



YEAR 9
SUBJECT ASSESSMENT
GUIDE
2024

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Junior Assessment Policy and Procedures

The Assessment Policy should be read in conjunction with the NSW Department of Education *Curriculum Policy Standards ((Updated July 2018)* which outlines specific requirements and policy standards and relevant syllabus material.

Aims and Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about students' learning in relation to the objectives and outcomes of a course. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teaching and learning.

The assessment program incorporates the principles of *assessment for learning*, *assessment of learning* and *assessment as learning*.

- *Assessment for learning* involves teachers using evidence about students' achievement to inform future teaching.
- *Assessment of learning* is an assessment of what the student has learnt and usually occurs at key points in a unit, term or semester and may be used to rank or grade students.
- *Assessment as learning* occurs when students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning encourages students to take responsibility for their own learning.

Principles of Effective and Informative Assessment and Reporting

- The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.
- Assessment should draw on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. 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 strategies need to be valid and fair.
- Assessment should be manageable, efficient and convenient. Assessment can be incorporated into usual classroom activities. For example, teachers can assess achievement informally as students complete work using a range of strategies including student self-assessment and peer assessment.
- Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools. In awarding grades for achievement of outcomes or for overall course performance, teacher may use an on-balance judgement that does not focus on a single piece of work. Teachers may weigh up assessment information collected from both formal activities and informal observations that have built up over time and in different situations. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Communication to Students and Parents

Each course assessment program will comprise a scope and sequence chart that will indicate the following:

1. each of the outcomes to be reported on in semester report
2. how each outcome is to be assessed
3. how the overall semester/year grade and rank order will be assessed

This information is to be issued to students at the beginning of the year by faculties.

Given the wide variety of assessment strategies, provision of written notification for individual tasks will depend on the nature of the task. Similarly, while provision of explicit criteria supports student achievement, provision of explicit marking criteria is dependent on the nature of individual tasks. These will be decided at faculty level.

Absence, Illness and Misadventure, Lateness

The teacher in consultation with the Head Teacher and following the guidelines below will make decisions about these matters.

All students are expected to make a serious attempt at all assessment tasks.

If students are absent when an in-class task is due, on the FIRST day of return to school, students MUST see the relevant Head Teacher(s), who will decide on one of the options: student to complete the task; student to complete an alternate task; or student awarded an estimated mark. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence. In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. This is required on the student's first day back at school. A penalty of 10% of the full marks possible per day will be consistently applied for the submission of late hand-in formal assessment tasks without a reasonable excuse. A weekend will be treated as one day. After 5 days, the student will receive zero.

Students who are absent through truancy for a test or absent on the day an assignment is due through truancy will receive a zero for that task.

Students who are absent on the due date of an assessment task for school representation or other school business need to negotiate an alternate due date prior to their absence.

Should students be absent due to extended leave, for example family holidays, students need to consult with the Head Teacher prior to absence. The Head Teacher, in consultation with the class teacher, will decide on one of the following options: submission prior to departure; submission via electronic means; completion an alternate task; awarding an estimate or awarding zero for a task. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence.

If something serious or unexpected happens when students are working on an assignment that prevents them from completing the task by the due date, they should go to the Head Teacher and ask for an extension as soon as possible. In the event of the confirmation of illness or misadventure, the teacher and the student are to negotiate an alternative completion date.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technologies, including ensuring that your equipment is reliable and that you have extra copies saved on USB. Students are recommended to keep a copy of their assignment work in hard copy form, on a storage device, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.

Disability Provisions

From Muirfield High School Learning Support Procedures:

- Classroom teachers support the individual needs of the student within lessons and units of work provide adjustments. Teachers should consider the concept of “universal design”, i.e., ways in which a whole task can be improved so that all students can understand what is required and all students have the opportunity and ability to demonstrate their level of achievement, rather than individual different tasks for each student.
- Adjustments to assessments are modified by teachers when required to enable students to demonstrate required outcomes.
- Teachers provide opportunities for students to use their strengths, preferred learning styles and interests within the curriculum areas.

Students who require accommodations to enable them to demonstrate outcomes may be granted disability provisions in tests. Provisions may include coloured paper, large-print papers, use of a reader and/or writer, extra time or rest breaks. Students in all years who require the provision of a Reader and/or Writer are identified following teacher or parent referral. Students in Years 7, 8 and 9 are assisted by SLSOs. Students in Years 10, 11 and 12 assisted by selected students in the year below. In order to accommodate more students, consideration is being given to use carefully selected Year 8 students to assist students in Year 9. Test provisions are coordinated by the LaST.

Year 10 Record of School Achievement (RoSA)

At the end of Year 10, students who have met the eligibility requirements for the Record of School Achievement (RoSA) will receive a grade for their courses. Teachers will make the final judgement of the grade deserved based on available assessment information and with reference to the course performance descriptors and other material produced by NESA to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

Eligibility for a (RoSA)

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act. (<https://www.legislation.nsw.gov.au/#/view/act/1990/8/part8/div2/sec94>)

School attendance

NESA do not set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements:

English: By the end of Year 10, 400 hours need to be completed.

Mathematics: By the end of Year 10, 400 hours need to be completed.

Science: By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

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

Technological and Applied Studies: Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

'N' determinations

If students do not complete a course's requirements, they will receive an 'N' determination.

Students are warned, via a letter, if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Malpractice

Student malpractice in assessment tasks and examinations is a serious offence. Students who commit malpractice will be awarded zero for the task and risk an 'N' determination for their course.

Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Unacknowledged assistance
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

Plagiarism is considered malpractice.

Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

General performance descriptors

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.

Stage 5 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200-hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Teachers use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the NESAs general performance descriptors and provide a more complete description of typical performance in this course at each grade level.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers interpret the course performance descriptors in terms of standards that can be achieved by students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment Schedule Planner

Term 1 2024		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2 2024		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 3 2024		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 4 2024		
Week	TASKS TO COMPLETE	DATE DUE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Year 9 Assessment Schedules & Report Outcomes 2024

Mandatory Stage 5 Courses

English

Geography

History

Mathematics

PDHPE

Science

ENGLISH YEAR 9 2024

The Year 9 English Course provides students with opportunities to continue developing skills in reading, writing, speaking and listening by responding critically, persuasively and imaginatively to a wide range of texts from a variety of cultures, contexts and forms. Students compose a wide range of texts to shape meaning for a variety of audiences and purposes, using varying technologies to compose their responses. This course aims to enable students to use, understand, appreciate, reflect and enjoy the English language in a range of contexts.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Satire Reading and Writing Task	Representations of War Visual Representation & Reflection	Drama Study Multimodal Presentation	Bildungsroman Novel Study Yearly Examination
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 2	Outcome assessed 3	Outcome assessed 3	Outcomes assessed 1, 2
Semester Weighting	50	50	40	60

Report Outcomes - English

- Outcome 1** Read increasingly complex texts for understanding, interpretation, critical analysis and pleasure with a broadening understanding of audience, purpose and context.
- Outcome 2** Write increasingly sophisticated and sustained texts to communicate ideas accurately, creatively, personally and critically.
- Outcome 3** Use the language modes of speaking, listening and viewing and representing for responding to and composing a wide range of texts in different formats and technologies.

GEOGRAPHY YEAR 9 2024

The aim of Geography in Years K–10 is to stimulate students’ interest in and engagement with the world. Through geographical inquiry, they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The topics that are studied this semester are:

Topic 1: Sustainable Biomes (25 hours)

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world’s climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

Topic 2: Changing Places (25 hours)

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

Task No.	Task 1 Semester 2	Task 2 Semester 2
Task Description	Research Task	Final Examination
Due Date	Term 3, Week 8	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 3, 5, 8	Outcomes assessed 2, 3, 7, 8
Semester Weighting	50	50

Report Outcomes - Geography

Outcome 1 Explains the diverse features and characteristics of a range of places and environments

Outcome 2 Explains process and influences that form and transform places and environments

Outcome 3 Analyses the effect of interactions and connections between people, places and environments

Outcome 4 Accounts for perspectives of people and organisations on a range of geographical issues

Outcome 5 Assesses management strategies for places and environments for their sustainability

Outcome 6 Analyses differences in human wellbeing and ways to improve human wellbeing

Outcome 7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

Outcome 8 Communicates geographical information to a range of audiences using a variety of strategies

HISTORY YEAR 9 2024

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows.

The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

In Year 9 the students will cover 2 Depth Studies:

Depth Study 1 - Making a Better World The Industrial Revolution

Depth Study 3 - Core Study: Australians at War (World Wars I and II)

Task No.	Task 1 Semester 1	Task 2 Semester 1
Task Description	Research Task	Final Examination
Due Date	Term 1, Week 8	Term 2, Week 5
Report Outcomes	Outcomes assessed 1, 2, 4, 9	Outcomes assessed 2, 5, 7, 9
Semester Weighting	50	50

Report Outcomes - History

- Outcome 1** Explains and assesses the historical forces and factors that shaped the modern world and Australia
- Outcome 2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- Outcome 3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- Outcome 4** Explains and analyses the causes and effects of events and developments in the modern world and Australia
- Outcome 5** Identifies and evaluates the usefulness of sources in the historical inquiry process
- Outcome 6** Uses relevant evidence from sources to support historical narratives, explanation and analyses of the modern world and Australia
- Outcome 7** Explains different contexts, perspectives and interpretations of the modern world and Australia
- Outcome 8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- Outcome 9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past

MATHEMATICS (Standard Pathways) YEAR 9 2024

Students in the Year 9 (Standard Pathway) Mathematics course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	In Class Written task Algebra Numeracy and Calculation	In Class Written task Pythagoras' Theorem Trigonometry	In Class Written task Geometry and networks Equations Coordinate geometry and graphs	In Class Written task Earning money Surface area and volume
Due Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 2	Outcomes assessed 3, 4	Outcomes assessed 5, 6,7	Outcomes assessed 8, 9
Semester Weighting	50	50	50	50

Report Outcomes – YEAR 9 (Standard pathways) Mathematics

- Outcome 1** Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
Constructs arguments to solve simple problems in Number, percentage applications, ratio and rates.
- Outcome 2** Applies appropriate algebraic techniques to operate to expand, factoris, and simplify basic algebraic expressions.
- Outcome 3** Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
- Outcome 4** Applies trigonometry, given diagrams, to solve problems involving finding sides and angles.
- Outcome 5** Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes. Examine and describe a graph/network.
- Outcome 6** Solves linear and simple quadratic equations using analytical and graphical techniques.
- Outcome 7** Determines the midpoint, gradient and length of an interval, and graphs linear relationships.
- Outcome 8** Solves financial problems involving earning, taxation and spending money.
- Outcome 9** Calculates the areas of composite shapes, and the surface area, volume and capacity of prisms and cylinders.

MATHEMATICS (Advanced pathways) YEAR 9 2024

Students in the Year 9 Mathematics (Advanced pathway) course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	In Class Written task Products and Factors Numeracy & Calculation	In Class Written task Pythagoras' theorem Surds Trigonometry	In Class Written task Geometry and networks Equations Coordinate geometry and graphs	In class Written task Earning money Surface area and volume
Due Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 2	Outcomes assessed 3, 4, 5	Outcomes assessed 6, 7, 8	Outcomes assessed 9, 10
Semester Weighting	50	50	50	50

Report Outcomes – YEAR 9 (Advanced pathways) Mathematics

- Outcome 1** Selects appropriate notations and conventions to communicate mathematical ideas and solutions. Constructs arguments to solve harder problems involving Number, percentage applications, ratio and rates.
- Outcome 2** Applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises, and simplifies advanced algebraic expressions.
- Outcome 3** Applies Pythagoras' theorem to calculate side lengths, and solves advanced problems, in right-angled triangles.
- Outcome 4** Performs operations, simplifies expressions, and solves advanced problems involving surds.
- Outcome 5** Applies the sine, cosine and tangent ratios to solve difficult problems involving right-angled triangles.
- Outcome 6** Establishes conditions for congruent and similar triangles, and solves advanced problems relating to the properties of similar figures and plane shapes. Examines and describes a graph/network.
- Outcome 7** Solves multi-step linear equations and quadratic equations using analytical and graphical techniques. Solves word problems and formulas using substitution.
- Outcome 8** Applies advanced techniques to determines the midpoint, gradient and length of an interval. Graphs and analyses linear relationships on the Cartesian plane.
- Outcome 9** Solves difficult financial problems involving earning, taxation and spending money.
- Outcome 10** Calculates the areas of composite shapes, and the surface area, volume and capacity of prisms, cylinders, and composite solids.

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION YEAR 9 2024

Through PDHPE, students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Theory and Practical Assessment Task Fit for Life	Practical Assessment Skill Application and Effort in Touch Football	Theory Assessment Resilience	Practical Assessment Skill Application and Effort in Striking Games
Due Date	Term 1, Week 10	Throughout Semester 1	Term 3, Weeks 6	Throughout Semester 2
Report Outcomes	Outcomes assessed 6, 7, 8	Outcome assessed 5, 9, 10, 11	Outcomes assessed 1, 2, 3, 7	Outcomes assessed 7, 9, 10, 11
Semester Weighting	70	30	50	50

Report Outcomes - PDHPE

- Outcome 1** Assesses their own and others' capacity to reflect on and respond positively to changes
- Outcome 2** Researches and appraises the effectiveness of health information and support services available in the community
- Outcome 3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- Outcome 4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- Outcome 5** Appraises and justifies choices of action when solving complex movement challenges
- Outcome 6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- Outcome 7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activities in their communities
- Outcome 8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- Outcome 9** Assesses and applies self-management skills to effectively manage complex situations
- Outcome 10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- Outcome 11** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

SCIENCE YEAR 9 2024

Semester 1

During semester one, Year 9 Science students study the topics Systems for Healthy Living, Using Energy and Electricity and Dynamic Earth. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2

During semester two, Year 9 Science students study the topics Exploring the Universe and Atoms and The Periodic Table. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Article Task - Scientific Research	Semester 1 Examination	Skills / Practical Examination	Semester 2 Examination
Due Date	Term 1, Week 6	Term 2, Week 6	Term 3, Week 8	Term 4, Week 6
Report Outcomes	Outcomes assessed 1, 2, 3	Outcomes assessed 4, 5	Outcomes assessed 1, 2	Outcomes assessed 3, 4, 5
Semester Weighting	40	60	50	50

Report Outcomes – Science

Semester 1

- Outcome 1** Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- Outcome 2** Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- Outcome 3** Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- Outcome 4** Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- Outcome 5** Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.

Semester 2

- Outcome 1** Plans and undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- Outcome 2** Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- Outcome 3** 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
- Outcome 4** Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- Outcome 5** 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

Year 9 Assessment Schedules & Report Outcomes 2024 Elective Stage 5 Courses

Agriculture

Commerce

Computing Technology

Dance

Design and Technology

Drama

Food Technology

History Elective

iSTEM

Japanese

Music

Physical Activity and Sports Studies

Visual Arts

Visual Design

AGRICULTURE YEAR 9 2024

Students learn about plant and animal-related concepts to develop an appreciation of the complexity of agriculture. Students have opportunities to investigate the industries involved in agriculture, how plants and animals are produced and to follow Work Health and Safety (WHS) guidelines. Specific focus areas over the course will include vegetables, cotton, prime lamb and nursery production. Student experiences will include both practical and theoretical contexts in a range of enterprises across Agriculture in Australia. Broadly, students will gain skills and knowledge in areas including plant management, biology, marketing, animal husbandry and external trends and influences.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Research Task Careers in Agriculture	Agricultural Experiment Fertiliser Trial	Written Report and Practical Task Sheepyard Diorama	Online Yearly Examination All units
Due Date	Term 1, Week 6	Term 2, Week 4	Term 3, Week 6	Term 4, Week 5
Report Outcomes	Outcome assessed 1, 6	Outcomes assessed 2, 4	Outcomes assessed 5, 6	Outcomes assessed 3, 5
Semester Weighting	50	50	50	50

Report Outcomes – Agriculture

- Report Outcome 1** Explains the interactions within and between the agricultural sector and Australia’s economy, culture and society.
- Report Outcome 2** Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
- Report Outcome 3** Collects and analyses agricultural data and communicates results using a range of technologies.
- Report Outcome 4** Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
- Report Outcome 5** Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
- Report Outcome 6** Explains the interactions within and between agricultural enterprises and systems.

COMMERCE YEAR 9 2024

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. The topics studied in Year 9 are as follows:

Consumer and Financial Decisions (20 hours - Term 1)

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.

Law, Society and Political Involvement (20 hours - Term 2)

Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

Law in Action (20 hours - Term 3)

Students investigate a range of situations in which individuals may encounter the law. They examine the legal rights and responsibilities of individuals in society and the range of options available for dispute resolution.

Travel (20 hours - Term 4)

Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Research Task	In Class Examination	Research Report	Final Examination
Due Date	Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 2, 6, 7	Outcomes assessed 1, 2, 3, 8	Outcomes assessed 3, 4, 5, 6, 9	Outcomes assessed 1, 2, 3, 4, 5, 8, 9
Semester Weighting	50	50	40	60

Report Outcomes - Commerce

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

Computing Technology YEAR 9 2024

The aim of the Computing Technology course is to enable students to develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies. Through this process students will develop an ability to think creatively to produce and evaluate products.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 5 Semester 2
Task Description	Topic Test : Software Development	Project : Robotics and Mechatronics	Project: Design for the user experience	Yearly Examination
Due Date	Term 1 Wk 9 (25 March 2024)	Term 2, Week 4 (20 May 2024)	Term 3, Week 9 (16 Sept 2024)	Term 4, Week 3 (28 October 2024)
Report Outcomes	Outcomes assessed 3, 4	Outcomes assessed 1,2	Outcomes assessed 1,2	Outcome assessed 3,4
ROSA Weighting	10%	40%	20%	30%

Outcomes

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

DANCE YEAR 9 2024

In Year 9 Dance, students explore dance within three main areas: performance, composition and appreciation. Students develop body skills, knowledge and understanding of safe dance practice, anatomy, the communication of an idea and performance quality through performance. Composition gives students the opportunity to explore the compositional process through decision-making and problem-solving tasks. Students refine their literacy skills by evaluating and analysing dance works in dance appreciation.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Personal Practice Program	Dance History Task	MADD Night Performance	Group Composition
Due Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 6-8	Term 4, Week 6
Report Outcomes	Outcome assessed 1	Outcomes assessed 2, 3	Outcomes assessed 4, 5	Outcome assessed 6
Yearly Weighting	25	25	25	25

Report Outcomes – Dance

- Outcome 1** Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- Outcome 2** Describes and analyses dance as the communication of ideas within a context
- Outcome 3** Identifies and analyses the link between their performances and compositions and dance works of art
- Outcome 4** Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- Outcome 5** Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- Outcome 6** Explores the elements of dance as the basis of the communication of ideas

DESIGN AND TECHNOLOGY YEAR 9 2024

The study of Design and Technology assists students to appreciate and explore a range of careers in the field of design and technological innovation. Students critically analyse and reflect on the implications of design, in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose do. Students develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Task No.	Task 1 Semester 1	Task 2 Semester 2	Task 3 Semester 2	Task 4 Semester 2
Task Description	Work Booklet and promotional Product Agriculture (Plant Enterprise)	Folio and Practical Product Information and Communication Technologies (Architecture)	Folio and Practical Product Materials Technologies (Polymers)	Yearly Examination All Topics
Due Date	Term 2, Week 4	Term 3, Week 4	Term 4, Week 3	Term 4, Week 6
Report Outcomes	Outcomes assessed 1, 3, 4	Outcomes assessed 1, 2, 3, 4	Outcomes assessed 1, 2, 3	Outcome assessed 5
Yearly Weighting	100	40	40	20

Report Outcomes

Outcome 1	Product	Students select, use and apply a variety of management practices towards the development of quality design solutions
Outcome 2	Folio	Students analyse, apply and justify a range of appropriate design processes when developing design ideas and solutions
Outcome 3	Communication	Students use, develop, and evaluate creative and innovative design ideas and solutions using a variety of communication techniques suitable for a range of audiences
Outcome 4	Technologies	Students analyse and evaluate the impact of past, current and emerging technologies and practices which consider preferred futures, incorporating the factors that affect design solutions and the work of designers
Outcome 5	Examination	Students recall knowledge and understanding of design theories and practices

DRAMA YEAR 9 2024

The aim of the course in Year 9 is to provide learning experiences through which students will be engaged and challenged to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Performance and Reflection Logbook Theatrical Style	Performance and Rationale Dramatic Form	Group Devised Piece and Essay Playbuilding	Performance and Design Project Drama Text
Due Date	Term 1, Week 8	Term 2, Week 4	Term 3, Week 4	Term 4, Week 4
Report Outcomes	Outcome assessed M1, P1	Outcomes assessed P1, A1	Outcome assessed M2, A2	Outcomes assessed M2, P2
Semester Weighting	40	60	50	50

Report Outcomes – Drama

- M1** Manipulates the elements of drama to create performances based on dramatic forms, performance styles, dramatic techniques, and theatrical conventions
- M2** Contributes, selects, develops and structures ideas based on script and unscripted materials, using improvisation and playbuilding
- P1** Employs a variety of dramatic forms and technique, performance styles, and theatrical conventions to create dramatic meaning
- P2** Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning, using performance spaces, theatre conventions and production elements appropriate to purpose and audience
- A1** Responds to contemporary and historical contexts of drama, reflecting on and evaluating elements of drama, dramatic techniques and theatrical conventions
- A2** Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

FOOD TECHNOLOGY YEAR 9 2024

The aim of the Food Technology course in Year 9 is to provide learning experiences through which students will actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students will examine the topics of Food Selection and Health, Food for Special Needs, Food for Special Occasions and Food in Australia.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2	Task 5 Semester 2
Task Description	Research and Practical Task Food Selection and Health Food for Special Needs	Cumulative Assessment in Food Preparation and Practical Skills	Design and Practical Task Food for Special Occasions	Research and Practical Task Food in Australia	Yearly Examination All units
Due Date	Term 1, Week 10	Ongoing – Term 2	Term 3, Week 3	Term 4, Week 2	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 2, 4	Outcomes assessed 3, 4	Outcomes assessed 1, 2, 3, 4	Outcomes assessed 1, 2, 3, 4	Outcomes assessed 5
Semester Weighting	90	10	35	35	30

Report Outcomes – Food Technology

- Outcome 1** Researches, analyses and evaluates the role of food in society
- Outcome 2** Communicates issues in relation to food and nutrition
- Outcome 3** Selects and employs appropriate techniques and equipment for a variety of food specific purposes
- Outcome 4** Plans, prepares, presents and evaluates food solutions for specific purposes
- Outcome 5** Applies knowledge and understanding of concepts and issues in health and the food industry

HISTORY ELECTIVE YEAR 9 2024

The aim of *History Elective* is to stimulate students' interest in and enjoyment of exploring the past, to develop critical understanding of the past and to enable them to participate as active, informed, and responsible citizens. The course will provide students with a knowledge and understanding of the nature of history, the methods of historical inquiry and the different ways in which historical meanings can be constructed through a range of media. The content covered is designed to provide an exposure to a broad range of historical periods, personalities, and concepts.

The topics studied in Year 9 are as follows:

1. Archaeological Discoveries: Digging Up the Dead
2. Victorian Britain Snapshot: Jack the Ripper
3. Crime & Punishment Case Study: The Witch Trials
4. History Mysteries

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	In Class Examination (Source Analysis)	Oral Presentation	Research Task	In Class Essay
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 3, 4, 9	Outcomes assessed 1, 3, 4, 8, 9	Outcomes assessed 2, 6, 7, 8, 10	Outcomes assessed 2, 5, 6, 7, 10
Semester Weighting	25	25	25	25

Report Outcomes – History Elective

- Outcome 1** Applies an understanding of history, heritage, archaeology, and the methods of historical inquiry
- Outcome 2** Examines the ways in which historical meanings can be constructed through a range of media
- Outcome 3** Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- Outcome 4** Explains the importance of key features of past societies or periods, including groups and personalities
- Outcome 5** Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- Outcome 6** Identifies and evaluates the usefulness of historical sources in an historical inquiry process
- Outcome 7** Explains different contexts, perspectives, and interpretations of the past
- Outcome 8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- Outcome 9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- Outcome 10** Selects and uses appropriate forms to communicate effectively about the past for different audiences

iSTEM YEAR 9 & 10 2024

During semester one, Year 9 and 10 will study 1 core topic - STEM fundamentals and another topic Computer Aided Design. These will provide them with the skills required for Semester 2. STEM fundamentals develop knowledge, skills and understanding of essential STEM principles and processes.

Semester 2 During semester two, Year 9 & 10 STEM students study another Core topic STEM Project Based Learning. In this topic students develop and realise solutions to STEM focused project-based learning tasks by participating in the CSIRO STEM Community Partnership Program. It requires students to utilise problem solving strategies to apply appropriate design, production and evaluation skills to real-world problems.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2
Task Description	Practical Task and Portfolio STEM Fundamentals	Practical Task and Portfolio Computer-Aided Design	Practical Task and Portfolio STEM Project Based Learning
Due Date	Term 1, Week 9	Term 2, Week 3	Term 4, Week 5
Report Outcomes	Outcomes assessed 1, 2, 3	Outcomes assessed 1, 2, 3	Outcomes assessed 1, 2, 3
Semester Weighting	50	50	50

Report Outcomes

Outcome 1 5.1.1: Develops ideas and explores solutions to STEM based problems

Outcome 2 5.5.2: Critically evaluates innovative, enterprising and creative solutions

Outcome 3 5.6.1: Selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts

JAPANESE YEAR 9 2024

In Year 9 Elective Japanese, students focus on improving their Japanese language acquisition by applying their reading, writing, listening, and speaking skills in the target language. They will also develop a richer understanding of cultural elements that are intertwined with the Japanese language.

- In Semester One, students are introduced to the Katakana script. They will also build upon their grammatical skills by engaging with the topics related to My Family, Daily Routine and My Identity.
- In Semester Two, students will continue mastering the Katakana and Kanji scripts. They will also explore topics relating to Schooling in Japan and Travel.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Digital Presentation My Family	Half Yearly Examination All topics covered	Speaking Task Student profiles	Yearly Examination All topics covered
Due Date	Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Week 6
Report Outcomes	ML5-CRT-01	ML5-UND-01	ML5-INT-01	ML5-UND-01 ML5-CRT-01
Semester Weighting	40	60	40	60

Report Outcomes – Japanese

ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

MUSIC YEAR 9 2024

The year 9 elective streamlined music course is designed to transition students from junior music, into the stage 5 music program. This involves further developing their existing talents, skills and musical interests; with the aim of being equipped to commence the senior music course. The units explore a broad range of topics including Baroque and Classical, Australian Music and Musical Theatre, Music Technology, and World Cultures. Composition and Performance skills are two key areas developed during the first semester, with the aim of creating a practical and creative learning environment. The second semester focuses on musicology research and aural analysis, which crystalises the theoretical component of the course and ties in the musical theory learnt in the first semester. Students also learn to aurally analyse musical excerpts and strengthen their essay style analytical writing. also learn to classify ethnic instruments (membranophones, idiophones, aerophones and chordophones) and discuss how these instruments are combined with western music to create new musical genres.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Composition Baroque + Classical	Performance Australian/Musicals	Musicology Research Music Technology	Yearly Examination World Cultures
Due Date	Term 1, Week 7	Term 2, Week 4	Term 3, Week 5	Term 4, Week 4
Report Outcomes	Outcomes assessed 5.4, 5.6	Outcomes assessed 5.1, 5.12	Outcomes assessed 5.3, 5.9	Outcomes assessed 5.7, 5.8
Semester Weighting	50	50	50	50

Report Outcomes – Music

Semester 1

5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.

5.6 Uses different forms of technology in the composition process

5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.

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

Semester 2

5.3 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.

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

5.7 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

PHYSICAL ACTIVITY AND SPORTS STUDIES YEAR 9 2024

Physical Activity and Sports Studies represents a broad view of physical activity and many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure, and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Research Task Australia's Sporting Identity Case Study	Practical Task Skill application, game understanding, and effort and interpersonal skills in AFL	In Class Assessment Event Management Group Task	Practical Task Skill application, game understanding, and effort and interpersonal skills in Volleyball
Due Date	Term 1 Week 9	Throughout Semester 1	Term 3 Week 6	Throughout Semester 2
Report Outcomes	Outcomes assessed PASS5-3 PASS5-4	Outcomes assessed PASS5-5 PASS5-7 PASS5-9	Outcome assessed PASS5-7 PASS5-8 PASS5-10	Outcome assessed PASS5-5 PASS5-7 PASS5-9
Semester Weighting	50	50	70	30

Report Outcomes – Physical Activity and Sports Studies

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

VISUAL ARTS YEAR 9 2024

This course builds on the work covered in the mandatory component of the Visual Arts 7-10 Syllabus by providing an opportunity for students to extend their knowledge, skills and understanding of art making practice. It also provides an opportunity to further explore historical and critical studies as theory case modules.

Report marks will be comprised of:

Artmaking 60%

Art History and Criticism 40%

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 1	Task 4 Semester 2	Task 5 Semesters 1 & 2
Task Description	Conceptual – Assignment Drawing Analysis	Frames – Making Drawing Portfolio	Conceptual – Environmental Art Written Task	Frames – Making Sculpture Portfolio	Practice/Frames - VAPD
Due Date	Term 2, Week 2	Term 3, Week 1	Term 3, Week 10	Term 4, Week 7	Ongoing
Report Outcomes	Outcome assessed 5.8	Outcome assessed 5.6	Outcome assessed 5.8	Outcome assessed 5.6	Outcomes assessed 5.1, 5.6
Semester Weighting	30	50	30	50	Semester 1 – 20 Semester 2 - 20

Report Outcomes – Visual Arts

Artmaking

- 5.1 Practice** Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.6 Frames Resolution** Demonstrates developing technical accomplishment and refinement in making artworks

Art History and Criticism

- 5.8 Conceptual Framework** Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

VISUAL DESIGN YEAR 9 2024

This course builds on the work covered in the mandatory component of the Visual Arts 7-10 Syllabus by providing an opportunity for students to extend their knowledge, skills and understanding of art making practice. It also provides an opportunity to further explore historical and critical studies as theory case modules.

Report marks will be comprised of:

Artmaking 60%

Art History and Criticism 40%

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semesters 1 & 2
Task Description	Making Folio Frames	Assignment Case Study Analysis Conceptual	Making Folio Frames	Visual Design Journal Practice/Frames
Due Date	Term 2, Week 1	Term 2, Week 10	Term 4, Week 1	Ongoing
Report Outcomes	Outcome assessed 5.3	Outcome assessed 5.7	Outcome assessed 5.3	Outcome assessed 5.6
Semester Weighting	25	40	30	5

Report Outcomes – Visual Design

Artmaking

- 5.3** Makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.6** Selects appropriate procedures and techniques to make and refine visual design artworks

Critical and Historical Interpretations

- 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