



CANTERBURY BOYS HIGH SCHOOL

YEAR 9

2025

ASSESSMENT SCHEDULES

School Based—Internal Assessments

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Principal's Message

Dear Parents/Carers and students of Year 9,

The Year 9 Assessment Schedule Booklet is provided to assist you and your son with the planning of assessment tasks which will take place throughout the year. You will notice that the schedules contain:

- The number of formal tasks for the year
- A brief description of the type of task
- The outcomes assessed in the task
- The week of the term the task is due or will take place.

For each task the students will receive additional written details of the task and the specific date it is due. This will be given to students at least two weeks prior to the submission date.

Faculty head teachers and teachers have put together thorough assessment programs that reflect the NSW Education Standards Authority syllabuses and provide opportunities for students to excel in a variety of assessment tasks.

Despite our best intentions, it is possible, as with any large assessment program that changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the students involved.

Canterbury Boys High School is a school which places high expectations on school work and study, with all students expected to do their very best. Excellent learning habits established throughout the early years of secondary schooling will ensure students progress to maximise their potential.

Regards

Mr Ross Dummett

Principal

Learning Habits

A student who is well prepared and organised:

- attends class on time
- brings all necessary equipment to class, eg. PE gear, books, pens, and diary
- is organised and ready to start at the beginning of each lesson
- records homework, assessments and important dates
- wears correct uniform every day
- brings all notes on time, eg. late, absent, excursion.

A student who shows initiative and responsibility for their own learning:

- asks questions and contributes to class discussions
- keeps up to date (class work, homework and assessments) by asking teacher for missed work after an absence
- is aware of upcoming tasks and events, eg. assignments
- manages time to ensure all work and homework is complete and on time
- prepares for exams and assessment tasks
- seeks assistance and advice from teachers, including the careers adviser, to be aware of career choices and course requirements
- keeps mobile phone out of sight and on silent during class time.
- looks after all school resources and equipment.

A student who works cooperatively in group situations:

- is clear on the group task and its outcomes
- understands their assigned role
- shares group resources and equipment responsibly
- contributes by making suggestions and offering ideas
- encourages all members of the group to be involved
- listens to and respects the points of view of other people
- works cooperatively with the group to help complete the task.

A student who works independently:

- stays on task
- is self-motivated and shows commitment to meet obligations
- identifies what is required and seeks to achieve it in a time-effective manner
- finds solutions for themselves using a variety of strategies
- strives to improve and consolidate their learning
- drafts, proofreads and edits work for improvement.

A student who reflects on and evaluates their own learning:

- is clear about the purpose of learning
- asks questions to improve their understanding
- can identify high and low standards of work
- monitors their own learning progress
- learns from their mistakes and is receptive to feedback
- works out ways to improve their own learning
- can demonstrate what they have learned.

Homework

Completing homework reinforces and consolidates the learning done in the classroom. Developing a routine for homework and study is essential to becoming an independent, self-directed learner. A regular routine may include:

- revising work done in lessons
- researching and writing assignments and projects
- active reading
- working on formal assessment tasks
- preparing for tests.

There is always homework to do! Besides subject-specific tasks, our Accelerated Reader program requires student to read each afternoon. Students are expected to allocate a minimum of 20 minutes to reading.

The following time allocation is a guide, with consideration given to the time students spend on other activities so that there is a balance between commitments.

- Year 9: 90 to 120 minutes per night

Students can help themselves by:	Parents can support their sons by:
<ul style="list-style-type: none">• Writing down all details of homework they are set in their diaries• Using the assessment schedule to plan and help manage their time• Recoding due dates for tasks and assessments in their diaries• Seeking help from teachers or parents if difficulties arise• Ensuring their homework is completed to a high standard• Developing an effective individual study timetable; and submitting assigned work punctually• Using our Homework Centre, where a teacher is available to help with homework• Not leaving work to the last minute!	<ul style="list-style-type: none">• Taking an active interest and supporting the completion of homework• Ensuring that there is time set aside for homework• Providing a dedicated place and desk for homework and study• Encouraging him to read and take an interest in current events• Communicating with teachers any concerns regarding homework• Ensuring he turns off electronic and gaming devices or other distractions while homework is being done

Homework Centre

Canterbury Boys High School offers a Homework Centre available for all students from Years 7 -12.

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30 - 4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre whenever they like - it is not a permanent commitment and students are not required to stay the full time.

The Homework Centre has the following objectives

- To assist students with their homework in a safe, quiet and monitored environment
- To promote personal responsibility for learning habits through the teaching of study skills and assistance with homework and assessment tasks,
- To promote to a wide range of students a positive attitude towards learning and a sense of belonging to a community of serious learners.

Students who need help with specific subjects can negotiate a time for their classroom teacher to support them at the Homework Centre.

Assessment Policy and Procedures

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied.

Canterbury Boys High School aims to provide students with:

- relevant and meaningful assessment tasks and learning activities
- formal and informal assessment and learning tasks to complete in each course
- clear and fair assessment procedures
- opportunities for success.

Formal assessment tasks:

- clearly and effectively assess appropriate outcomes
- allow students to demonstrate their level of achievement
- encourage deeper learning
- use an appropriate level of language, difficulty and time length
- include clear instructions outlining what is expected.

Formal assessment tasks are categorised by their formal notification process.

Written notification will be provided to students at least two weeks prior to the due date. For each task, the notification will set out::

- the task to be completed (a clear outline of the work to be completed)
- the date and time the task is due (e.g. Monday February 9, period 4)
- the mode of submission of the task (e.g. hand in to class teacher)
- the outcomes assessed
- marking schemes (except for class tests)
- any additional details (e.g. students will require calculators)

It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for not attempting a task or for not doing well in a task. Therefore, if a student is absent, they need to check for any tasks that were distributed.

If a student believes they have a valid reason such as illness, accident or other unforeseen circumstances to request an extension of time to complete a formal assessment task, this must be negotiated by completing the "Year 9 Application for Extension/Misadventure" and submitting to the Head Teacher of the faculty. When possible, this must be done in advance of the due date. **See Appendix 1.**

Assessment Policy and Procedures continued

Attendance

Attendance in all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed. Absence from school on the due date for the submission of an assessment task will not be regarded as satisfactory grounds for the granting of an extension of time, unless there are exceptional circumstances. A Doctor's Certificate or other documentation must be provided to explain your absence.

Students are advised to complete all tasks to the best of their ability and advise their **class teacher immediately** if circumstances will prevent them from doing so.

If a student is absent on the day a formal assessment task is due to be completed or submitted, the student must follow these procedures on return to school.

- Report to the head teacher of the course and complete **Appendix 2**
- Negotiate a time to sit the task/alternate task OR submit the completed task

This procedure **MUST** be done by the first class back on return to school.

Submission of tasks

Tasks submitted after the designated time are late unless there are exceptional circumstances. Non-submission of tasks, without valid reason, by the designated time will result in:

- A zero mark awarded for the task

All tasks must be satisfactorily completed and submitted, even if the task is awarded zero.

Technology and assessment tasks

Technology failure is not a valid reason not to submit an assessment task. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from affecting their ability to submit a task by the due date.

Malpractice

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice is any activity that allows students to gain an unfair advantage over other students.

Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.

English

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Unique Voices Unseen text Exam	<ul style="list-style-type: none"> • EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts • EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures 	Term 1 Week 10
2	Close Study of Text Multimodal Presentation	<ul style="list-style-type: none"> • EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures • EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes 	Term 2 Week 9
3	The World's a Stage: Act II Essay	<ul style="list-style-type: none"> • EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes • EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning 	Term 3 Week 10

Mathematics

Task Number	Task Description	Outcomes	Term/ Week
1	Topic Test	9N <ul style="list-style-type: none"> • MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions. • MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids. • MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders. 	Term 1
		9H <ul style="list-style-type: none"> • MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions. • MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids. 	
		9C <ul style="list-style-type: none"> • MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders. • MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction. 	
2	Half Yearly Exam	9N <ul style="list-style-type: none"> • MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases. • MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures. • MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money. 	Term 2 Week 3
		9H <ul style="list-style-type: none"> • Includes ALL topics taught over Term 1 . • MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices. • MA5-IND-P-02 describes and performs operations with surds and fractional indices . 	
		9C <ul style="list-style-type: none"> • Includes ALL topics taught over Term 1 . • MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases 	
		9B <ul style="list-style-type: none"> • Includes ALL topics taught over Term 1 . • MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions. 	

Mathematics continued

Task Number	Task Description	Outcomes		Term/ Week
3	Topic Test	9N	<ul style="list-style-type: none"> • MA5-EQU-C-01 solves linear equations. • MA5-MAG-C-01 solves measurement problems solves by using scientific notation. • MA5-FIN-C-01 solves financial problems. • MA5-LIN-C-01, MA5-LIN-C-02 and MA5-LIN-P-01 graphs and interprets linear relationships. • MA5-ALG-P-01 and MA5-ALG-P-02 operates with algebraic fractions, and simplifies algebraic expressions. 	Term 3
		9H 9C	<ul style="list-style-type: none"> • MA5-MAG-C-01 solves measurement problems by using scientific notation. • MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations. • MA5-FIN-C-01 solves financial problems. • MA5-LIN-C-01 and MA5-LIN-C-02 graphs and interprets linear relationships using the gradient intercept form. • MA5-TRG-C-01, MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression. 	
		9B	<ul style="list-style-type: none"> • MA5-EQU-C-01 solves linear equations of up to 3 steps. • MA5-ARE-C-01 and MA5-VOL-C-01 solves problems involving the surface area and volume of right prisms. • MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems. • MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships. 	
4	Yearly Exam	9N	<ul style="list-style-type: none"> • MA5-TRG-C-01, MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression. • Includes ALL other topics taught throughout the entire year. 	Term 4 Week 3
		9H 9C	<ul style="list-style-type: none"> • MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation. • Includes ALL other topics taught throughout the entire year. 	
		9B	<ul style="list-style-type: none"> • MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations. • Includes ALL other topics taught throughout the entire year. 	

Science

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Light and Sound Article	<ul style="list-style-type: none"> • SC5-11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems • SC5- 7WS Process and analyse data and information from secondary sources • SC5- 8WS Produce plausible explanations and solutions to identified problems • SC5- 9WS Present science ideas using appropriate text and representations 	Term 1 Week 7
2	Case Study on Disease	<ul style="list-style-type: none"> • SC5-14LW analyses interactions between components and processes within biological systems • SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions • SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations 	Term 2 Week 4
3	Corrosion experiment	<ul style="list-style-type: none"> • SC5-CW3 Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. • SC5-4WS – develops questions or hypotheses to be investigated scientifically • SC5-5WS – produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively • SC5-6WS – undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively • SC5-7WS – processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions 	Term 3 Week 8
4	Yearly Exam	<ul style="list-style-type: none"> • All topics studied Chemical World, Living World, Physical World and Earth and Space throughout the year. • Working Scientifically skills, including planning investigations, processing and analysing information, and communicating. 	Term 4 Week 4

Geography

Task Number	TaskDescription	Outcomes Assessed	Term/ Week
1	Human Wellbeing Extended Response	<ul style="list-style-type: none"> • GE 5-4 accounts for perspectives of people and organisations on a range of geographical issues • GE 5-6 analyses differences in human wellbeing and ways to improve human wellbeing • GE 5-8 communicates geographical information to a range of audiences using a variety of strategies 	Term 1 Week 10
2	Changing Places Fieldwork, research and report	<ul style="list-style-type: none"> • GE 5-2 explains processes and influences that form and transform places and environments • GE 5-3 analyses the effect of interactions and connections between people, places and environments • GE 5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry • GE 5-8 communicates geographical information to a range of audiences using a variety of strategies 	Term 2 Week 7
3	Human Wellbeing, Changing Places, Biomes Examination	<ul style="list-style-type: none"> • GE 5-1 explains the diverse features and characteristics of a range of places and environments • GE 5-2 explains processes and influences that form and transform places and environments • GE 5-3 analyses the effect of interactions and connections between people, places and environments • GE 5-4 accounts for perspectives of people and organisations on a range of geographical issues • GE 5-5 assess management strategies for places and environments for their sustainability • GE 5-6 analyses differences in human wellbeing and ways to improve human wellbeing • GE 5-8 communicates geographical information to a range of audiences using a variety of strategies 	Term 3 Week 8

PDHPE

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Lifestyle Diseases Create a Kahoot	<ul style="list-style-type: none"> • PD 5-2 researches and appraises the effectiveness of health information and support services available in the community • PD 5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships. • PD 5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activities in their communities. 	Term 1 Week 11
2	Mental Illness and Support Strategies Investigative Report	<ul style="list-style-type: none"> • PD 5-1 assesses their own and others' capacity to reflect on and respond positively to challenges • PD 5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts 	Term 3 Week 8
3	Practical Peer Assessment and Justification	<ul style="list-style-type: none"> • PD 5-5 appraises and justifies choices of actions when solving complex movement challenges • PD 5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences 	Term 4 Week 2

Advanced Studies I

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Introduction to Philosophy In class assessment-Ethical Dilemma	<ul style="list-style-type: none"> Analyses, argues and seeks to solve ethical problems using primary and secondary sources, develops critical thinking and high order research skills and an understanding of philosophic, research and higher order critical thinking processes. Assesses the validity and reliability of sources and develops ethically and philosophically based arguments objectively. 	Term 1 Week 9
2	Comparative Religions Studies Multimodal presentation	<ul style="list-style-type: none"> uses digital technologies to research and sources information on social justice including critically analysing that information. identifies how language can be used to manipulate meaning, distinguishing between fact and opinion 	Term 2 Week 9
3	Future Speculation Letter to the future	<ul style="list-style-type: none"> Analyses, argues and seeks to solve ethical problems using primary and secondary sources, develops critical thinking and high order research skills and an understanding of philosophic, research and higher order critical thinking processes. 	Term 3 Week 9

Art Exposure

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Elements/ Principles of Art Cyanotypes - photography	<ul style="list-style-type: none"> • 5.2 – makes artworks informed by their understanding of the function of and relationships between artist – artwork-world-audience • 5.4 – investigates the world as a source of ideas, concepts and subject matter in the Visual Arts • 5.6 – demonstrates developing technical accomplishment and refinement in making artworks 	Term 1 Week 10
2	The Colour of Tree -colour theory and painting	<ul style="list-style-type: none"> • 5.1 – develops range and autonomy in selecting and applying Visual Arts conventions and procedures to make artworks • 5.4 – investigates the world as a source of ideas, concepts and subject matter in the Visual Arts • 5.6 – demonstrates developing technical accomplishment and refinement in making artworks • 5.7 – applies their understanding of aspects of practice to critical and historical interpretations of art 	Term 2 Week 8
3	Totems - ceramics	<ul style="list-style-type: none"> • 5.5 - makes informed choices to develop and extend concepts and different meanings in their artworks • 5.6 – demonstrates developing technical accomplishment and refinement in making artworks · • 5.8 – uses their understanding of the function of and relationships between artist – artwork -world - audience in critical and historical interpretations of art • 5.9 – demonstrates how the frames provide different interpretations of art • 5.10 – demonstrates how art criticism and art history construct meanings 	Term 3 Week 4
4	Self directed Project	<ul style="list-style-type: none"> • 5.1 – develops range and autonomy in selecting and applying Visual Arts conventions and procedures to make artworks • 5.2 – makes artworks informed by their understanding of the function of and relationships between artist – artwork-world-audience • 5.4 – investigates the world as a source of ideas, concepts and subject matter in the Visual Arts • 5.6 – demonstrates developing technical accomplishment and refinement in making artworks 	Term 4 Week 9

Commerce

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Consumer Choice and Financial Decisions Investigative Report	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts • COM 5-4 analyses key factors affecting commercial and legal decisions • COM5-7 researches and assesses commercial and legal information using a variety of sources • COM5-8 explains information using a variety of forms 	Term 1 Week 9
2	Travel Research and Compositional Report	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM5-4 analyses key factors affecting decisions • COM5-5 evaluates options for solving problems and issues • COM5-6 develops and implements plans designed to achieve goals • COM5-7 researches and assesses information using a variety of sources • COM5-8 explains information using a variety of forms • COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 2 Week 6
3	Our Economy Multi-modal Presentation	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts • COM 5-4 analyses key factors affecting commercial and legal decisions • COM5-7 researches and assesses information using a variety of sources • COM 5-8 explains commercial and legal information using a variety of forms • COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 3 Week 8

Film Studies

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	History of Film Genre and History of Cinema Exam	<ul style="list-style-type: none"> • responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • uses, reflects on and assesses their individual and collaborative skills for learning 	Term 1 Week 9
2	Genre Study Research Task	<ul style="list-style-type: none"> • responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • uses, reflects on and assesses their individual and collaborative skills for learning 	Term 2 Week 9
3	Film Making Trailer Creation	<ul style="list-style-type: none"> • responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure • demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it • uses, reflects on and assesses their individual and collaborative skills for learning 	Term 4 Week 2

Food Technology

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Food in Australia Theory and Practical Task	<ul style="list-style-type: none"> • FT5-8 collects, evaluates and applies information from a variety of sources • FT5-9 communicates ideas and information using a range of media and appropriate terminology • FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes • FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes • FT5-12 examines the relationship between food, technology and society 	Term 1 Week 8
2	Food Equity Theory and Practical Task	<ul style="list-style-type: none"> • FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food • FT5-5 applies appropriate methods of food processing, preparation and storage • FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities • FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes • FT5-13 evaluates the impact of activities related to food on the individual, society and the environment 	Term 2 Week 8
3	Food Selection and Health Theory and Practical Task	<ul style="list-style-type: none"> • FT5-3 describes the physical and chemical properties of a variety of foods • FT5-7 justifies food choices by analysing the factors that influence eating habits • FT5-8 collects, evaluates and applies information from a variety of sources • FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes • FT5-12 examines the relationship between food, technology and society 	Term 3 Week 6
4	Food Trends Theory and Practical Task	<ul style="list-style-type: none"> • FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product • FT5-3 describes the physical and chemical properties of a variety of foods • FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage • FT5-9 communicates ideas and information using a range of media and appropriate terminology • FT5-12 examines the relationship between food, technology and society 	Term 4 Week 3

Future Entrepreneurs

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Marketing Pitch Multi-modal presentation	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-5 evaluates options for solving problems and issues • COM 5-6 develops and implements plans designed to achieve goals • COM5-7 researches and assesses information using a variety of sources • COM 5-7 researches and assesses commercial and legal information using a variety of sources • COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 2 Week 2
2	Business Planning Business Plan	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-5 evaluates options for solving problems and issues • COM 5-6 develops and implements plans designed to achieve goals • COM 5-7 researches and assesses information using a variety of sources • COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 3 Week 6
3	Market Day and Evaluation	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-5 evaluates options for solving problems and issues • COM 5-6 develops and implements plans designed to achieve goals • COM 5-7 researches and assesses information using a variety of sources 	Term 3 Weeks 2&3

Information and Software Technology

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Database Assessment	<ul style="list-style-type: none"> • 5.2.1 describes and applies problem-solving processes when creating solutions • 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems • 5.2.3 critically analyses decision-making processes in a range of information and software solutions. 	Term 1 Week 10
2	Spreadsheet Assessment	<ul style="list-style-type: none"> • 5.2.1 describes and applies problem-solving processes when creating solutions • 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems • 5.2.3 critically analyses decision-making processes in a range of information and software solutions. 	Term 2 Week 7
3	Programming Portfolio	<ul style="list-style-type: none"> • 5.2.1 describes and applies problem-solving processes when creating solutions • 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems 	Term 3 Week 5
4	ACE Project	<ul style="list-style-type: none"> • 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems • 5.3.2 acquires and manipulates data and information in an ethical manner • 5.5.2 communicates ideas, processes and solutions to a targeted audience 	Term 3 Week 9
5	Written Examination	<ul style="list-style-type: none"> • 5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks. • 5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems. • 5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society. • 5.5.1 Applies collaborative work practices to complete tasks. • 5.5.2 Communicates ideas, processes and solutions to a targeted audience. 	Term 4 Week 4

Industrial Technology - Engineering

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Engineering Fundamentals Test	<ul style="list-style-type: none"> • IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies • IND5-2 Applies design principles in the modification, development and production of projects • IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects 	Term 1 Week 10
2	Engineering Mechanism Assessment – Mouse Trap Racer	<ul style="list-style-type: none"> • IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies • IND5-2 Applies design principles in the modification, development and production of projects • IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects • IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications • IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects • IND5-6 identifies and participates in collaborative work practices in the learning environment • IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects • IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction • IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications 	Term 3 Week 3

Industrial Technology - Engineering continued

3	Engineering Structures Assessment - Water Tower	<ul style="list-style-type: none">• IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies• IND5-2 Applies design principles in the modification, development and production of projects• IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects• IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications• IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects• IND5-6 identifies and participates in collaborative work practices in the learning environment• IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects• IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications	Term 4 Week 3
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Computing Technology

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	Analysing Data Exam	<ul style="list-style-type: none"> • CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data • CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions • CT5-COM-01 communicates ideas, processes and solutions using appropriate media 	Term 1 Week 10
2	Analysing Data Project and Documentation	<ul style="list-style-type: none"> • CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions • 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-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 	Term 1 Week 9
3	Developing Apps and Web Software Planning and Documentation Task	<ul style="list-style-type: none"> • CT5-COL-01 manages, documents and explains individual and collaborative work practices • 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-DES-01 designs and creates user interfaces and the user experience 	Term 3 Week 7
4	Developing Apps and Web Software Project and Documentation	<ul style="list-style-type: none"> • 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-COM-01 communicates ideas, processes and solutions using appropriate media • 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 	Term 4 Week 4

Industrial Technology - Multimedia continued

3	Simulation Games	<ul style="list-style-type: none"> • IND5-2 - applies design principles in the modification, development and production of projects • IND5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects • IND5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects • IND5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction • IND5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications • IND5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally 	Term 3 Week 5
4	To the World of Augmented Reality (AR)	<ul style="list-style-type: none"> • IND5-2 - applies design principles in the modification, development and production of projects • IND5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects • IND5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects • IND5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction • IND5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications • IND5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally 	Term 4 Week 5

Kitchen Chemistry

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Preservation techniques Poster/ Presentation	<ul style="list-style-type: none"> • SC5-9WS - presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations 	Term 1 Week 8
2	Colloid Chemistry Video blog	<ul style="list-style-type: none"> • SC5-17CW – discusses the importance of chemical reactions in the production of a range of substances, and the influence on the development of new materials. • SC5-6WS – undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively 	Term 2 Week 5
3	Food Chemistry Fudge Challenge	<ul style="list-style-type: none"> • SC5-17CW – discusses the importance of chemical reactions in the production of a range of substances, and the influence on the development of new materials. • SC5-6WS – undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively 	Term 3 Week 7
4	Yearly Exam	<ul style="list-style-type: none"> • All topics studied throughout the year • Working Scientifically skills, processing and analysing information, and communicating 	Term 4 Week 3

Music

Task Number	Task Description	Outcomes Assessed	Term/ Week
2	Listening Task	<ul style="list-style-type: none"> • 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study 	Term 1 Week 8
1	Research Task Jazz- historical perspective	<ul style="list-style-type: none"> • 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 	Term 2 Week 8
3	Performance	<ul style="list-style-type: none"> • 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts • 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology • 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness 	Term 3 Week 8
4	Composition	<ul style="list-style-type: none"> • 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 	Term 4 Week 5

PASS

Task Number Weighting	Task Description	Outcomes Assessed	Term/ Week
1 20%	Body and Energy Systems Exam	<ul style="list-style-type: none"> • PASS 5-1 Discusses factors that limit and enhance the capacity to move and perform. • PASS 5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions. 	Term 1 Week 10
2 25%	Sporting Skill Analysis and Training Program	<ul style="list-style-type: none"> • PASS 5-5 Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance. • PASS 5-9 Performs movement skills with increasing proficiency. • PASS 5-7 Works collaboratively with others to enhance participation, enjoyment and performance. 	Ongoing Terms 1 and 2
3 20%	Presentation /Research Task	<ul style="list-style-type: none"> • PASS 5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport. • PASS 5-4 analyses physical activity and sport from personal, social and cultural perspectives. • PASS 5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions. 	Term 3 Week 8
4 35%	Practical Skills and Fitness Evaluation	<ul style="list-style-type: none"> • PASS 5-5 Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance. • PASS 5-9 Performs movement skills with increasing proficiency. • PASS 5-7 Works collaboratively with others to enhance participation, enjoyment and performance. 	Ongoing Terms 3 and 4

Visual Arts

Task Number	Task Description	Outcomes Assessed	Term/Week
1	Body of Work, 2D Artworks Celebrity Culture	<ul style="list-style-type: none"> • 5.1 – develops range and autonomy in selecting and applying Visual Arts conventions and procedures to make artworks • 5.2 – makes artworks informed by their understanding of the function of and relationships between artist – artwork world-audience • 5.4 – investigates the world as a source of ideas, concepts and subject matter in the Visual Arts • 5.5 - makes informed choices to develop and extend concepts and different meanings in their artworks • 5.6 – demonstrates developing technical accomplishment and refinement in making artworks 	Term 1 Week 9
2	Research task Celebrity Culture (a) Further study 2D forms (b)	<ul style="list-style-type: none"> • As above and • 5.7 – applies their understanding of aspects of practice to critical and historical interpretations of art • 5.8 – uses their understanding of the function of and relationships between artist – artwork -world - audience in critical and historical interpretations of art • 5.9 – demonstrates how the frames provide different interpretations of art • 5.10 – demonstrates how art criticism and art history construct meanings 	(a) Term 2 Week 6 (b) Term 2 Week 8
3	Research task Objects in Art/ cross-historical study)	<ul style="list-style-type: none"> • 5.7 – applies their understanding of aspects of practice to critical and historical interpretations of art • 5.8 – uses their understanding of the function of and relationships between artist – artwork -world - audience in critical and historical interpretations of art • 5.9 – demonstrates how the frames provide different interpretations of art • 5.10 – demonstrates how art criticism and art history construct meanings 	Term 3 Week 6
4	Body of Work, 2D AND 3D artworks Pop Art inspired artwork	<ul style="list-style-type: none"> • 5.1 – develops range and autonomy in selecting and applying Visual Arts conventions and procedures to make artworks • 5.2 – makes artworks informed by their understanding of the function of and relationships between artist – artwork world-audience • 5.3 – makes artworks informed by an understanding of how the frames affect meaning • 5.4 – investigates the world as a source of ideas, concepts and subject matter in the Visual Arts • 5.5 - makes informed choices to develop and extend concepts and different meanings in their artworks • 5.6 – demonstrates developing technical accomplishment and refinement in making artworks 	Term 4 Week 4

Work and Life Skills

Task Number	Task Description	Outcomes Assessed	Term/ Week
1	World of Work Research and multi-modal presentation	<ul style="list-style-type: none"> • WE 5-1 analyses employment trends and changes in the nature of work • WE 5-6 assesses personal goals, attributes and values in the context of education, training and employment • WE 5-9 selects and analyses relevant information from a variety of sources • WE 5-10 selects and uses appropriate forms to communicate information about the world of work for different audiences 	Term 1 Week 9
2	World of Work Topic Test	<ul style="list-style-type: none"> • WE 5-1 analyses employment trends and changes in the nature of work • WE 5-2 analyses current workplace issues and their implications • WE 5-5 explains the roles of education, employment and training organisations • WE 5-10 selects and uses appropriate forms to communicate information about the world of work for different audiences 	Term 2 Week 9
3	Towards Independence Research, report and budget	<ul style="list-style-type: none"> • COM 5-4 analyses key factors affecting decisions • COM 5-5 evaluates options for solving problems and issues • COM 5-7 researches and assesses information using a variety of sources • COM 5-8 explains information using a variety of forms • COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timelines 	Term 4 Week 2



APPENDIX 1
YEARS 9 APPLICATION FOR EXTENSION

Student's Name:		Date:
Teacher's Name:		
Subject/Year Group:		
Assessment task description:		
Reason for extension (attach parent letter or supporting evidence):		
Original due date:		

Student signature: _____

Parent signature: _____

HT Approved:	Yes	No	If No, please provide why in comment section below
Negotiated New Date:			
Comments/ Notes/ Instructions to classroom teacher:			

Head Teacher signature: _____



APPENDIX 2

YEARS 9 APPLICATION FOR ILLNESS/MISADVENTURE

Student's Name:		Date:
Parent/Carer Name	Contact Number	
Teacher's Name:		
Subject/Course		
Assessment task description:		
Evidence (attach supporting evidence: doctor's certificate, letter from parent)		
Original due date:		

Student signature: _____

Parent signature: _____

HT Approved:	Yes	No	If No, please provide why in comment section below
Comments/ Notes/ Instructions to classroom teacher:			

Head Teacher signature: _____

