

ASSESSMENT INFORMATION

YEAR 9

2024

PICTON HIGH SCHOOL



Picton High School Values Platform

At Picton High School, we value:

Staff who are committed to the learning and achievement of every student in an environment where success is celebrated.

A culture of respect, tolerance and inclusivity where students strive to achieve their personal best.

A safe and healthy school that fosters mutually respectful partnerships with the community.

Message from the Year 9 Deputy

Dear Students, Parents and Carers,

Welcome to Year 9 at Picton High School. Year 9 marks the beginning of Stage 5 studies and your journey toward the ROSA (Record of Student Achievement).

Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a ROSA at the satisfactory completion of Year 10. This also includes Sport, which is compulsory and undertaken every Wednesday. Students have had the opportunity to select two electives which will be completed over two years.

Please check the Picton High School website to keep updated. Assessment tasks are uploaded to the website under 'assessment tasks', 'assessment & reporting' & 'school years' tabs approximately two weeks before they are due. The tasks remain on the site until the end of the school year.

As students travel through their high school years the work often becomes more challenging. If your child is experiencing any difficulty in completing their assessment work, contact either your child's Classroom Teacher, the Head Teacher of the faculty, Year Advisor or Deputy Principal as early as possible as we are here to support your child achieve to their full potential.

Yours in Education,

Mr O'Neill

Subjects for Year 9 2024

MANDATORY SUBJECTS:

English
Mathematics (5.1/5.2 & 5.2/5.3 pathways)
Science
Geography
History
Personal Development, Health & Physical education (PDHPE)

ELECTIVES:

Agriculture
Child Studies
Commerce
Design & Media Studies
Elective History
Food Technology
Graphics Technology
Industrial Technology - Metals
Industrial Technology – Timber
Music
Outdoor Education
Physical Activity & Sports Studies (PASS)
Visual Arts

PHS Assessment Policy (7-10)

Assessment procedures (Years 7-10)

Missed Assessment Tasks

If a student knows it is inevitable that they will miss or has missed an assessment task, they should contact their class teacher immediately after the fact is known. Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate class teacher of this matter prior to the published date.

Illness, Injury or Misadventure

Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend or an unforeseen situation or emergency arises, an 'Illness and Misadventure' application should be completed and presented to the class teacher on the first day of return to school or, if possible, prior to the original submission date. If a student fails to complete a task due to illness/misadventure and the class teacher considers the student has a valid reason, an extension may be granted or a grade may be awarded based on a substitute task.

If the task is an in-class task, where possible, students will be provided with an alternative task when they return to school. If it is not possible to provide a substitute task or an extension, the class teacher will consult with the Head Teacher to seek a resolution. **The Head Teacher may also refer an appeal directly to the Deputy Principal for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, the school will enact their student discipline and management policies. This may include the student being required to complete the outstanding assessment during lunch times with their relevant teacher and/or Head Teacher, an assessment warning letter and/or phone call home being completed, the student being required to attend the Tuesday afternoon Study Centre or other disciplinary consequences as decided upon by the teacher and Head Teacher of the faculty. These disciplinary actions are designed to give the student every opportunity to meet outcomes and gain a grade which reflects their true ability.

If a teacher is absent on the day an assessment task is due/scheduled to take place, it will be the responsibility of the Head Teacher to implement their faculty policy processes for staff absences. This may include re-scheduling the task to another date or assisting another staff member to administer the assessment successfully.

Hand in tasks

Hand in tasks must be submitted **before 9:00am** on the due date to the class teacher or faculty Head Teacher unless specified differently on the official assessment notification for that particular task. If a class teacher is absent on the day a task is due, students must ensure the task is submitted to the faculty Head Teacher. A student can seek an extension of time to submit the task by completing the appropriate appeals form (illness/misadventure or change of due date). Students seeking an extension of time for an assessment for any reason other than those associated with illness and misadventure must submit 'Request for change of due date' appeals form in advance of the due date before the extension can be considered. The class teacher will only grant an extension of time if:

- the student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an

extension of time in excess of two (2) weeks will be granted. Students are not to assume the extension of time will be granted. If the class teacher has not granted an extension of time, and the assessment task is not submitted or submitted after the due date, consequences according to the Student Management Policy and Assessment Policy will be enacted. In exceptional circumstances, an extension of time may be granted after the original due date.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- the student did not lodge a written application for an extension of time with the appropriate teacher prior to the due date.

Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

Examinations

Students may be required to sit formal examinations. These may be completed in a timetabled examination week in an examination setting (such as the hall) or may be completed in class at any time (as outlined in a subject's assessment schedule). Any student who fails to sit an examination during the specified examination period will be required to complete an 'Illness and Misadventure' form and submit this on the first day they return to school. If appropriate documentation is not provided, the school will issue consequences in accordance with the Student Management Policy. If students feel that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Malpractice in Assessment Tasks

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- a student being in possession of a mobile phone during an assessment task
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- copying, buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice (e.g. giving a student a copy of your assessment task even if you tell them to change the words).

Issues of malpractice need to be investigated by the Head Teacher of the respective course. The **Head Teacher** will:

- advise the student(s) of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue
- plan a course of action and communicate this to the student, the student's parents and the class teacher.

If the malpractice is proven, the Head Teacher will enact consequences from the Student Management Policy and processes from the Assessment Policy. This may include being required to

complete the class again, including during lunch breaks or in the Study Centre on Tuesday afternoons. Students are made aware that sharing their task with other students prior to it being submitted may be considered as malpractice and lead to disciplinary consequences for this student also.

Non serious attempts

If a student's attempt at a particular task results in a seriously low grade, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to all set tasks and experiences provided in the course by the school.

If a teacher deems that a student has made a non-serious attempt at a task, the student will be required to resubmit/re attempt the task. This may take place during their own time (i.e. lunch time) at school or the student may be permitted to work on the task at home; this will be decided upon by the classroom teacher and/or Head Teacher of the faculty. Students may also face consequences according to the Student Management Policy. If a student believes that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Starting at Picton High School after the Assessment Program has begun

Students who enrol after the assessment program in their subjects has begun will be required to do all further tasks in the program. To help allocate the most appropriate grades at the end of the reporting period, a student's performance on these tasks will be compared to descriptors on the Common Grade Scale.

Additional consequences for late submission

To ensure equity, students who submit work late without successful documentation will be deemed ineligible to receive academic commitment awards at the annual Presentation evening as one criteria of these awards is consistently following course requirements. Students may also place their position on the Rewards Excursions in jeopardy as they will not have demonstrated consistent application throughout the year. Report comments may also refer to late or non-submission of tasks. Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

Alternative Arrangements: _____

Teacher Signature: _____ Date: _____

Assessment appeal form

Student's Name: _____

Date: _____ Subject: _____

Teacher's Name: _____

Please give details of the reason for the appeal:

Action Taken:

Name:

Signed: _____

Date: _____

YEAR 9 ASSESSMENT DUE DATES 2024 Terms 3 & 4		English	Mathematics	Science	Geography	History	PDHPE	Agriculture	Child Studies	Commerce	Design & Media Studies	Elective History	Food Technology	Graphics Technology	Industrial Technology - Metals	Industrial Technology - Timber	Outdoor Education	PASS	Visual Arts
		Term 3 2024																	
Week 1	Tue 23 Jul – 26 Jul												X						
Week 2	29 Jul – 2 Aug										X								
Week 3	5 Aug – 9 Aug																		X
Week 4	12 Aug – 16 Aug																		
Week 5	19 Aug – 23 Aug																		
Week 6	26 Aug – 30 Aug					X	X												
Week 7	2 Sep – 6 Sep		X				X											X	
Week 8	9 Sep – 13 Sep						X			X				X				X	
Week 9	16 Sep – 20 Sep							X										X	
Week 10	23 Sep – 27 Sep	X			X		X												
Term 4 2024																			
Week 1	Mon 14 Oct – 18 Oct																		
Week 2	21 Oct – 25 Oct								X								X		
Week 3	28 Oct – 1 Nov			X									X	X	XX	XX			
Week 4	4 Nov – 8 Nov	X			X			X											X
Week 5	11 Nov – 15 Nov					X													
Week 6	18 Nov – 22 Nov																		
Week 7	25 Nov – 29 Nov																		
Week 8	2 Dec – 6 Dec										X								
Week 9	9 Dec – 13 Dec																		
Week 10	16 Dec – Wed 18 Dec											X							

YEAR 9 ASSESSMENT TASK GRID 2024															SUBJECT: AGRICULTURE	
TASK	SYLLABUS OUTCOMES														METHOD OF SUBMISSION	DUE DATE
COURSE	AG5-1	AG5-2	AG5-3	AG5-4	AG5-5	AG5-6	AG5-7	AG5-8	AG5-9	AG5-10	AG5-11	AG5-12	AG5-13	AG5-14		
History of Agriculture	X	X	X	X									X	X	In Class	Term 1 Week 9
Dairy Product Design					X		X	X	X	X		X	X	X	Hand In	Term 2 Week 8
Sustainability Task					X		X	X	X	X		X	X	X	In Class + Hand In	Term 3 Week 9
Examination				X	X		X		X	X		X	X	X	In Class	Term 4 Week 4

Outcomes: A Student

AG5-1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
AG5-2	explains the interactions within and between agricultural enterprises and systems.
AG5-3	explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
AG5-4	investigates and implements responsible production systems for plant and animal enterprises.
AG5-5	investigates and applies responsible marketing principles and processes.
AG5-6	explains and evaluates the impact of management decisions on plant production enterprises.
AG5-7	explains and evaluates the impact of management decisions on animal production enterprises.
AG5-8	evaluates the impact of past and current agricultural practices on agricultural sustainability.
AG5-9	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
AG5-10	implements and justifies the application of animal welfare guidelines to agricultural practice.
AG5-11	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
AG5-12	collects and analyses agricultural data and communicates results using a range of technologies.
AG5-13	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	demonstrates plant and animal management practices safely and in collaboration with others.

YEAR 9 ASSESSMENT TASK GRID 2024													SUBJECT: CHILD STUDIES		
TASK	SYLLABUS OUTCOMES												METHOD OF SUBMISSION	DUE DATE	
COURSE	CS5-1	CS5-2	CS5-3	CS5-4	CS5-5	CS5-6	CS5-7	CS5-8	CS5-9	CS5-10	CS5-11	CS5-12			
“Becoming a Parent” Interactive Educational Resource					X		X	X						Take Home	Term 1 Week 9
“What’s happening to me?” Pregnancy Journal	X	X			X						X			Take Home	Term 2 Week 10
“Caring for my Child” Theory & Practical Component						X			X	X		x		Take Home	Term 4 Week 2

Outcomes: A student

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

YEAR 9 ASSESSMENT TASK GRID 2024										SUBJECT: COMMERCE	
TASK	SYLLABUS OUTCOMES										
COURSE	COM5.1	COM5.2	COM5.3	COM5.4	COM5.5	COM5.6	COM5.7	COM5.8	COM5.9	METHOD OF SUBMISSION	DUE DATE
Consumer and Financial Decisions	X	X							X	Topic test in class	Term 1 Week 11
Law, Society and Political Involvement			X		X		X			Take Home	Term 2 Week 8
Option Study Task				X		X		X		Take Home	Term 3 Week 8

Outcomes: A student

COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
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

YEAR 9 ASSESSMENT TASK GRID – 2024

SUBJECT:
DESIGN & MEDIA STUDIES

TASK	SYLLABUS OUTCOMES									SUBMISSION	DUE DATE
COURSE	DM5-1	DM5-2	DM5-3	DM5-4	DM5-5	DM5-6	DM5-7	DM5-8	DM5-9		
<u>Design and Media Conventions</u> Conventions and Practices Project	X	X	X		X			X		Take Home	Term 1 Week 10
<u>Film Studies</u> Montage Project		X	X	X	X					Take Home	Term 3 Week 2
<u>Design and Media Production Project</u> Film Project	X	X	X	X	X	X	X	X	X	Take Home	Term 4 Week 8

Outcomes: A student:

DM5-1	refers to relevant ideas, histories, and theories to analyse and produce design and media works
DM5-2	applies appropriate visual communication strategies to represent meaningful ideas about the world
DM5-3	applies design and media conventions, practices, techniques, and processes that reflect creative industry standards
DM5-4	works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs
DM5-5	explores the interconnected roles of designers, products, audiences, and the world
DM5-6	applies project management strategies to develop, plan, produce, and deliver design and media projects
DM5-7	demonstrates creative intention and refinement to resolve design and media projects
DM5-8	explains a range of safe working practices and diverse cultural protocols associated with design and media
DM5-9	acknowledges the significance of Country, cultural protocols, and Aboriginal Peoples' perspectives and contributions in design and media

YEAR 9 ASSESSMENT TASK GRID – 2024

**SUBJECT:
ENGLISH**

TASK	SYLLABUS OUTCOMES						SUBMISSION	DUE DATE
COURSE	EN5-RVL-01	EN5-URA-01	EN5-URB-01	EN5-URC-01	EN5-ECA-01	EN5-ECB-01		
<u>Australian Identities</u> Portfolio – Collection of Classwork	X	X			X	X	Take Home	Term 1 Week 10
<u>Poetic Purpose</u> Analytical Response	X		X		X	X	In Class	Term 2 Week 9
<u>Speculative Fiction</u> Multimodal Task – Book Trailer	X			X	X	X	Take Home	Term 3 Week 10

Outcomes: A student:

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
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
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
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

YEAR 9 ASSESSMENT TASK GRID 2024														SUBJECT: FOOD TECHNOLOGY	
TASK	SYLLABUS OUTCOMES													METHOD OF SUBMISSION	DUE DATE
COURSE	FT-1	FT-2	FT-3	FT-4	FT-5	FT-6	FT-7	FT-8	FT-9	FT-10	FT-11	FT-12	FT-13		
Food Selection and Health – Digestion	X		X						X		X			Take Home + Practical in Class	Term 1 Week 11
Food in Australia – Culture Study								X	X	X		X		Take Home	Term 3 Week 1
Food for Special Occasions – cake design		X						X	X		X			Take Home + Practical in Class	Term 4 Week 3

Outcomes: A Student

FT-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT-3	describes the physical and chemical properties of a variety of foods
FT-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT-5	applies appropriate methods of food processing, preparation and storage
FT-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT-7	justifies food choices by analysing the factors that influence eating habits
FT-8	collects, evaluates and applies information using a range of media and appropriate terminology
FT-9	communicates ideas and information using a range of media and appropriate terminology
FT-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT-12	examines the relationship between food, technology and society
FT-13	evaluates the impact of activities related to food on the individual, society and the environment

YEAR 9 ASSESSMENT TASK GRID 2024													SUBJECT: GRAPHICS TECHNOLOGY	
TASK	SYLLABUS OUTCOMES													
COURSE	GT5-1	GT5-2	GT5-3	GT5-4	GT5-5	GT5-6	GT5-7	GT5-8	GT5-9	GT5-10	GT5-10	GT5-12	WEIGHTINGS	DUE DATE
AT1- Drafting	x	x	x	x	x	x			x	x			40%	Term 2 Week 5
AT2- Case Study											x	x	20%	Term 3 Week 8
AT3- CAD		x	x	x	x	x	x	x		x			40%	Term 4 Week 3

Outcomes: A Student

GT5-1	communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5-2	analyses the context of information and intended audience to select and develop appropriate presentations
GT5-3	designs and produces a range of graphical presentations
GT5-4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5-5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5-6	manages the development of graphical presentations to meet project briefs and specifications
GT5-7	manipulates and produces images using digital drafting and presentation technologies
GT5-8	manipulates and produces images using digital drafting and presentation technologies
GT5-9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5-10	demonstrates responsible and safe work practices for self and others
GT5-11	demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5-12	evaluates the impact of graphics on society, industry and the environment

YEAR 9 ASSESSMENT TASK GRID – 2024

SUBJECT: GEOGRAPHY

TASK	SYLLABUS OUTCOMES				METHOD OF SUBMISSION	DUE DATE	
COURSE	GE5.2	GE5.3	GE5.7	GE5.8		Semester 1	Semester 2
Sustainable Biomes Task 'Research'	X	X	X	X	Take Home	Term 1 Week 10	Term 3 Week 10
Changing Places Task		X	X	X	In Class	Term 2 Week 4	Term 4 Week 4

PLEASE NOTE: Classes R1, R2, Y1 and Y2 will study Geography in Semester 1.
Classes R3, R4, Y3 and Y4 will study Geography in Semester 2.

Outcomes: A Student

GE5.2	explains processes and influences that form and transform places and environments
GE5.3	analyses the effect of interactions and connections between people, places and environments
GE5.7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5.8	communicates geographical information to a range of audiences using a variety of strategies.

YEAR 9 ASSESSMENT TASK GRID - 2024							SUBJECT: <i>HISTORY</i>		
TASK	SYLLABUS OUTCOMES						METHOD OF SUBMISSION	DUE DATE	
COURSE	HT5.3	HT5.4	HT5.6	HT5.7	HT5.9	HT5.10		Semester 1	Semester 2
Key Individuals Personal Interest Task	X			X	X	X	Take Home	Term 1 Week 6	Term 3 Week 6
WW2 Museum Task		X	X		X	X	Take Home	Term 2 Week 5	Term 4 Week 5

PLEASE NOTE: Classes R3, R4, Y2, Y3 and Y4 will study History in Semester 1.
Classes R1, R2 and Y1 will study History in Semester 2.

Outcomes: A Student

HT5.3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5.4	explains and analyses the causes and effects of events and developments of the modern world and Australia
HT5.6	uses relevant evidence from sources to support historical narratives, explanations and analyses
HT5.7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

YEAR 9 ASSESSMENT TASK GRID 2024

SUBJECT: ELECTIVE HISTORY

TASK	SYLLABUS OUTCOMES											
COURSE	HTE 5-1	HTE 5-2	HTE 5-3	HTE 5-4	HTE 5-5	HTE 5-6	HTE 5-7	HTE 5-8	HTE 5-9	HTE 5-10	METHOD OF SUBMISSION	DUE DATE
History As Film Presentation		X		X			X			X	Presentation	Term 2 Week 1
Hero or Villain Source Portfolio	X		X			X		X			Complete at home	Term 2 Week 10
Myths and Legends Extended Response	X				X				X	X	In class	Term 3 Week 10

Outcomes: A student

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

YEAR 9 ASSESSMENT TASK GRID 2024										SUBJECT: INDUSTRIAL TECHNOLOGY – METAL		
TASK	SYLLABUS OUTCOMES											
COURSE	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10	METHOD OF SUBMISSION	DUE DATE
Minor Project & Project Folio	X	X	X		X	X	X	X			In Class & at Home	Term 2 Week 1
Major Project & Project Folio	X	X	X		X	X	X	X			In Class & at Home	Term 4 Week 3
Yearly Exam	X			X					X	X	In Class	Term 4 Week 3

Outcomes: A Student

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 competently 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
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

YEAR 9 ASSESSMENT TASK GRID 2024										SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER		
TASK	SYLLABUS OUTCOMES											
COURSE	IND5-1	IND5-2	IND5-3	IND5-4	IND5-5	IND5-6	IND5-7	IND5-8	IND5-9	IND5-10	METHOD OF SUBMISSION	DUE DATE
Minor Project & Project Folio	X	X	X		X	X	X	X			In Class & at Home	Term 2 Week 1
Major Project & Project Folio	X	X	X		X	X	X	X			In Class & at Home	Term 4 Week 3
Yearly Exam	X			X					X	X	In Class	Term 4 Week 3

Outcomes: A Student

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 competently 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
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

YEAR 9 ASSESSMENT TASK GRID 2024

**SUBJECT:
MATHEMATICS**

TASK	SYLLABUS OUTCOMES																						DUE DATE					
COURSE	MAO-WM-01	MA5-GEO-C-01	MA5-GEO-P-01	MA5-NET-P-01	MA5-TRG-C-01	MA5-LIN-C-01	MA5-MAG-C-01	MA5-LIN-P-01	MA5-IND-P-02	MA5-ARE-C-01	MA5-VOL-C-01	MA5-ALG-C-01	MA5-EQU-C-01	MA5-ARE-P-01	MA5-VOL-P-01	MA5-EQU-P-02	MA5-IND-C-01	MA5-IND-P-01	MA5-IND-P-02	MA5-FIN-C-01	MA5-LIN-C-02	MA5-LIN-P-01		MA5-RAT-P-01	MA5-PRO-C-01	MA5-PRO-P-01		
In Class Quiz	X	X	X	X																							Term 1 Week 6	
In Class Exam	X				X	X	X	X	X	X					X													Term 2 Week 4
Investigative Assessment	X						X						X				X	X	X	X							Term 3 Week 7	
In Class Exam	X					X							X			X						X	X	X	X	X	Term 4 Week 4	

Outcomes: A student

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: Ext*)

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (*Path: Stn*)

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, with and without digital tools

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (*Path: Adv*)

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

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (*Path: Stn, Adv*)

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (*Path: Stn, Adv*)

MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)

YEAR 9 ASSESSMENT TASK GRID 2024

SUBJECT: MUSIC

TASK	SYLLABUS OUTCOMES												METHOD OF SUBMISSION	DUE DATE	
COURSE	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11	5.12			
1. Composition				X	X	X							In Class	Term 1 Week 10	
2. Half Yearly Exam							X	X	X	X			In Class	Term 2 Week 8	
3. Performance	X	X	X									X	X	In Class	Term 4 Week 2

Outcomes: A student

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.
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study.
5.6	uses different forms of technology in the composition process.
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
5.10	demonstrates an understanding of the influence and impact of technology on music.
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

YEAR 9 ASSESSMENT TASK GRID 2024

SUBJECT:
OUTDOOR EDUCATION

Report	TASK	SYLLABUS OUTCOMES													METHOD OF SUBMISSION	DUE DATE
	COURSE	OE 5.1	OE 5.2	OE 5.3	OE 5.4	OE 5.5	OE 5.6	OE 5.7	OE 5.8	OE 5.9	OE 5.10	OE 5.11	OE 5.12	OE 5.13		
SEMESTER 1	Experiencing The Outdoors (Term 1)		X	X											Take Home Assessment (Theory)	Term 1 Week 7
	Climbing & Rope Activities (Term 2)				X			X		X					In-Class Practical (Prac)	Term 2 Weeks 5-10
SEMESTER 2	Wilderness First Aid (Term 3)				X		X								Take Home Assessment (Theory)	Term 3 Week 7
	Practical First Aid (Term 3)				X		X								In-Class Practical (Prac)	Term 4 Weeks 9-10

Outcomes: A student

OE5-1	participates safely in outdoor education activities demonstrating knowledge of natural environments.
OE5-2	investigates natural environments and their role in promoting health and wellbeing.
OE5-3	analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
OE5-4	explains and applies key considerations and skills related to planning and preparing for outdoor education activities.
OE5-5	applies risk management techniques in outdoor education activities
OE5-6	understands first aid and emergency response procedures relevant to outdoor education activities.
OE5-7	demonstrates skills and knowledge for relationship building and effective group functioning.
OE5-8	demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities.
OE5-9	demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments.
OE5-10	explains the relationship between environments and the health and wellbeing of people.
OE5-11	describes the impact of participation in practical outdoor education activities on natural environment/s over time.
OE5-12	proposes ways in which natural environments can be protected and/or managed
OE5-13	demonstrates minimal impact techniques when participating in outdoor activities

YEAR 9 ASSESSMENT TASK GRID 2024

SUBJECT: PDHPE

	TASK	SYLLABUS OUTCOMES											METHOD OF SUBMISSION	DUE DATE
	COURSE	PD 5.1	PD 5.2	PD 5.3	PD 5.4	PD 5.5	PD 5.6	PD 5.7	PD 5.8	PD 5.9	PD 5.10	PD 5.11		
SEMESTER 1	Striking and Fielding				X	X						X	In Class	Term 1 Weeks 1-7
	Men's and Women's Health	X	X				X	X					Take Home	Term 1 Week 11
SEMESTER 2	Invasion Games				X				X			X	In Class	Term 3 Week 6-8
	Respectful Relationships			X					X	X			Take Home	Term 3 Week 10

Outcomes: A student

PD5-1	assesses their own and others capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 9 ASSESSMENT TASK GRID 2024

SUBJECT:
PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

TASK		SYLLABUS OUTCOMES										METHOD OF SUBMISSION	
COURSE		S5.1	S5.2	S5.3	S5.4	S5.5	S5.6	S5.7	S5.8	S5.9	S5.10	KNOWLEDGE AND UNDERSTANDING	DUE DATE
SEMESTER 1	Technology, Participation and Performance						X	X	X		X	Take Home	Term 1 Week 10
	Australian Sporting Identity			X	X						X	Take Home	Term 2 Week 8
SEMESTER 2	Lifestyle, Leisure and Recreation					X		X		X		In Class	Term 3 Week 7, 8, 9

Outcomes: A student

PASS 5-1	discusses factors that limit and enhance the capacity to move and perform
PASS 5-2	analyses the benefits of participation and performance in physical activity and sport
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 5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS 5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS 5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS 5-8	displays management and planning skills to achieve personal and group goals
PASS 5-9	performs movement skills with increasing proficiency
PASS 5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 9 ASSESSMENT TASK GRID 2024

**SUBJECT:
SCIENCE**

TASK	SYLLABUS OUTCOMES														METHOD OF SUBMISSION	DUE DATE
COURSE	SC5-4WS	SC5-5WS	SC5-6WS	SC5-7WS	SC5-8WS	SC5-9WS	SC5-10PW	SC5-11PW	SC5-12ES	SC5-13ES	SC5-14LW	SC5-15LW	SC5-16CW	SC5-17CW		
Data Processing Task			X	X	X		X	X					X	X	In Class	Term 1 Week 11
Depth Study	X	X	X	X		X			X	X	X				In Class	Term 2 Week 9
Data Processing Task			X		X		X	X	X	X	X				In Class	Term 4 Week 3

Outcomes: A student

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, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
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.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 9 ASSESSMENT TASK GRID 2024											SUBJECT: VISUAL ARTS	
TASK	SYLLABUS OUTCOMES											
COURSE	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	METHOD OF SUBMISSION	DUE DATE
Unit 1 2D Project			X	X					X		In Class	Term 1 Week 10
Unit 2 – 3D Project					X	X	X	X			In Class	Term 3 Week 3
Unit 4 Painting Project	X	X								X	In Class	Term 4 Week 4

Outcomes: A Student

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.
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.