio	40%
3	Term 4 Week 2	Use of appropriate tools, processes and subject knowledge	Examination	30%
				<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, safety glasses and where necessary, hair restraint.

## JAPANESE

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 9	Topic 1: Introduction to Japanese Writing Topic 2: Nice to meet you Topic 3: My Daily Life	Multimodal Digital Presentation	15%
2	Term 2 Week 2	Topic 4: Describing People Topic 5: Hobbies and Free Time	Creative Writing and Visual Presentation	25%
3	Term 3 Week 9	All Topics	Examination	35%
4	Term 4 Week 3	All Topics	Cultural Exchange Vlog	25%
				<b>100%</b>

## MUSIC

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 2 Week 4	Practical	Performance	40%
2	Term 3 Week 2	Aural	In class	30%
3	Term 3 Week 9	Composition	Composition Task	30%
				<b>100%</b>

## PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 8	Disc Games	Practical Assessment	25%
2	Term 2 Week 4	Body Systems & Energy for Physical Activity	Unit Class Test	25%
3	Term 3 Week 10	Exercise and Fitness	Research Task	25%
4	Term 4 Week 4	Developing Sporting Skills	Practical Assessment	25%
				<b>100%</b>

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

## VISUAL ART

TASK	DATE DUE	TOPIC(S)		TASK TYPE	WEIGHTING
		Making Artworks	Historical/ Critical Study		
1	Term 2 Week 1	15	20	Painting/Drawing & Research Task	35
2	Term 3 Week 1	20	5	Artmaking & Artist Statement	25
3	Term 3 Week 10	25	15	Sculpture & Research Assessment	40
					<b>100%</b>

## ASSESSMENT SCHEDULE CALENDAR

<b>Term</b>	<b>Week</b>	<b>Course</b>	<b>Nature</b>
Term 1	8	Mathematics	Hand in
	8	Science	Submission
	9	Commerce	In class
	9	Geography	In class
	9	History	In class
	9	HMF	Hand in
	9	PDHPE	In class
	10	Industrial Technology Timber	Poster and video
	11	English	In class
	11	Gaming and Interactive Media	Hand in /In class quiz
Term 2	2	Commerce	Hand in
	2	Design and Technology	Research Task
	2	Geography	In class
	2	History	In class
	2	HMF	In class
	2	Mathematics	In class
	3	Food Technology	Research Task
	3	Science	In class
	4	Music	Performance In class
	4	PASS	In class
	10	English	Hand in
	10	Gaming and Interactive Media	Hand in /In class quiz
Term 3	2	Music	In class examination
	6	Food Technology	Research Task
	6	Science	In class
	7	Gaming and Interactive Media	In class
	7	History	In class
	8	HMF	In class
	8	Industrial Technology Timber	project and portfolio
	8	Mathematics	Hand in
	9	Commerce	Hand in
	9	Design and Technology	Project and portfolio
	9	Geography	In class
	9	PDHPE	In class
	10	English	in -class
	10	Music	Composition submission
10	PASS	Hand in	
Term 4	1	Food Technology	Examination
	2	Design and Technology	Examination
	2	Gaming and Interactive Media	Hand in /In class quiz
	2	Industrial Technology Timber	Examination
	3	Commerce	In class
	3	Geography	In class
	4	History	In class
	4	HMF	In class
	4	Mathematics	In class
	4	Science	In class



