Course Information

Booklet

St Pauls

CATHOLIC COLLEGE

Year 9

Semester One

2016
Stage 5 courses are studied over two years in Years 9 and 10. The aim of this booklet is to allow Year 9 students to become familiar with the assessment procedures set down by the Board of Studies and the College. This booklet also outlines their 100 Hour elective Assessment schedule which they will complete in Year 9.

Through the assessment scheduled students received credit for progressive efforts throughout Year 9.

Section One aims to show details of how St Pauls will implement the assessment program for all Years 9 and 10 courses offered at the College. In order to receive credit towards their Years 9 and 10 Grades, students are required to complete specified pieces of work, called “assessment tasks”, in each of their courses. These tasks may include formal examinations, essays, assignment work, practical work, excursion reports or oral presentations. The number and nature of the tasks will vary for each course.

Section Two contains subject-specific assessment policies and schedules.

Section Three outlines the rules and procedures for examinations.
SECTION ONE

YEAR 9
ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all Year 9 courses conducted at Marist College, Kogarah.

Formal Assessment Task results contribute to the overall grade achieved by a student and subsequently contribute to his school-based Grade submitted to the Board of Studies (BOS) at the end of year 10. Grades submitted to the BOS will be stored in the event that a student leaves school before completing his Higher School Certificate and requests a Record of School Achievement (ROSA).

SATISFACTORY COMPLETION OF A COURSE

To have satisfactorily completed a course, students will have -

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.” [ACE 11.4]

ATTENDANCE

At St Pauls Catholic College, attendance is considered critical in a student’s education; generally 85% would be considered a minimum level of attendance.

- ANY prior known period of absence requires submission of an “Application for Exemption from Attendance at School” form. This form must be submitted to the College Principal for approval. These forms are available from the Year Coordinator. A letter from parents can no longer legally be accepted when applying for exemption from attendance at school.

- Where practical, this form must be submitted FOUR WEEKS prior to the student commencing his known period of absence.
  - The Principal will then complete a “Certificate for Exemption from Attendance a School” form that is kept on record and available to education authorities or the police.

When exemption is sought for fewer than 50 days the Principal is able to grant this, but if more than 50 days, the College must forward the application onto the Catholic Education Office.

- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to a review process.
PARTICIPATION

- PARTICIPATION A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.

- Participating in a course involves completing assignments, homework and set task. It is up to the teacher’s professional judgment to determine what constitutes genuine participation.

- Those deemed unsatisfactory will be referred to a review process.

COMPLETION OF ASSESSMENT TASKS

A student must make A GENUINE ATTEMPT at all Assessment Tasks in each course in which he is entered.

- Any student who fail to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official Board of Studies (BOS) ‘N’ (Non-Completion notice, which will disqualify him from this particular course.

- This may in turn disqualify him from receiving the HSC and possibly an ATAR.

- Warnings are sent to parents in writing if this eventuality appears likely.
**UNSATISFACTORY COMPLETION OF A COURSE**

**Step 1**  
**NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal WARNING is called an ‘N-Warning’.  
- The appropriate Studies Coordinator and Curriculum Coordinator are responsible for notifying parents at all stages of a review of student’s performance in a course.

**Step 2**  
Students are given OPPORTUNITY TO RECTIFY THEIR SITUATION.  
- ATTENDANCE may involve students being placed on an attendance contract to meet requirements  
- PARTICIPATION may involve students being placed on a CLASS contract to meet requirements.  
- COMPLETION OF ASSESSMENT requires students to complete the assessment task within a two week period.

**Step 3**  
**SECOND N-WARNING LETTER SENT** - Students are given a second opportunity to rectify their situation.

**Step 4**  
**UNSATISFACTORY DETERMINATION (N-AWARD)** An unsatisfactory result in a course will be determined by the Principal, in conjunction with the Curriculum Coordinator.  
- This will occur after an Assessment Appeals Process has been completed.  
- The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

**Schedule of Tasks**

**Step 1**  
**NOTIFICATION OF TASKS** - The Schedule of Tasks (Section 2) indicates specific dates for the year.  
- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgment to ensure students have adequate time to prepare for each task.  
- For in-class tasks and examinations, written notice may be given outlining details prior to the task date, however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.  
- Notification of change will be given in writing at least two weeks prior to the task date.

**Step 2**  
**WRITE IN STUDENT DIARY AND FAMILY CALENDAR** - It is the student’s responsibility to know and understand the expectations, tasks and timing for each of their courses.
Reporting and Task Feedback

All students will receive meaningful feedback on their performance in each Assessment Task.

**Timing**

Feedback will normally be provided within 7 school days of the task date as a raw mark, and/or ranked position within the course cohort.

- If it is a major task and undertaken by a large group, feedback will normally be within 10 school days.

**Appeal**

Appeals against the ranking may be made within 3 school days of receiving it and should be directed through the Curriculum Coordinator. **SEE APPEALS PROCESS**

- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

**Relationship to ROSA.**

Assessment tasks contribute to **THE GRADE THAT IS SUBMITTED TO BOS.**

Submission of Tasks

**HAND IN TASKS**

All tasks submitted must be **PERSONALLY HANDED** to the student’s OWN TEACHER for that subject. If the student’s teacher is absent, the task must be submitted to the relevant Studies Coordinator. The College accepts no responsibility for a student's work if they do not follow these procedures. All students should retain a paper or electronic copy of the task.

- Students are to submit HARD COPIES of their work.
- Students must not depend on the College printing assignments from storage devices, eg. USB.
- Storage devices cannot be submitted for a task. **COMPUTER OR PRINTER MALFUNCTION** cannot be used as a reason for handing in a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.
All ELECTRONICALLY should be submitted as instructed by the Task Sheet.

− ALL students are to submit tasks ON TIME regardless of illness on the day.
− Storage devices cannot be submitted for a task. COMPUTER MALFUNCTION cannot be used as a reason for submitting a task late.
− Under SOME circumstances, teachers may request a HARD COPY of a task to be submitted.

- IN THIS CASE, tasks submitted must be PERSONALLY HANDED to the student’s OWN CLASS TEACHER.
- If the student’s teacher is absent, the task must be submitted to the relevant Studies Coordinator.

The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

− The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
− Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
− Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.
Students who are late submitting a task on the due date **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator even *if there is NO scheduled lesson on that day.*

**EXTENSIONS**

Under EXCEPTIONAL CIRCUMSTANCES the Curriculum Coordinator may grant an extension.
- In this case, parents should contact the Curriculum Coordinator, either in writing or by telephone, to request an extension.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

*The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.*

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**PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK**

### UNFORESEEABLE ABSENCE

**Step 1**  
**NOTIFY** Student Services before 8.30am on the morning of the task or task due-by date.  
(Tel: 88683700; Fax: 88683799)

**Step 2**  
**OBTAIN** documentation  
- Illness – a Doctor’s Medical Certificate will be required covering the absence.  
- Funeral – evidence such as the funeral booklet or formal notice will be required.  
Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

**Step 3**  
**SUBMIT** documentation to TLC Coordinator of that subject. This must be done before the commencement of the student’s first period on the day of his return to the College. A student must:

- Complete all details on the absence form.  
- Attach documentation to form.  
- Place form in locked box outside Curriculum Coordinator’s Office

*Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.*
FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

Step 1  
**OBTAiN** approval from the Principal.
- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

Step 2  
**RESCHEDULE** task(s) with Curriculum Coordinator **PRIOR to leave**
- Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

FORESEEABLE ABSENCE – PRIOR APPOINTMENTS

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone/fax the Curriculum Coordinator on the day of the appointment to inform her of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

Step 1  
**SCHEDULING APPOINTMENTS**
- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

Step 2  
**NOTIFY** Curriculum Coordinator of absence **BEFORE** task date.
(Tel: 02 9968 3700 Fax: 02 8868 3799)

Step 3  
**RESCHEDULE** task with Curriculum Coordinator **BEFORE** task date.
- Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

Step 4  
**SUBMIT** documentation to Curriculum Coordinator.
(Refer to Step 3 Instructions on previous page.)

*If a student complies with these requirements,* then he may:
  i) sit the task or a substitute task; or
  ii) be provided with an **estimate.**

WHEN IS A DOCTOR’S CERTIFICATE REQUIRED?

A Doctor’s Certificate is required if a student is:

- Absent on the day the schedule assessment task is due
- Partially absent on the day the schedule assessment task is due
- Absent from NAPLAN exams

A Doctor’s Certificate is also required for all missed Assessment Tasks as outlined above.
PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

Not submitted on due date  zero awarded
- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- Failure to submit the task may lead to an “N” determination.

LATE SUBMISSION  For assessments that CANNOT BE SUBMITTED ELECTRONICALLY, students who are submitting a task on a given day MUST hand in the task the next day they attend school to their Class Teacher or the appropriate TLC Coordinator even if there is NO scheduled lesson that day.
- There is NO EXCUSE for submitting a RESEARCH TASK LATE as these are submitted electronically.
PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

All work submitted, whether as part of an assignment or test, must be solely completed by the student.

All research assignments MUST include a reference list. Criteria for referencing can be found in student’s diaries. If references are NOT provided, students will be required to provide evidence that the work is their own.

What is Malpractice?

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

- Copying someone else’s work in part or in whole, and presenting it as your own. Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying selling or borrowing another person’s work and presenting it as your own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice, eg passing on an assignment to another student in any form.

How to Avoid Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes.
- These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website.  http://www.library.uow.edu.au/index.html
Penalties

**Research Tasks** – a zero determination for the section or sections affected, or for the entire task.

Appeal

If doubt arises regarding the authenticity and originality of the submitted work, the Curriculum Coordinator will be asked to consider the matter.
- A student long may be required in the case of some Research Tasks, Major Works or projects and must be present upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **within 3 days** of written notification of the zero being given.

**Malpractice in Examinations and Examination-Type Tasks**

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by the BOS. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

For details of expectations during examination-type tasks, refer to the Appendix pages 20 – 23 “Rules and Procedures for Examinations/Tests”.

Two main breaches are outlined below:

**Notes**

If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.
- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material form the student, make a note of the incident on your paper and report it to the subject Coordinator. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

**Mobile Phones**

Students are **not** permitted to take mobile phones into an examination.
- Any student who is found to have taken a mobile phone into an examination will be penalised.

**Penalties**

**Examinations** – a zero determination for the whole paper.

**Foreseeable Absence – Leave**

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**Step 1**

**Obtain** approval from the Principal.
- Parent/Guardian to write letter to the Principal requesting leave **at least two weeks prior to the leave**.
- Student to deliver letter to College Office, **not Homeroom Teacher**.
- Principal will respond in writing.

**Step 2**

**Reschedule** task(s) with Curriculum Coordinator **prior** to leave
- Student must discuss with Curriculum Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).
APPEALS PROCESS

ZERO OR N-WARNINGS
The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a zero determination or ‘n-warning’ made against him, he has the right of appeal.

Step 1  LODGE APPEAL with the Curriculum Coordinator.
- Must be lodged within 3 school days of receiving the zero or ‘n-warning’ notice.
- See the Curriculum Coordinator for the appropriate paper work.

Step 2  SUBMITTED to the College Assessment Appeals Committee.
- This committee will consider the procedures surrounding the determination and evaluate them against the College’s Assessment Policy and the requirements of the BOS.
- This committee is made up of the Curriculum Coordinator, the relevant Studies Coordinator, the Assistant Principal and where necessary a Year 12 Leader.

APPEAL AGAINST MARKS OR RANKS AWARDED

Step 1  NOTIFY TEACHER at the time assessment task is handed back.
- The task MUST NOT go home if an appeal is to be lodged.
- Hand back the task to the Class Teacher with reasons for the appeal outlined on the front of the task.

Step 2  REMARKING OF TASK - The task may be remarked by a different teacher OR reviewed by the teacher who initially marked the task.
- Marks may change at this stage or further explanation as to why marks were not awarded given.

Step 3  SPEAK TO the appropriate Studies Coordinator about the reasons for the appeal of marks or rank.
- Marks may change at this stage or further explanation as to why marks were not awarded given.

Step 4  LODGE APPEAL with the CURRICULUM COORDINATOR.
- MARKS – May only be lodged if the assessment task or exam paper has not been taken home.
- RANKS – Must be lodged within 3 school days of receiving the RANKS notice.
- STEP TWO procedure followed.

SECTION TWO

SUBJECT ASSESSMENT SCHEDULES
EXAMINATION DATES AND TIMES

- The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.

- If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.

- You must be at the examination/test location at least 10 minutes before the start of each examination/test.

EXAMINATION ATTENDANCE RULES

- You must sit for all examinations/tests/tasks unless prevented by illness or misadventure.
  If you cannot attend an examination/test because of illness or misadventure, notify the Curriculum Co-ordinator immediately.

- If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.
Equipment for the Examination/Test

- It is your responsibility to make sure that you know and possess the correct equipment.

- Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.

- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.

- You may only use those calculator models that appear on the Board of Studies’ list of approved calculators. Before the examination, you should verify with your teachers that your calculator is an approved model.

- Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.

- You are not permitted to borrow equipment during examinations/tests.

- Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.
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BASIC ACADEMIC STANDARDS

The College outlines for its students “Academic Standards” that need to be met if they are to do well in their studies:

* Be on time for class.

* Regularly complete set homework.

* Set aside time for regular independent study.

* Attend all lessons. Catch up on any work missed.

* Submit all assignments on time.

* Bring texts and required equipment to class.

* Be a co-operative member of the class.

* Participate actively in class.

* Behave courteously towards teachers and peers.

* Make a diligent and sustained effort throughout the Semester.

* Work to the best of your ability.
### Assessment Timetable

<table>
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<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>9VART Written Response</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>9RELG Images of Jesus Task 1</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>9COM Internet Shopping</td>
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<tr>
<td>1</td>
<td>6</td>
<td>9PASS Peer Coaching Activity</td>
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<td>7</td>
<td>9ENG Task 1 (Language) Reading Task</td>
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<tr>
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<td>9FTEC Report &amp; Practical</td>
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<td>1</td>
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<td>9ITE Design Folio</td>
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<td>SCI Extracting Information Task</td>
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<td>9HISTE Short Answer Exam Flight 007</td>
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<td>9MUSC The Recipe of Music (Assignment)</td>
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<td>9PDH Consumerism, Health Products and Information</td>
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<td>11</td>
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<td>1</td>
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<td>9MUSC Music of a Culture (Composition)</td>
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<td>9VART Research Task</td>
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<td>5</td>
<td>COM Exam</td>
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<td>SCI Semester One Exam (a. Kno &amp; Und, b. Planning &amp; Invest, c. Ext &amp; Info)</td>
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<td>PASS Enhancing Performance Strategies &amp; Techniques</td>
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<td>MATH 9.5.2/5.1 Right triangles &amp; equations</td>
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<td>MATH 9.5.3/5.2 Right triangles / length, surface area &amp; volume</td>
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<tr>
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<td>9ENG Task 3 Semester 1 Exam</td>
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- The following overview is a guide to the assessment tasks that will be used by teachers to make a professional judgment for a student’s Semester One Report.
- Some assessment tasks will have in class time allocated to complete. Others will require submission.
- Please note that the timing of tasks may be varied or subject to change but you will be informed.
- Students should highlight their own subjects on this list.
Commerce

Areas of Study

1. Consumers and consumer choice
2. Personal finance including investing

Outcomes to be Assessed

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

Reporting Descriptors

E  The student demonstrates an extensive knowledge and understanding of consumer and financial matters, and a very high level of competence in the areas of decision-making, research, communication and working independently.
D  A student demonstrates a basic knowledge and understanding of consumer, business and financial matters and limited competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
C  A student demonstrates a sound knowledge and understanding of consumer, business and financial matters and an adequate level of competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
B  A student demonstrates a thorough knowledge and understanding of consumer, business and financial matters and a high level of competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.
A  A student demonstrates an extensive knowledge and understanding of consumer, business and financial matters and a very high level of competence in the areas of decision-making, problem-solving, research, communication and working independently and in groups.

Assessment

Scheduled Assessment (60%)
➢ Comparison shopping Internet search
➢ Semester One examination

Ongoing Assessment (40%)
➢ Quality of contribution to class discussion.
➢ Teacher observation
➢ Bookwork
➢ Quizzes, Cloze Passages
➢ Crosswords
➢ Literacy Task
➢ Share Market Game

Assessment dates

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<th>Week</th>
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English

Areas of Study

Unit 1: Persuasive & Imaginative Writing
Unit 2: Fiction – Close Study 1
Unit 3: Film as Text

Outcomes to be Assessed

The student:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.

EN5-3B selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

EN5-6C investigates the relationship between and among texts.

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds.

EN5-8D questions challenges and evaluates cultural assumptions in texts and their effects on meaning.

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Reporting Descriptors

E The student has an elementary knowledge and understanding in few areas of the content, and has achieved very limited competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.

D The student has a basic knowledge and understanding of the content, and has achieved a limited level of competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.

C The student has a sound knowledge and understanding of the main areas of content, and has achieved an adequate level of competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.

B The student has a thorough knowledge and understanding of the content and can apply this knowledge to most situations. In addition, the student has achieved a high level of competence in thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.

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 thinking critically and interpretively whilst responding to and composing texts for different audiences, purposes and contexts.

Assessment

Scheduled Assessment (70%)

- Task 1 (Language) – Reading Task
- Task 2 (Fiction) – Writing Task
- Task 3 Semester 1 Exam

Ongoing Assessment (30%)

- Bookwork
- Classwork
- Class tests/assignments

Assessment dates

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2016 Year 9 Semester 1
Areas of Study

In order for us to lead healthy lives, it is important that we gain an understanding of what constitutes good health. Throughout this unit students will gain an understanding of the food nutrients and how our bodies use these nutrients to enable the body to function successfully.

In this unit students will explore the reasons why and how we celebrate special occasions with food. Everyone regardless of their religion or culture use food to celebrate special occasions and one special occasion we all share is a birthday. Students will, plan and prepare a children’s birthday party. Prior to this activity the teacher will provide notes and discuss the ways we celebrate.

Outcomes to be Assessed

The student:
5.2.3 applies appropriate methods of food processing, preparation and storage.
5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
5.3.2 justifies food choices by analyzing the factors that influence eating habits.
5.4.1 collects, evaluates and applies information for a variety of sources.
5.4.2 communicates ideas and information using a range of media and appropriate terminology
5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes.
5.6.1 examines the relationship between food, technology and society
5.6.2 evaluates the impact of activities related to food on the individual, society and the environment.

Reporting Descriptors

E The student demonstrates very limited ability to produce a safe, hygienic and appealing product in the practical component of the Course. The student identifies, with guidance, the physical and chemical properties of food, its nutritional value and the factors that influence food selection.
D The student demonstrates a basic understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student identifies a limited understanding of the physical and chemical properties of food, its nutritional value and the factors that influence food selection.
C The student demonstrates an adequate understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student can competently identify the physical and chemical properties of food, its nutritional value and the factors that influence food selection.
B The student demonstrates a sound understanding of how to produce a safe, hygienic and appealing product in the practical component of the Course. The student has a thorough knowledge of physical and chemical properties of food, its nutritional value and the factors that influence food selection.
A The student demonstrates highly developed skills in the production of a safe, hygienic and appealing product in the practical component of the Course. The student independently identifies and understands the physical and chemical properties of food, its nutritional value and the factors that influence food selection.

Assessment

Scheduled Assessment (90%)
Student achievement of the targeted unit outcomes via the successful completion of the following tasks:
- Students choose a group in the community and establish the RDI’s for this group. Students are to research the food habits of a culture of their choice.
- Students are to plan, prepare, and present a dish which is representative of their chosen culture.

Ongoing Assessment (10%)
- The completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

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Australian Geography (Mandatory)

Areas of Study
1. Investigating Australia’s Physical Environments – What makes Australia’s physical environment unique?
2. Natural Hazards
3. Ways in which communities in Australia are responding to change. Case studies.

Outcomes to be Assessed

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

Reporting Descriptors

E A student demonstrates elementary knowledge and understanding of Australian environments and communities and very limited competence in selecting, gathering, organising and communicating of geographical information.
D A student demonstrates basic knowledge and understanding of Australian environments and communities and limited competence in selecting, gathering, organising and communicating of geographical information.
C A student demonstrates sound knowledge and understanding of Australian environments and communities and an adequate level of competence in selecting, gathering, organising and communicating of geographical information.
B A student demonstrates thorough knowledge and understanding of Australian environments and communities and a high level of competence in selecting, gathering, organising and communicating of geographical information.
A A student demonstrates extensive knowledge and understanding of Australian environments and communities and a very high level of competence in selecting, gathering, organising and communicating of geographical information.

Assessment

Scheduled Assessment (60%)
- Natural Hazard assignment
- Semester Exam

Ongoing Assessment (40%)
- Teacher observation
- Quality of contribution to class discussion.
- Conferencing, peer assessment, journal.
- Skills
- Quizzes, Cloze Passages
- Crosswords
- Bookwork
- Literacy Tasks

Assessment dates

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Graphics Technology

Areas of Study

The theme for the first unit is Getting Started.
Throughout this unit students will be introduced to:

- classroom and equipment orientation
- OH&S issues
- folio design, organisation and set up
- technical language and standards
- freehand sketching
- geometric constructions and tangency
- recognise draw and develop basic geometric shapes
- orthogonal drawing
- CAD layout basics and CAD tools
- presentation of portfolio layout and contents
- pictorial drawing and rendering.

The theme for the next unit is Engineered Products: camera.
Throughout this unit students will be introduced to:

- visualise, measure and draw simple objects
- produce freehand and mechanical pictorial representations — isometric and oblique
- orthogonal drawings using instruments
- apply AS1100 standards to represent features, dimensioning etc
- create a simple orthogonal drawing using CAD.

Outcomes to be Assessed

The student:

5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques.
5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations.
5.2.1 designs and produces a range of graphical presentations.
5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes.
5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications.
5.3.2 manages the development of graphical presentations to meet project briefs and specifications.
5.4.1 manipulates and produces images using computer-based drafting and presentation technologies.
5.4.2 designs, produces and evaluates multimedia presentations.
5.5.2 demonstrates responsible and safe work practices for self and others.
5.6.2 evaluates the impact of graphics on society, industry and the environment.

Reporting Descriptors

E The student demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations. In addition the student, with assistance, demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations.

D The student demonstrates basic knowledge of graphics standards, procedures and conventions and incorporates these into the production of graphical presentations. In addition the student, with guidance, demonstrates limited technical skill in producing manual and computer-based graphical presentations.

C The student demonstrates sound knowledge of graphics standards, procedures and conventions and incorporates these into the production of graphical presentations. In addition the student, with minimal guidance, demonstrates adequate technical skill in producing manual and computer-based graphical presentations.
B The student demonstrates thorough knowledge of graphics standards, procedures and conventions and independently incorporates these into the production of graphical presentations. In addition, the student demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations.

A The student demonstrates extensive knowledge of graphics standards, procedures and conventions and independently incorporates these into the production of a range of graphical presentations. In addition, the student demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations.

Assessment

**Scheduled Assessment (50%)**

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will produce a project for each unit which will consist of a folio of drawings representing an article of their choice.
- Students will also submit a folio of drawing which will be made up of class-based drawing tasks.

**Ongoing Assessment (50%)**

- Ongoing periodical assessment of the drawing folio and the completion of related class-based tasks will provide the basis for the informal assessment for this unit.
- Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

<table>
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<th>Term</th>
<th>Week</th>
<th>Study Area</th>
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<td>9GT Class Based Exercises – Informal</td>
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Industrial Technology – Engineering

Areas of Study
The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include small structures and small vehicles.

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

Reporting Descriptors
E The student has demonstrated an elementary knowledge and understanding of industry related technologies and has applied this with assistance in the production of a practical project. In addition, the student has displayed a very limited level of competence in applying design principles, technical skills and relevant industrial work practices.

D The student has demonstrated a basic knowledge and understanding of industry related technologies and has applied this with guidance in the production of a practical project. In addition, the student has displayed a basic level of competence in applying design principles, technical skills and relevant industrial work practices.

C The student has demonstrated a sound knowledge and understanding of industry related technologies and has applied this with minimal guidance in the production of a quality practical project. In addition, the student has displayed an adequate level of competence in applying design principles, technical skills and relevant industrial work practices.

B The student has demonstrated a thorough knowledge and understanding of industry related technologies and has applied this independently in the production of a quality practical project. In addition, the student has displayed a high level of competence in applying design principles, technical skills and relevant industrial work practices.

A The student has demonstrated an extensive knowledge and understanding of industry related technologies and has applied this independently and consistently in the production of a high quality practical project. In addition, the student has displayed an advanced level of competence in applying design principles, technical skills and relevant industrial work practices.
Assessment

Scheduled Assessment (80%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will design and construct a tower built from balsa wood. With material limitations the tower is designed to withstand the maximum load.
- Students will use their understanding of the design process to create and submit a design folio.
- Students will design and construct a small vehicle utilising a rubber band as its power source. With material limitations the vehicle is designed to travel up an inclined plane.
- Students will use their understanding of the design process to create and submit a design folio.

Ongoing Assessment (20%)

Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

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Industrial Technology - Timber

Areas of Study

This unit of work involves the development and production of a Chopping Board. Radiata Pine and Pacific Maple will be used in the construction, and will be joined by a glued widened joint. Students will be given the opportunity to explore a range of hand tools, machines, equipment, materials and techniques relevant to the timber industries. Students, through the development of this project, will be introduced to the fundamentals of design and workplace communication.

Outcomes to be Assessed

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

Reporting Descriptors

E  The student has demonstrated an elementary knowledge and understanding of industry related technologies and has applied this with assistance in the production of a practical project. In addition, the student has displayed a very limited level of competence in applying design principles, technical skills and relevant industrial work practices.

D  The student has demonstrated a basic knowledge and understanding of industry related technologies and has applied this with guidance in the production of a practical project. In addition, the student has displayed a basic level of competence in applying design principles, technical skills and relevant industrial work practices.

C  The student has demonstrated a sound knowledge and understanding of industry related technologies and has applied this with minimal guidance in the production of a quality practical project. In addition, the student has displayed an adequate level of competence in applying design principles, technical skills and relevant industrial work practices.

B  The student has demonstrated a thorough knowledge and understanding of industry related technologies and has applied this independently in the production of a quality practical project. In addition, the student has displayed a high-level of competence in applying design principles, technical skills and relevant industrial work practices.

A  The student has demonstrated an extensive knowledge and understanding of industry related technologies and has applied this independently and consistently in the production of a high quality practical project. In addition, the student has displayed an advanced level of competence in applying design principles, technical skills and relevant industrial work practices.
Assessment

Scheduled Assessment (90%)

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will design and construct a Breadboard.
- Students will use their understanding of the design process to create and submit a design folio.

Ongoing Assessment (10%)

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

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Information and Software Technology

Areas of Study

In the first unit students will study the Internet, the history of its development and its uses. Tools and uses of the internet are explored particularly in the area of the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose. Evaluation of student learning is based on a portfolio of plans and designs, along with the production and demonstration of the final website.

In the second unit, students will produce their own Digital Media presentation. This project will be the creation of a video trailer based on a theme. Students will use three different forms of media in their presentation and the tools necessary to manipulate and combine these media into the final presentation.

Outcomes to be Assessed

The student:

5.2.1 describes and applies problem-solving processes when creating solutions.
5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems.
5.2.3 critically analyses decision making processes in a range of information and software solutions.
5.3.3 justifies responsible practices and ethical use of information and software technology.
5.4.1 a student analyses the effects of past, current and emerging information and software technologies on the individual and society.
5.5.2 communicates ideas, processes and solutions to a targeted audience.
5.5.3 describes and compares key roles and responsibilities of people in the field of information software and technology.

Reporting Descriptors

E The student, with guidance, can apply an elementary level of competence in problem-solving and, with support, can communicate limited ideas to an audience. With guidance, the student can recognise responsible and ethical practices when acquiring and manipulating data and information.
D The student can apply a basic level of competence in problem-solving to produce a solution, and can communicate ideas to an audience. The student can recall responsible and ethical practices when acquiring and manipulating data and information.
C The student can apply problem-solving skills to produce and evaluate a solution, and can communicate complex ideas to a variety of audiences. The student can apply responsible and ethical practices in acquiring and manipulating data and information.
B The student can confidently apply problem-solving skills when producing and evaluating solutions, and can coherently communicate complex to a variety of audiences. The student can justify and apply responsible and ethical practices in acquiring and manipulating data and information.
A The student is critical and creative in problem-solving for a wide range of situations. The student can logically communicate complex ideas to a variety of audiences, and justify and apply responsible practices when acquiring and manipulating data and information.
Assessment

Scheduled Assessment (40%)

The final format of the web pages is to be determined in consultation with the classroom teacher. The unit will involve students presenting an e-folio that will incorporate the following sections:

- Title page
- Hyperlinks
- Text
- Graphics
- Tables
- Information pages
- Personal pages

The video will be accessed by requesting trailer footage from a previously downloaded source. The video trailer will be produced using the following software applications:

- Photoshop
- Sony Vegas Video Editing Software

Ongoing Assessment (60%)

- Ongoing periodical assessment of the design folio and the completion of related class-based tasks will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

Assessment dates

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<th>Week</th>
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Mathematics Stage 9.5.2/5.1

Areas of Study
1. Integers, Decimals, Fractions, Rates & Ratios
2. Financial Mathematics
3. Expressions & Equations
4. Right Angled Triangles
5. Linear Relationships

Outcomes to be Assessed

The student:

Integers fractions decimals
MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA operates with fractions, decimals and percentages
MA4-7NA operates with ratios and rates, and explores their graphical representation
MA5.1-9MG rounds to significant figures

Financial Mathematics
MA4-6NA solves financial problems involving purchasing goods
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.2-4NA solves financial problems involving compound interest

Expressions & Equations
MA4-8NA generalises number properties to operate with algebraic expressions
MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical techniques

Right triangles
MA4-16MG applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

Linear relationships
MA4-11NA creates and displays number patterns; graphs and analyses linear relationships;
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-5NA recognizes direct proportion, and solves problems involving direct proportion

Reporting Descriptors

E  The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Number & Algebra, Measurement & Geometry. The student has achieved very limited competence in some of the processes and skills.

D  The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Number & Algebra, Measurement & Geometry. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.

C  The student can demonstrate a sound knowledge and understanding in most areas of Number & Algebra, Measurement & Geometry. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.

B  The student can demonstrate a thorough knowledge and understanding of Number & Algebra, Measurement & Geometry. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.

A  The student can demonstrate consistently an extensive knowledge and understanding of Number & Algebra, Measurement & Geometry. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

Assessment

Scheduled Assessment (80%)  Ongoing Assessment (20%)

Assessment dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
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<tr>
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<td>7</td>
<td>9MATH 9.5.2/5.1 Right triangles &amp; equations - Exam</td>
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<tr>
<td>1 &amp; 2</td>
<td>Ongoing</td>
<td>9MATH 9.5.2/5.1 Informal</td>
<td>20%</td>
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</table>
Mathematics Stage 9.5.3/5.2

Areas of Study
2. Expressions, Equations & Inequations
3. Right Angled Triangles
4. Linear Relationships
5. Length, Area, Surface Area & Volume

Outcomes to be Assessed
The student:

Integers fractions decimals
MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA operates with fractions, decimals and percentages
MA4-7NA operates with ratios and rates, and explores their graphical representation
MA5.1-9MG rounds to significant figures

Financial Mathematics
MA4-6NA solves financial problems involving purchasing goods
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.2-4NA solves financial problems involving compound interest

Expressions & Equations
MA4-8NA generalises number properties to operate with algebraic expressions
MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical techniques

Right triangles
MA4-16MG applies Pythagoras’ theorem to calculate side lengths in right-angled triangles, and solves related problems
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

Linear relationships
MA4-11NA creates and displays number patterns; graphs and analyses linear relationships;
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-5NA recognizes direct proportion, and solves problems involving direct proportion

Reporting Descriptors
E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Number & Algebra, Measurement & Geometry. The student has achieved very limited competence in some of the processes and skills.
D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Number & Algebra, Measurement & Geometry. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.
C The student can demonstrate a sound knowledge and understanding in most areas Number & Algebra, Measurement & Geometry. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.
B The student can demonstrate a thorough knowledge and understanding of Number & Algebra, Measurement & Geometry. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.
A The student can demonstrate consistently an extensive knowledge and understanding of Number & Algebra, Measurement & Geometry. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

Assessment

Scheduled Assessment (80%)

Assessment dates
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<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>9MATH 9.5.3/5.2 Number &amp; Financial Mathematics &amp; equations and inequations - Exam</td>
<td>40%</td>
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<tr>
<td>2</td>
<td>7</td>
<td>9MATH 9.5.3/5.2 Right triangles / length, surface area &amp; volume - Exam</td>
<td>40%</td>
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Ongoing Assessment (20%)
Personal Development, Health and Physical Education

Areas of Study

1. Consumerism & Nutrition  
2. Athletics  
3. Relationships & Diversity  
4. Movement Skill, Principles and Composition

Outcomes to be Assessed

The student:

5.1 analyses how they can support their own and others’ sense of self.  
5.2 evaluates their capacity to reflect on and respond positively to challenges.  
5.3 analyses factors that contribute to positive, inclusive and satisfying relationships.  
5.4 adapts, transfers and improves movement skills and concepts to improve performance.  
5.5 composes, performs and appraises movement in a variety of challenging contexts.  
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people.  
5.7 analyses influences on health decision-making and develops strategies to promote health and safe behaviours.  
5.8 critically analyses health information, products and services to promote health.  
5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity.  
5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations.  
5.12 predicts potential problems and develops, justifies and evaluates solutions.  
5.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move.  
5.16 predicts potential problems and develops, justifies and evaluates solutions.

Reporting Descriptors

E  The student has an elementary knowledge and understanding in areas related to mental health, consumerism and self support. He has achieved a limited level of competence in skill development and performance.

D  The student has a basic knowledge and understanding in areas related to mental health, consumerism and self support. He has achieved a basic level of competence in skill development and performance.

C  The student has a sound knowledge and understanding in areas related mental health, consumerism and self support. He has achieved an adequate level of competence in skill development and performance.

B  The student has a thorough knowledge and understanding in areas related to mental health, consumerism and self support. He has achieved a high level of competence in skill development and performance. In addition, he is able to apply this knowledge and these skills to most situations.

A  The student has an extensive knowledge and understanding in areas related to mental health, consumerism and self support. He has achieved a very high level of competence in skill development and performance, and is able to apply this knowledge and these skills to new situations.

Assessment

Scheduled Assessment (100%)

- Consumerism
- Athletics
- Relationships SQ3R
- Ongoing class and homework
- Effort and participation in practical lessons
- Bookwork

Assessment dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
<th>Weighting</th>
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</thead>
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<tr>
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<td>2</td>
<td>6</td>
<td>9PDH Relationships SQ3R – Hand In</td>
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</table>
Physical Activity and Sport Studies

Areas of Study

1. Coaching
2. Enhancing Performance Strategies & Techniques

Outcomes to be Assessed

The student:
3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance.
3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity.
4.1 works collaboratively with others to enhance participation, enjoyment and performance.
4.2 displays management and planning skills to achieve personal and group goals.
4.3 performs movement skills with increasing proficiency.
4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Reporting Descriptors

E The student has an elementary knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved a limited level of competence in some of the processes and skills.
D The student has a basic knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved a basic level of competence in some of the processes and skills.
C The student has an adequate knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved an adequate level of competence in some of the processes and skills.
B The student has a thorough knowledge and understanding in areas related to sports administration and the anatomy and physiology of the human body. He has achieved a high level of competence in some of the processes and skills. In addition, he is able to apply this knowledge and these skills to most situations.
A The student has an extensive knowledge and understanding in areas related to relationships sports administration and the anatomy and physiology of the human body; and he can readily apply this knowledge. He has achieved a very high level of competence in some of the processes and skills, and is able to apply this knowledge and skills to new situations.

Assessment

Scheduled Assessment (100%)

- Peer Coaching Activity
- Performance Analysis
- Ongoing class and homework
- Effort and participation in practical lessons

Assessment dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
<th>Weighting</th>
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<tr>
<td>1</td>
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<td>9PASS Peer Coaching Activity – Hand In</td>
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<tr>
<td>2</td>
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<td>9PASS Enhancing Performance Strategies &amp; Techniques</td>
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<tr>
<td></td>
<td></td>
<td>Part a – In class</td>
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<tr>
<td></td>
<td></td>
<td>Part b – Hand In</td>
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</table>
Religious Education

Areas of Study

**Images of Jesus** - This unit focuses on images of Jesus in relation to – selected Christian art, literature, films, music and prayers; selected images of Jesus in the Gospels, and the creation of one personal image of Jesus.

**Christianity in the Middle Ages** - This unit focuses on Christianity in the Middle Ages in relation to – dramatic changes that have occurred in students’ lives, that have resulted in growth, change and development; different views on the role and place of religion and faith in Australian society today; the faith and practices of a range of medieval Christians; and the role of faith and religion in the life of at least one individual medieval Christian, and in medieval European society as a whole.

**Outcomes to be Assessed**
- C5.2 examines different images and insights into the mystery of Jesus
- C5.8 explains how religion contributes to culture, and people’s sense of belonging in community
- C5.9 gathers and analyses information about religion, independently and in teams
- C5.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts
- C5.11 uses appropriate terminology related to religion and belief systems
- C5.12 names, reflects on and integrates life experience, within a response to the Christian story and vision

**Reporting Descriptors**

- **E** The student has an elementary knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to make general comments about the church, key people or groups during medieval times.
- **D** The student has a basic knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to identify key events in the development of the early church and describe life in medieval times.
- **C** The student has a sound knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to outline the development of the early church and describe the role of faith and religion in the lives of people during medieval times.
- **B** The student has a thorough knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to describe the development of the early church and explain how faith affected the lives of people during medieval times.
- **A** The student has an extensive knowledge and understanding of the meaning and purpose of images of Jesus. In addition, this student has demonstrated the ability to thoroughly explore the development of the early church and analyse the way faith impacts on the lives of people during medieval times.

**Assessment**

**Scheduled Assessment (100%)**

**Assessment dates**

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
<th>Weighting</th>
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<tbody>
<tr>
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<td>9RELG Images of Jesus Task1 – In Class</td>
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<tr>
<td>1</td>
<td>8</td>
<td>9RELG Images of Jesus Task2 – In Class</td>
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<tr>
<td>2</td>
<td>1</td>
<td>9RELG Christianity in the Middle Ages Task 1 – In Class</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>9RELG Christianity in the Middle Ages Task 2 – In Class</td>
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</table>
Science

Areas of Study

- Waves
- The Restless Earth
- Atomic Structure

Outcomes to be Assessed

The student:
SC5-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC5-9WS presents science ideas and evidence for a particular purpose and to specific audience, using appropriate scientific language, conventions and representations
SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

Reporting Descriptors

E The student has an elementary understanding of waves, atomic structure and geological processes. With guidance, he locates information from provided resources to identify simple patterns. In addition, he can communicate basic ideas with assistance.
D The student has a basic understanding of waves, atomic structure and geological processes. He locates and extracts information from provided resources. In addition, he is developing his ability to communicate his understanding to an audience.
C The student has a sound understanding of waves, atomic structure and geological processes. He has the ability to collect and organise information from first hand investigations and secondary sources. In addition, he can communicate his understanding to an audience.
B The student has a thorough understanding of waves, atomic structure and geological processes. He has the ability to organise and analyse information from first hand investigations and secondary sources. In addition, he can fluently communicate his ideas to an audience.
A The student has an extensive knowledge and understanding of waves, atomic structure and geological processes. He has the ability to independently organise and evaluate information from first hand investigations and secondary sources. In addition, he has demonstrated a well developed ability to communicate his ideas in a variety of ways to an audience.

Assessment

Scheduled Assessment (80%)

- Extracting Information Task
- Semester One Exam
  1. Knowledge & Understanding
  2. Planning Experiments Planning Experiments
  3. Extracting Information and Communicating Ideas

Ongoing Assessment (20%)

- Classwork & homework
- Participation in class discussions and activities
- Quizzes

Assessment dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Study Area</th>
<th>Weighting</th>
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<td>2</td>
<td>5</td>
<td>9SCI Semester One Exam (a. Kno &amp; Und, b. Planning &amp; Invest, c. Ext Info)</td>
<td>50%</td>
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</tbody>
</table>
Visual Arts

Areas of Study

**THE GREAT OUTDOORS** - an exploration of the styles and techniques of traditional landscape painting, accompanied by a study of a range of artists’ interpretations of the environment.

**PLAY ON WORDS** – An investigation on the ways in which words & phrases can be used as inspiration for an artwork.

Outcomes to be Assessed

The student:

- investigates the world as a source of ideas, concepts and subject matter in the visual arts
- demonstrates developing technical accomplishment and refinement in artmaking
- develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- makes artworks informed by an understanding of how the frames affect meaning
- demonstrates how the frames provide different interpretations of art
- applies their understanding of aspects of practice to critical and historical interpretations of art

Reporting Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding of artist practice and the frames and applies this knowledge in art criticism and art history, in a very limited manner. In addition, the student has achieved a minimal level of competence in the processes and techniques in artmaking and applies some of these skills in his artworks.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of artist practice and the frames and applies this knowledge in art criticism and art history, in a limited manner. In addition, the student has achieved a basic level of competence in the processes and techniques in artmaking and has applied some of these skills in his artworks.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of artist practice and the frames and can apply this knowledge in art criticism and art history. In addition, the student has achieved an adequate level of competence in the processes and techniques in artmaking and has applied some of these skills in his artworks.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of artist practice and the frames and can apply this knowledge in art criticism and art history. In addition, the student has achieved a high level of competence in the processes and techniques in artmaking and has applied many of these skills in his artworks.</td>
</tr>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of artist practice and the frames and can readily apply this knowledge in art criticism and art history. In addition, the student has achieved a very high level of competence in the processes and techniques in artmaking and has applied these skills in his artworks.</td>
</tr>
</tbody>
</table>

Assessment

*Formal Assessment 100%*

Assessment dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
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<th>Weighting</th>
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<td>9VART Landscape Painting – In Class</td>
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<td>2</td>
<td>5</td>
<td>9VART Research Task – Hand In</td>
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<td>2</td>
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<td>9VART Ceramic Sculpture - Play On Words – In Class</td>
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