MACQUARIE FIELDS HIGH SCHOOL

Year 9 Assessment and Reporting Guidelines 2021

Contents Page

	Page
Principal's Message	**2**
What is the Record of School Achievement (ROSA)	**3**
What are Course Performance Descriptors	**4**
Assessment Procedure	**5**
Malpractice in assessment tasks	**7**
Satisfactory completion of a course	**7**
Responsibilities in the ROSA	**9**
Junior Assessment Committee	**10**
Flow charts of the Appeals Process	**11**
Illness/ Misadventure Appeal	**12**
Strategies For Success	**13**
Assessment Schedule	**14**
Faculty Information	
Agricultural Technology	15
Child Studies	18
Commerce	21
Design and Technology	24
English	27
Food Technology	32
Geography	35
Graphics Technology	38
History	41
History - Elective	44
Industrial Technology – (Engineering, Metal &Timber)	47
Information Software Technology	52
International Studies	55
Japanese	58
Mathematics	61
Music	71
Personal Development/Health/Physical Education (PDHPE)	74
Photographic and Digital Media/Visual Design	77
Physical Activity & Sport Studies (PASS)	80
Psychology	83
Science	86
Visual Arts	91
Getting support	**94**
Using the Library	**95**
Advice for the whole school	**96**

Principal's Message

Introduction

This *Stage 5 Assessment Policy* booklet is issued to all students in Year 9 to:

- Ensure all students and their parents are fully informed about course requirements, including assessment;
- Ensure all students have advanced warning about the nature of assessment in Stage 5 and the contribution of each task to students' final grade;
- Help students to develop appropriate time management and planning skills and devise a suitable study and revision program;
- Help students understand the importance of working hard towards achieving the course outcomes to the best of their ability in addition to regular school attendance.

The transition from Primary to Secondary

All the Years 7 – 10 syllabuses support the transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K – 6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate and post school options, including further study and employment.

The assessment program for Stage 5 supports the primary to secondary transition by providing to teachers, as well as students themselves, an important indicator of progress. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary considerably from one course to another and may include pen and paper tests, checklists, essays, assignments, practical work, portfolios, performances and field studies.

Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered acceptable reasons for leave from school under the ***Exemption from School – Procedures.*** Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Assessment Committee. (Present this to Mr Perrett)
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a ***mark of zero.***

I trust that all students will put their best efforts into their Stage 5 studies, attend school regularly and complete all requirements of each course, regardless of whether these requirements are assessable or not. It is important that students follow the requirements outlined in this booklet as they will prepare students for the more rigorous requirements in the years ahead.

Determined effort, with support from family and teaching staff, is the key to success at all levels of schooling. I wish you all the very best for your future studies!

Mrs Karyn O'Brien
Principal

What is the Record of School Achievement? (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative & more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

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The **Record of School Achievement** (RoSA) is the new credential. it is:

- a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- available when a student leaves school any time after they complete Year 10
- cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give's students the option to take online literacy and numeracy tests
- comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited nongovernment school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board
- satisfactorily completed Year 10.

How will the RoSA report on student achievement?

Stage 5

- The credential reports on student achievements in Stage 5 using A to E grades (or equivalent) in the same way as currently occurs at the end of Year 10 (but without external test results).
- The current procedures and course performance descriptors for awarding grades A to E in Stage 5 courses will remain the same. Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. The other mandatory curriculum requirements that have been met would also be listed.

Stage 6

- A to E (or equivalent) grades extends to Stage 6 Preliminary (Year 11) courses.
- Descriptors will provide a basis for awarding grades for student achievement at the end of Preliminary courses.
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.

- If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their RoSA

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Issue of credentials

- While to be eligible for a RoSA a student must satisfactorily complete Year10 it will not be awarded at the end of Year 10. The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC level
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA.
- It is proposed that students would be able to request both a RoSA showing their earlier grades and an HSC Record of Achievement.
- Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by the Board.

What are Course Performance Descriptors?

Students are awarded a grade for each of the courses they study in Years 9 and 10. The grades are based on a set of ***Course Performance Descriptors*** developed by NESA. They indicate a student's achievements in each course, providing a detailed report of their overall performance.

Course Performance Descriptors are an assessment and reporting tool to assist teachers across the state in making sound and consistent judgments about overall student achievement at the end of a course. Course Performance Descriptors are a series of statements that **summarise** observable and measurable features of student achievement and assist teachers to award grades to students based on typical achievement from elementary "**E"** to excellent "**A".**

Course Performance Descriptors describe the main features of typical student performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus.

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

Assessment procedures

Sickness:

Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend, a medical certificate and an illness/misadventure form should be presented to the Head Teacher on the first day of return to school. Illness / Misadventure forms are available on the school Moodle & from all Head Teachers.
If a student fails to complete a task due to illness and the Head Teacher considers the student has a valid reason, an extension may be granted or a mark may be awarded based on a substitute task.

If it is not possible to provide a substitute task or an extension, the head teacher will consult with the assessment committee to seek a resolution. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. This will be negotiated with the head teacher. **The Head Teacher may refer an appeal directly to the assessment committee for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task, and if the task is not completed at all, an assessment warning letter will be sent home.

Misadventure:

If an event beyond the student's control allegedly prevented the student from attending the assessment task on the date a task was due (e.g., a car accident) a misadventure form should be completed. Following failure to complete an assessment task on time, the student must see the head teacher on the first day of return to school to negotiate alternative arrangements.

The Head Teacher may provide an extension of time or a mark may be awarded based on a substitute task. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. The Head Teacher may refer an appeal directly to the assessment committee for review.
Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task and an assessment warning letter will be sent home.

Hand in Tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task. A student can seek an extension of time to submit the task. An illness / misadventure appeal must be submitted before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. (**Students must still submit the task to gain necessary feedback and to satisfy the requirements of the course.)** In this instance, the student and their parents will be advised by the head teacher in writing. Should a student feel that this decision is inappropriate; an appeal can be lodged with the school's Assessment Committee.

Students must submit all tasks regardless of how late they are submitted otherwise an assessment warning letter will be sent home. Feedback provided to students based on their work in the task is a valuable part of the learning process.

Students who are required to submit in hard copy must not rely on the school printers in the library for printing <u>on the day that the task is due</u>.

It is the students responsibility to be organised and to have the task completed and:

- Printed; or
- Submitted in digital form, prior to the due date. Notes from home indicating problems with a printer for example will not be accepted.

Examinations

Any student who fails to sit an examination (without an appropriate reason) should receive a mark of zero. In appropriate circumstances students should submit a **documented illness / misadventure appeal to the Head Teacher of the faculty the first day they return to school.** Students and their Parents will be advised by the Head Teacher of the outcome of the appeal. Should a student feel that this decision is inappropriate an appeal can be lodged with the school's Assessment Committee.

Sickness during an examination

Students who are sick DURING an examination MUST notify the examination supervisor who will offer the appropriate assistance and will immediately notify the Deputy Principal of Year 12/Head Teacher.

If the student is unwell and unable to proceed with the examination they will be signed out via the school clinic and allowed to go home. The student will be advised to see a doctor immediately.

If the student chooses they can continue with the examination. **No extra time will be given.** They are still advised to obtain a medical certificate.

Appealing assessment rankings

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

In conducting an assessment rankings review it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages;
- the procedures used by the school for determining the final assessment mark and rank conform with the assessment program set out in this document; and
- there have been any computational or other clerical errors in the determination of the assessment mark or rank.

Provided the school is satisfied that these conditions have been met, no change to the assessment rank will be made.

Any student who wants to apply for an assessment ranking review must do so before the NESA cut-off date.

The Deputy Principal Year 10 will inform the student of the outcome of the school review of their assessment rank and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

Malpractice in assessment tasks

What is malpractice?

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

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- 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.

Issues of malpractice need to be investigated by the Head Teacher of the respective course, and reported in writing to the school **assessment committee** with accompanied documentation. The **assessment committee** 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 Head Teacher.

If the malpractice is proven, the assessment committee will consider a zero for that task. In some circumstances, the committee may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students.

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by the Board; and
- **applied** themselves with **DILIGENCE AND SUSTAINED EFFORT**
- **achieved** some or all of the course outcomes.

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. If it appears that a student is at risk of not meeting the requirements in a course, a written warning letter must be given to the student and their parents.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with a Deputy Principal.

Non-Serious Attempts

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

Students studying a school certificate course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students may communicate their concerns with the head teacher if they feel the warning letter was unwarranted.

'N' determinations

The Board has delegated to Principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements. A student who is given an 'N' determination in a **mandatory course in Stage 5 will not be eligible for a Record of School Achievement (RoSA)**. The student will receive a Transcript of School Achievement. The Transcript of School Achievement will list the course(s) in which an 'N' determination has been awarded and grades in any courses that have been satisfactorily completed.

A student who is given an 'N' determination in an **additional course in Stage 5** retains eligibility for the RoSA provided that all requirements are met. Where a course is eligible for credentialing and an 'N' determination has been made, then 'N' will be printed on the RoSA.

Where a Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the principal's determination.

The Board will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to the Board, the completed Principal's Determination form should be retained at the school.

Note:
The Science Years 7–10 Syllabus requires the satisfactory completion of at least one substantial student research project (SRP) in Stage 5. Students who have not complied with the requirements for satisfactorily completing the SRP at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.
Where a student fails to satisfactorily complete a mandatory Stage 5 course the student is ineligible for the award of the RoSA if they leave school at the end of Year 10, and may be ineligible to enter Preliminary (Year 11) courses.

Responsibilities in the RoSA

NESA	THE SCHOOL	STUDENTS
▪ establishing policies and procedures for the award of the RoSA ▪ developing of Course Performance Descriptors for each NESA Developed Course ▪ credibility of the RoSA ▪ awarding the RoSa and Transcript of School Achievement ▪ setting up procedures for dealing with appeals relating to all aspects of the award of the RoSA	▪ establishing policies and procedures that ensure a consistent approach ▪ ensuring staff are fully aware of school assessment policies and procedures, and of the assessment requirements of their faculty, their school and NESA ▪ ensuring students and their parents are fully aware of the assessment program, including their rights and responsibilities ▪ ensuring valid distribution of grades ▪ ensuring students are fully aware of the criteria by which they will be assessed ▪ setting up procedures for dealing with appeals ▪ establishing consistent practices within the course(s) and determining how comparability between different classes will be achieved ▪ establishing the method of recording and reporting assessment data ▪ setting assessment tasks related to the course objectives and measuring the degree of student achievement ▪ recording observations and providing appropriate feedback to student on each task ▪ making a judgement about each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptors ▪ allocating grades to students in all courses presented.	▪ ensuring that they obtain and understand the school's policies on assessment ▪ attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement ▪ ensuring that any questions that they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back ▪ demonstrating, through application and achievement, that they have met the requirements of the course.

Assessment Committee

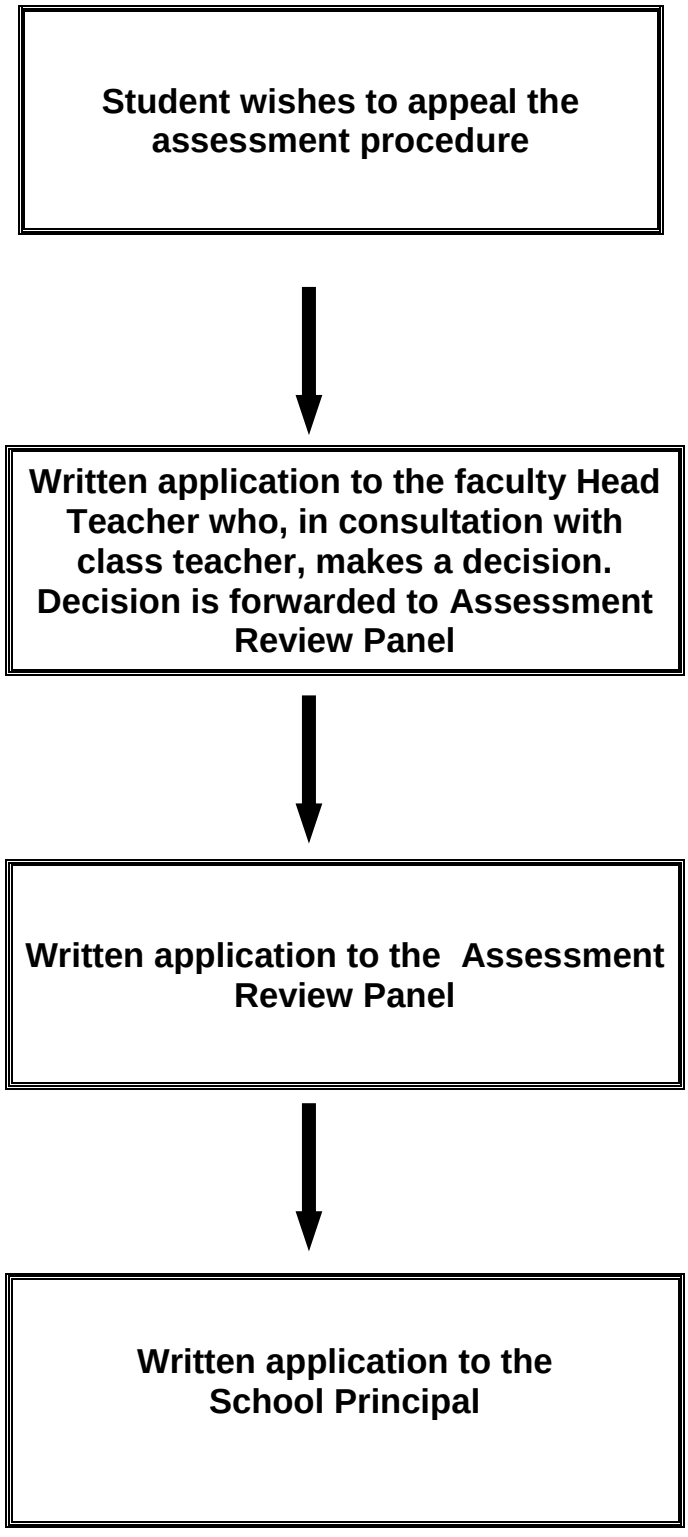
The *Assessment Committee* deals with all assessment procedures and policies relevant to Year 10 assessment & credentialing. The committee has the following responsibilities:

- ensure that the processes used for collecting assessment information are carried out in a fair and consistent manner, so that all students receive consistent rankings and grades irrespective of the class they are in
- ensure that no anomalies have occurred and that each student has been awarded the appropriate grade
- set up procedures for dealing with appeals
- ensure that all staff are fully aware of assessment requirements
- ensure that students are informed of their responsibilities and the details of the school's assessment program
- ensure that students receive and sign for a booklet containing all relevant assessment information.

The Assessment Committee meets to deal with issues arising as a result of a breach of any assessment procedures outlined in this booklet. The committee also responds to questions from students, staff and parents in relation to any assessment matters.

Communication to the committee must be in writing and addressed to the assigned year Deputy Principal (chairperson). This letter must include the reason for consulting with the committee and the perceived outcome required to resolve the concern. The committee will deal with all correspondence and make a written reply to all enquiries it receives.

Flow Chart of the Appeals Process



(Copies of this form are available from the School Website & Head Teachers and Deputy Principal)

Stage 5 (Year 9 & 10)
Illness / Misadventure Appeal

Closing Date for illness / Misadventure appeals:
The first day back at school immediately after the assessment task or due date for an assessment item.

Name:……PCG:…… Student Signature…….

Subject/Course: .....Head Teacher:.....

Assessment Title:..... Task Date: ……

My son / daughter has not completed the above assessment task because of:

☐ Sickness (Attach medical certificate)
☐ Misadventure

Give details.....

.....

.....

.....

Parent Signature:..... **Contact Phone No:** .....

Head Teacher Response:

Student to get a copy of appeal and original copy to be stored in school file..

Assessment Committee Response (If Applicable)

6 Strategies For Success

1. **Be punctual and attend timetabled lessons**
   All children under the age of 17 are required by law to attend school regularly. The Department of Education and Communities requires that students must attend every school day unless ill. Research has shown a strong correlation between high attendance rates and higher academic achievement
   (2015 MFHS School Diary)

2. **Use your school diary**

   Your school diary should be used to help with the organisation of tasks to be completed

3. **Be mindful of the need to meet deadlines.**

   Your school diary and assessment overview can help with this

4. **Speak to your Teacher/Faculty Head Teacher if you need additional help with any course work.**

   Your Teachers and the Faculty Head teacher are here to support you in your learning. Don't hesitate to raise any concerns you may have.

5. **Communicate with your parents**

   It is important to speak to your parents in regards to what work you are doing in class and what pieces of work are due. Your parents should be able to give you support and help in organising your work.

6. **Be an enthusiastic learner who is striving for improvement**

   Your attitude towards your learning is a very powerful thing. All students have the ability to improve their learning. Learning is a lifelong process.

Year 9 Assessment Planner 2021

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
						Mathematics Food Tech	Visual Arts PASS	Psychology IST Commerce English	Geography Science PDM/VD PDHPE Elective History	IT – Timber IT–Engineering IT-Metal English Music Japanese Ag Tech International Studies Child Studies	
Term 2	History	Visual Arts Mathematics	Commerce PDM/VD Japanese	Mathematics Psychology English Music	IT – Timber IT-Metal Design & Technology	Geography Food Tech Elective History		International Studies Child Studies	IST Science	PASS English Graphics Technology Music IT – Timber IT-Metal IT–Engineering Design & Technology	
Term 3	Elective History	PDHPE	Mathematics Commerce			Ag Tech	Visual Arts International Studies Child Studies	IST Food Tech English PDM/VD Japanese PASS	Geography Science Music	Technology English Music	
Term 4	History	Elective History PDM/VD Visual Arts	Psychology Science Music Japanese International Studies Mathematics	Mathematics Commerce English Ag Tech	IT – Timber IT-Metal IT-Engineering Graphics Technology English Design & Technology Child Studies	Geography English		English			

Guide only – Not all assessments are shown on this planner.

Agricultural Technology

Course description
The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn
The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Course requirements
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:
Core A
- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1

AND
Core B
- Agricultural Systems and Management AND
- Plant Production 2 AND/OR
- Animal Production 2.

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 practices
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/or animal management practices safely and in collaboration with others

Stage 5 Year 9 Agricultural Technology Assessment Schedule
Assessment Breakdown –

Task 1	Task 2	Task3
Date: Term 1, Week 10	**Date:** Term 3, Week 6	**Date:** Term 4, Week 4
Topic Introduction to Agriculture	**Topic** Plant Production	**Topic:** Animal Production
Outcomes: AG5-1; AG5-3; AG5-5; AG5-8; AG5-12	**Outcomes:** AG5-2; AG5-3; AG5-4; AG5-6; AG5-8; AG5-9; AG5-11; AG5-13; AG5-14	**Outcomes:** AG5-3; AG5-4; AG5-7; AG5-8; AG5-9; AG5-10; AG5-13; AG5-14
20% A-E Grade is awarded for this task	**40%** A-E Grade is awarded for this task	**40%** A-E Grade is awarded for this task

Stage 5 Course Performance Descriptors – Agricultural Technology

Areas for Assessment

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture.	demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture.	demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture.	demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture.	demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture
identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture	outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data.	displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data.	displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data.	displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.	displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

Child Studies

Assessment in this subject
Child Studies is a Content Endorsed Course. Students study 100 hours in Year 9 and 100 hours in Year 10. They are awarded a grade for this subject based on the common grade scale

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

What will be assessed

In the *Child Studies Content Endorsed Course Years 7–10 Syllabus, s*tudents will be assessed on their knowledge and understanding of course content and the application of skills focusing on researching, communicating, and evaluating issues related to child development.

How students will be assessed
Students will be assessed through a range of theoretical and practical application assessment tasks that are designed to address the outcomes below. These include collaborative activities, peer and self-assessment and teacher observations. Students will also be assessed on their Students will be awarded an A – E grade at the conclusion of he course based on the common grade scale.

Students will be assessed on their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Outcomes

Stage 5 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 Child Studies Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1, Week 10	**Date:** Term 2, Week 8	**Date:** Term 3, Week 7	**Date:** Term 4, Week 5
	Nature of Task: Planning for Parenthood Assessment Task	**Nature of Task:** New born Care Assessment Task	**Nature of Task:** Play and the Developing Child Assessment Task	**Nature of Task:** Food and Nutrition in Childhood Assessment Task
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	CS5-1 CS5-7	CS5-6 CS5-8	CS5-4 CS5-5	CS5-2 CS5-12

Stage 5 Course Performance Descriptors – Child Studies

Grading Board Endorsed and Content Endorsed Courses

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses.

The Common Grade Scale describes performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Commerce

Assessment in this subject

The study of commerce enables young people to develop the knowledge and skills to research and develop solutions to consumer, financial, legal, business and employment opportunities. Commerce aims to develop students who are able to make informed and responsible decisions as individuals and as part of the community.

There are four mandatory topics; Consumers, Personal Finance, Law in Action and Employment Issues. There are also various course options.

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Analyses the rights and responsibilities of individuals in consumer, financial, legal and employment contexts
- Analyses key factors in commercial and legal decisions
- Evaluates options for resolving commercial and legal problems
- Researches commercial, financial and legal issues
- Use of Information Computer Technologies in a commercial context
- Skills in enquiring, interpreting and communicating

How students will be assessed

During the course students are given a number of assessment tasks that allow the teacher to assign a result. Consistency in grading is monitored by the Head Teacher. From these tasks and the student's demonstration of outcomes such as class work and homework, students will receive as grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

Outcomes

	A student:
5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the 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 collaboratively to meet individual and collective goals within specified timelines

Year 9 Assessment Schedule
Commerce

Year 9 Commerce Focus Areas: Consumer Choice and Personal Finance; Optional Areas are Travel and Tourism and Investment. Skills include knowledge of terminology financial planning, graph and charts, consumer rights and choice BOSTES Commerce Syllabus Outcomes From the Stage 5 Syllabus document 1999. 5.1 to 5.9	**FORMATIVE TASK 1**	**SUMMATIVE TASK 2**	**SUMMATIVE TASK 3**	**SUMMATIVE TASK 4**
	Date: Term 1 Week 8	Date: Term 2 Week 3	Date: Term 3 Week 3	Date: Term 4 Week 4
	Research and Report **Task Type (20%)** Consumer protection, rights and choice.	**Half-Yearly Examination** **Task Type (20%)** Testing of commerce skills and a knowledge and application of course concepts Writing	**In-Class Assessment Task** **Task Type (20%)** Listening and Responding Reading and Responding Writing Commerce Skills Problem Solving Based on one optional study.	**Yearly Examination** **Task Type (40%)** A written test of course ideas and concepts with scenarios and problem solving activities. Also applying knowledge of terminology and literacy skills.
	A-E **Grade is awarded for this task based on class averages**	**A-E** **Grade is awarded for this task based on class averages.**	**A-E** **Grade is awarded for this task based on class averages.**	**A-E** **Grade based on class average**
Outcomes	**5.1**	**5.2, 5.4, 5.7, 5.8**	**5.2, 5.3, 5.6, 5.8**	**5.1, 5.4, 5.8, 5.9**

Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment	**Knowledge of commerce**	Knowledge and understanding of consumer, financial, business, legal and employment matters
	Skills in commerce	Skills in decision-making, problem-solving, research, communication and working independently and collaboratively

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues.	demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues.	demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.	demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.	demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues.
identifies some rights and responsibilities of consumers in some commercial and legal contexts.	describes some rights and responsibilities of consumers in commercial and legal contexts.	explains the rights and responsibilities of consumers in a range of commercial and legal contexts.	discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts.	analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts.
with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.	applies some decision-making and problem-solving skills in some commercial and legal contexts.	applies decision-making and problem-solving skills in commercial and legal contexts.	applies well-developed decision-making and problem-solving skills in commercial and legal contexts.	independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts.
undertakes limited research and recalls some basic commercial and legal information.	undertakes some research and interpretation of basic commercial and legal information using a limited range of sources.	undertakes research, and interprets commercial and legal information using a variety of sources.	competently researches and assesses commercial and legal information using a variety of sources.	capably researches and evaluates complex commercial and legal information using a wide variety of sources.
communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.	displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms.	displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms.	displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms.	displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms.
demonstrates very limited planning and organising skills when working independently and/or collaboratively.	demonstrates some planning and organising skills when working independently and/or collaboratively.	demonstrates competent planning and organising skills when working independently and/or collaboratively.	demonstrates well-developed planning and organising skills when working independently and/or collaboratively.	demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

Design & Technology

Course description
The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

The Design and Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn
Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Course requirements
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Students undertaking the 200-hour course are required to complete:
- a minimum of THREE context areas AND
- four to eight units of work.

Outcomes

A student
DT5-1 analyses and applies a range of design concepts and processes
DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4 analyses the work and responsibilities of designers and the factors affecting their work
DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8 selects and applies management strategies when developing design solutions
DT5-9 applies risk management practices and works safely in developing quality design solutions
DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

DESIGN and TECHNOLOGY

Task 1	Task 2	Task 3
Date: Term 2 - Week 5	**Date:** Term 2 - Week 10	**Date:** Term 4 - Week 5
Design Task 1	**Design Task 2**	**Design Task 3**
Outcomes: DT5-1; DT5-2; DT5-6; DT5-8; DT5-9; DT5-10	**Outcomes:** DT5-3; DT5-4; DT5-5; DT5-7	**Outcomes:** DT5-1; DT5-2; DT5-5; DT5-6; DT5-7; DT5-8; DT5-9; DT5-10
40% **A-E Grade is awarded for this task**	**10%** **A-E Grade is awarded for this task**	**50%** **A-E Grade is awarded for this task**

Stage 5 Course Performance Descriptors – Design and Technology

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically: • demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar contexts. • with guidance, applies and manages a simple design process to develop design ideas and solutions. • identifies some impacts of technologies on the individual, society and environments. • identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions. • with direction, develops design ideas and solutions. • uses a limited range of techniques to communicate designed solutions. • with guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions.	*A student at this grade typically:* • demonstrates a basic knowledge and understanding of design when describing concepts and processes, and is able to apply their learning in familiar contexts. • applies and manages a design process to develop design ideas and solutions. • describes the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers. • with guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative. • uses a range of techniques to communicate design ideas and solutions to audiences. • applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions.	*A student at this grade typically:* • demonstrates a sound knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. • applies, justifies and manages a design process to develop design ideas and solutions. • explains the impact of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, taking into account a range of factors affecting the work and responsibilities of designers. • explains innovative, enterprising and creative design ideas and solutions. • selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences. • applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality.	*A student at this grade typically:* • demonstrates a thorough knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. • consistently applies, justifies and manages design processes to develop design ideas and solutions. • analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers. • confidently develops and evaluates innovative, enterprising and creative design ideas and solutions. • selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences. • consistently applies risk management practices when selecting and safely using a range of technologies to produce high-quality designed solutions.	*A student at this grade typically:* • integrates their extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply their learning in new contexts. • consistently applies, justifies and manages complex design processes to develop design ideas and solutions. • evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers. • independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions. • is discriminating in their selection and use of a wide range of appropriate techniques to communicate design ideas and solutions effectively to a wide variety of audiences. • applies risk management practices when independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.

English

Assessment in this subject

Students will be assigned a final grade based on the English Course Performance Descriptors [CPD's] related to work done in units studies in Year 9 and 10.

What will be assessed

Students will be assessed in a number of areas including speaking, listening, creating a Portfolio, and Area of Study. Students will sit a Half Yearly and Yearly Examination

How students will be assessed

Students grade will be determined by their performance in:

1. **Speaking**
   The speaking assessment is a common task. The task is differentiated for the Selective and Community cohort. The speech will be related to a text or theme studied in class. The task will be assessed according to published criteria.

2. **Listening**
   The listening assessment is a common task that is differentiated fort he Selecitve and Community cohort. Students respond to an aural resource. The listening task will be assessed according to published criteria.

3. **Student Portfolio**
   The Portfolio will be assessed in two ways. Two pieces of edited work will be assessed in Semester 1. The complete Portfolio will be assessed and graded in Semester 2, according to the published criteria.

4. **Examinations**
   Students will sit a Half Yearly and a Yearly Examination that is modelled on the Question 1 , paper one of the Year 11 Preliminary examination.

5. **Engagement**
   This component assesses students ability to perform in areas outside of formal assessment and includes class participation, the completion of classwork and homework and the ability to work in group situations.

Teachers meet before final grades are determined to profile and discuss students with special needs or curcumstances.

Outcomes

	A student
1	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
2	uses and critically assesses a range of processes for responding and composing
3	selects, uses, describes and explains how different technologies affect and shape meaning
4	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
5	Transfers understanding of language concepts into new and different contexts
6	Experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts
7	Thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
8	Investigates the relationships between and among texts
9	Demonstrates understanding of the ways texts reflect personal and public worlds
10	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
11	Uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

Year 9 English Assessment Schedule

Semester 1		Semester 2	
Creative writing – Identity *Week 10, Term 1* **Creative Writing Portfolio –** Common Task *Week 8, Term 1*	Youth – novel study and short texts Speaking task *Week 10, Term 2* **Portfolio Task**: Visual Representation **Half Yearly Examination** Week 4, Term 2 **Engagement Grade** *Week 10, Term 2*	***Why Shakespeare? –*** *Introduction to Shakespeare* *8 Weeks, Term 3-4* **Portfolio Task:** Speech/Oral Presentation **Portfolio Submission** *Week 10, Term 3* **Yearly Examination** *Week 4, Term 4*	***Consumerism – documentaries*** *6 Week, Term 4* **Enrichment Task:** Research Task **Engagement Grade** *Week 5, Term 4*

Name: _____

Attributes of student engagement	Always / often	Generally	Seldom
Contributed positively to class activities *(includes working as part of a team and completing individual work)*			
Actively participated in class discussions with respect for others *(includes volunteering your ideas, listening to others, and taking turns)*			
Was well prepared for lessons *(includes bringing equipment and completing homework)*			
Showed initiative *(includes wide reading, portfolio planning and completing additional work)*			
Put in your best effort! *(includes keeping your work neat and organised)*			

Teacher: _____

Semester ONE / TWO (circle one)

Engagement Grade:

Stage 5 Course Performance Descriptors – English

Areas for Assessment

Reading, listening, viewing
Writing, speaking, representing
Communicating and context
Analysing language
Interpretive, imaginative and critical thinking
Expressing views

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates some evidence of the ability to respond to a limited range of texts.	demonstrates some ability to respond to a range of texts.	through close and wide study, responds to a range of imaginative, factual and critical texts.	through close and wide study, responds to demanding, imaginative, factual and critical texts.	through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.
with teacher support, discusses the context and perspective of texts and the relationships between and among them.	discusses the context and perspective of texts and the relationships between and among them.	investigates the context and perspective of texts and the relationships between and among them.	investigates with some insight the context and perspective of texts and the relationships between and among them.	perceptively investigates the context and perspective of texts and the relationships between and among them.
with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.	closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts.	constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.
responds in a rudimentary way to verbal and visual imagery.	responds to verbal and visual imagery.	responds imaginatively to verbal and visual imagery.	responds imaginatively and critically in an effective way to verbal and visual imagery.	responds imaginatively and critically in a highly effective way to verbal and visual imagery.
with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.	composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.	displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts.
is able to generalise at times from engaging with texts to present a limited view of the world.	is able to generalise at times from engaging with texts to present some differing views of the world.	is able to generalise from engaging with texts to present differing views of the world.	is able to generalise from engaging with texts to present a range of views of the world.	is able to generalise confidently from engaging with texts to present a wide variety of views of the world.

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Continued from previous page

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.	with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.	demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.	clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.	consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
is able to identify some obvious expectations of an audience.	is able to identify and discuss some obvious preconceptions and expectations of an audience.	conforms to or challenges an audience's preconceptions and expectations.	with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.	with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.
with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.	with guidance, is able to reflect on their individual and collaborative skills for learning.	with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Food Technology

Course description
The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn
Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.
The major emphasis of the Food Technology syllabus is on students exploring food- related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:
- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

Course requirements
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:
- six to eight focus areas.

Outcomes

A student:
FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3 describes the physical and chemical properties of a variety of foods
FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5 applies appropriate methods of food processing, preparation and storage
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7 justifies food choices by analysing the factors that influence eating habits
FT5-8 collects, evaluates and applies information from a variety of sources
FT5-9 communicates ideas and information using a range of media and appropriate terminology
FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12 examines the relationship between food, technology and society
FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Year 9 Assessment Schedule
Food Technology

Task 1	Task 2	Task3
Date: Term 1, Week 6	**Date:** Term 2, Week 6	**Date:** Term 3, Week 8
Topic Food in Australia **Nature Of Task:** - Brochure/Research Task/Practical	**Topic** Food for Special Needs **Nature Of Task:** Research	**Nature Of Task:** Food Selection and Health - Practical Assessment
Outcomes: 5.4.1, 5.3.2, 5.5.2, 5.6.1	**Outcomes:** 5.3.2, 5.5.1, 5.5.2, 5.6.1	**Outcomes:** 5.5.1, 5.5.2
40% A-E Grade is awarded for this task	**40%** A-E Grade is awarded for this task	**20%** A-E Grade is awarded for this task

Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment

Food properties and preparation
Food, nutrition and society
Food hygiene and safety
Researching and communicating
Designing, producing and evaluating

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.	outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.	identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food.	identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food.	identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.	independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.
with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.	demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.	demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.	demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.	demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply.	outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.
identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.	identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.	discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.	analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.	analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
displays very limited research skills and, with guidance, communicates simple information using a limited range of media.	displays basic research skills, and communicates information using a limited range of media.	displays sound research skills, and communicates information using a range of media.	displays well-developed research skills, and communicates complex information using a range of media.	displays highly developed research skills, and communicates complex information effectively using a range of media.

Geography

Assessment in this subject

The Geography Syllabus includes two strands:

- **Mandatory World Geography**

All students must complete 100 hours of study of World Geography. This is achieved by completing one semester of Geography in Stage 4 (Years 7 & 8). Students are assessed as either *Satisfactory* or *Unsatisfactory*.

- **Mandatory Australian Geography**

All students must complete 100 hours of study of Australian Geography in Stage 5 (Years 9 and Year 10). Students will receive a grade from "A" to "E" based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the ROSA (Record of School Achievment)

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Gathering, processing and analysing data
- Planning, investigating and researching
- Analysing and explaining geographical processes
- Applying appropriate geographical tools.
- Analyses impacts of geographical perspectives on decision-making
- Understands Australia's links to it region

How students will be assessed

During the course students will be given a number of assessment tasks that will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher. The total of these tasks will be reported to parents in the Year 10 final report. The students will also be prepared for their final exam by revision of work and by practising past papers during Term 3 of Year 10.

Outcomes

	A 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
5.7	analyses the impacts of different perspectives on geographical issues at local, national and global scales
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

Year 9 Geography Assessment Schedule

Focus Areas: Sustainable biomes and Changing places **Literacy: Spelling, grammar, punctuation, terminology, metalanguage, reading comprehension,** **Numeracy: Graph drawing and analysis, scale, map projections, evolution, geological time and others items.** **Population and demographic data and graphs.** **Geography Skills: Maps, map reading longitude and latitude, contour lines, climatic graphs, line graphs, synoptic charts as per syllabus. Population pyramids, gradient and cross-sections as per syllabus.** **Field Work: To be done around the school or on a compulsory field study in Sydney or the local area.**	Task 1 Summative Term 1/3 Week 9 **Assessment task on Sustainable biomes – research and literacy**	Task 2 (ongoing) Formative Ongoing (In class time) **Class work including field work, participation in class discussions, group activities, formative class tasks.**	Task 3 Summative Term 2/4 Week 6 Semester Examination **Semester Examination with literacy and numeracy components. Covering changing places and Biome topics geographic skills**
	A-E Grade	A-E Grade	A-E Grade
Outcomes	5.1;5.2;5.3;5.4;5.7;5.8;5.9;	5.1;5.2;5.3;5.4;5.6;5.7;5.8;5.9;5.10	5.1;5.2;5.3;5.4;5.5;5.6;5.7;5.8;5.9; 5.10

Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment **Communication**
Geographical tools and skills
Geographical knowledge

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.	displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.	displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.	displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.	displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.
exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.	exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.	exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.	exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.	exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.	demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.	demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.	demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.	demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.
recognises some different perspectives of geographical issues.	outlines different perspectives of Australian geographical issues.	describes different perspectives of geographical issues.	explains different perspectives of geographical issues at a range of scales.	explains and analyses different perspectives of geographical issues at a range of scales.
demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.	demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.	demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.	demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.	demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
identifies some aspects of civics and recognises some links between civics and citizenship.	displays some knowledge of civics and identifies links between civics and citizenship.	displays broad knowledge of civics and describes links between civics and informed and active citizenship.	displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.	displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

Graphics Technology

Course description
The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

The Graphics Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn
Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:
- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

Course requirements
To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:
- Core Module 1 AND
- Core Module 2 AND
- four to six option modules.

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 designs, produces and evaluates multimedia presentations
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 Schedule GRAPHICS TECHNOLOGY

Task 1	Task 2
Date: Term 2 Week 10	**Date:** Term 4 Week 5
Task Description: Mechanical Drawing Unit	**Task Description:** Computer Aided Design (CAD)
Outcomes: GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-9, GT5-10, GT5-11, GT5-12	**Outcomes:** GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-8, GT5-9, GT5-10, GT5-11, GT5-12
50% **A-E Grade is awarded for this task**	**50%** **A-E Grade is awarded for this task**

Stage 5 Course Performance Descriptors – Graphics Technology

Areas for Assessment

Graphics principles and techniques
Graphics Technology, industry and society
Computer-based drafting technologies
Design, planning and construction
Presentation and communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations.	demonstrates basic knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations.	demonstrates sound knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations.	demonstrates thorough knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations.	demonstrates extensive knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations.
produces presentations that demonstrate elementary knowledge and understanding of the features of effective graphical presentations.	produces presentations that demonstrate basic knowledge and understanding of the features of effective graphical presentations.	produces presentations that demonstrate sound knowledge and understanding of the features of effective graphical presentations.	produces quality presentations that demonstrate comprehensive knowledge and understanding of the features of effective graphical presentations.	produces high quality presentations that demonstrate extensive knowledge and understanding of the features of effective graphical presentations.
demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations.	demonstrates limited technical skill in producing manual and computer-based graphical presentations.	demonstrates adequate technical skill in producing manual and computer-based graphical presentations.	demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations.	demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations.
	with assistance, uses the elementary features of CAD applications.	uses the elementary features of CAD and multimedia applications.	uses a variety of CAD and multimedia applications.	displays confidence and competence in using a range of CAD and multimedia applications.
with assistance, selects and uses some presentation techniques.	selects and develops appropriate graphical presentations for the intended audience.	interprets the nature of information and intended audience to select and develop appropriate graphical presentations.	analyses the nature of information and intended audience to confidently select and develop appropriate graphical presentations.	critically analyses the nature of information and intended audience to confidently select and develop a range of appropriate graphical presentations.
identifies some environmental and/or societal impacts of graphics technologies.	recognises environmental, societal and industrial impacts of selected graphics technologies.	compares and contrasts environmental, societal and industrial impacts of selected graphics technologies.	analyses environmental, societal and industrial impacts of a range of graphics technologies and outlines some actions to minimise negative impacts.	critically analyses environmental, societal and industrial impacts of a range of graphics technologies and proposes actions to minimise negative impacts.
uses very limited management techniques to meet predetermined briefs and specifications.	uses some management techniques to meet predetermined briefs and specifications.	identifies and uses management techniques to meet predetermined briefs and specifications.	independently identifies and comprehensively uses management techniques to meet predetermined briefs and specifications.	independently identifies and extensively uses management techniques to meet predetermined briefs and specifications.

History

Assessment in this subject

The History Syllabus includes two strands:

- **Mandatory World History**
  All students must complete 100 hours of study of World History. This will be achieved by completing one semester of History in each of Years 7 & 8. Students are assessed as either *Satisfactory* or *Unsatisfactory in this area. The award of a satisfactory determination reflects the student's completion of the course study and all required tasks.*

- **Mandatory Australian History**
  All students must complete 100 hours of study of Australian History in Stage 5 {Year 9 and Year 10}. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the actual ROSA (Record of School Achievment)

Elective Course: World History
Students may elect to complete either 100 hours or 200 hours of additional history. This grade will be determined by performance in a variety of assessment tasks, as well as class work and homework activities. This grade will be shown separately on the ROSA

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Sequencing and recall
- Investigating, researching and locating from a variety of sources, including technology
- Analysing, synthesising, interpreting and using historical sources
- Communicating and explaining in written, oral and graphic forms.

How students will be assessed

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 10 final report. The students will also be prepared for their final exam by practicing past test papers during Term 3 of Year 10.

Outcomes

	A student:
5.1	explains social, political and cultural developments and events and evaluates their impact on Australian life
5.2	assesses the impact of international events and relationships on Australia's history
5.3	explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
5.4	sequences major historical events to show an understanding of continuity, change and causation
5.5	identifies, comprehends and evaluates historical sources
5.6	uses sources appropriately in an historical inquiry
5.7	explains different contexts, perspectives and interpretations of the past
5.8	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
5.9	uses historical terms and concepts in appropriate contexts
5.10	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

Year 9 Assessment Schedule
COURSE: The Making of the Modern World

Focus Areas. **Literacy:** Essay writing, grammar, spelling, punctuation**.** **Numeracy:** Chronology, timelines, dating systems, calendars, sequencing time periods. **Historical Concepts and Skills** Comprehension: Chronology, terms and concepts, Continuity and change, Cause and Effect Empathic understanding, Significance, Contestability, Research, Explanation and Communication.		**TASK 1**	**TASK 2**	**FORMATIVE TASK 3**
		Term 1/3 Ongoing	Term 2/4 Week 1	Term 2/4 In examination period
		Depth Study 1- Movements of People Nature Of Task: **Formative Task**	**Depth Study 3- Australians At War** Nature Of Task: **Experiences of War Comparative Study**	**Depth Study - All topics** Nature Of Task: **Examination of Historical literacy, knowledge and skills.**
		A-E **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**
	Outcomes	HT 5-1, HT5-5, HT5-8, HT5-10	HT5-3, HT5-6, HT5-10	HT5-6, HT5-9, HT-10

Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment

Historical knowledge
Changing rights and freedoms
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge and understanding of some significant events in 20th century Australian history and, with teacher support, describes some impacts of these events on Australian life.	demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life.	demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life.	demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.	demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.
demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates basic knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates sound knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.
recounts some historical events in chronological order.	sequences some events and identifies factors contributing to continuity and change.	sequences events and explains factors contributing to continuity and change.	sequences events and explains factors contributing to continuity, change and causation.	draws historical conclusions based on an understanding of continuity, change and causation.
recognises different perspectives within historical accounts, with guidance.	recalls different perspectives and interpretations of the past.	describes different perspectives and interpretations of the past.	explains different perspectives and interpretations of the past.	assesses different perspectives and interpretations of the past.
locates limited information from sources to answer historical questions, with guidance.	locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions.	locates, selects and organises relevant information from a number of sources to undertake historical inquiry.	selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry.	evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry.
communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.	communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.	communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms.	communicates their understanding of history by constructing explanations and coherent arguments about historical events and issues for different audiences, in a variety of oral, written and other forms.	communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms.
uses simple historical terms and concepts.	uses a limited range of historical terms and concepts.	uses appropriate historical terms and concepts.	appropriately uses a range of historical terms and concepts.	displays a sophisticated use of historical terms and concepts.

Elective History

Assessment in this subject

Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

How students will be assessed

During the course students are given a number of assessment tasks that allow the teacher to assign a result. Consistency in grading is monitored by the Head Teacher. From these tasks and the student's demonstration of outcomes such as class work and homework, students will receive as grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

Outcomes

	A student:
E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.6	identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7	explains different contexts, perspectives and interpretations about the past
E5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
E5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
E5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Year 9 Assessment Schedule
Elective History

TASK 1	TASK 2	TASK 3	TASK 4
Term 1 **Week 9**	**Term 2** **Week 6**	**Term 3** **Week 1**	**Term 4** **Week 2**
Jack the Ripper Nature of Task **Source-based written task**	**Vikings** Nature of Task **Research Task**	**Shipwrecks and Maritime History** Nature of Task **Newspaper Report**	**Mysteries and Conspiracies** Nature of Task **Group Presentation**
A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task	A-E Grade is awarded for this task
Outcomes E5.1, E5.4, E5.5, E5.7, E5.8, E5.9, E5.10	**Outcomes** E5.1, E5.4, E5.5, E5.7, E5.8, E5.9	**Outcomes** E5.1, E5.2, E5.6, E5.7, E5.8, E5.9	**Outcomes** E5.2, E5.4, E5.6, E5.8, E5.9, E5.10

Stage 5 Course Performance Descriptors – Elective History

Areas for Assessment **Historical understanding and knowledge**
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
demonstrates elementary knowledge and understanding of some aspects of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates and applies a detailed knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry	demonstrates and applies a detailed and extensive knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry
recognises some key features, personalities or groups in past societies, and recounts simply some historical events in chronological order	identifies some key features, personalities or groups in past societies, sequences events and identifies factors contributing to continuity and change	describes key features, personalities and groups in past societies, and sequences major historical events to explain causation, continuity and change	explains the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change	assesses the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change
recognises some contributions of cultural groups, sites and/or families to our shared heritage	identifies some contributions of cultural groups, sites and/or families to our shared heritage	describes the contribution of cultural groups, sites and/or families to our shared heritage	analyses the contribution of cultural groups, sites and/or families to our shared heritage	independently evaluates the contribution of a wide range of cultural groups, sites and/or families to our shared heritage.
recognises some different perspectives within historical accounts, with guidance	identifies different perspectives, interpretations and constructions of the past	describes different perspectives, interpretations and constructions of the past	explains different perspectives, interpretations and constructions of the past	assesses different perspectives, interpretations and constructions of the past
locates basic information from sources to construct simple historical recounts	locates and selects relevant information from sources, and summarises the main ideas to engage in basic, structured research tasks	locates, selects and organises relevant information from a number of sources to undertake historical inquiry	selects and interprets a range of sources and draws conclusions about their usefulness in a historical inquiry	evaluates a range of sources and synthesises information from them to undertake historical inquiry
communicates an elementary understanding of history by creating basic historical recounts in a limited range of forms.	communicates a basic understanding of history by creating descriptions and simple explanations, in a range of oral, written and other forms	communicates a sound understanding of history by creating explanations and arguments, using a range of oral, written and other forms	communicates a thorough understanding of history by constructing coherent explanations and arguments for different audiences, using a variety of oral, written and other forms	communicates an extensive understanding of history by constructing sustained and coherent explanations and arguments for different audiences, using a variety of oral, written and other forms
uses simple historical terms and concepts.	uses some appropriate historical terms and concepts.	uses a range of historical terms and concepts.	appropriately uses a wide range of historical terms and concepts.	displays a sophisticated use of historical terms and concepts.

Industrial Technology

Course description
The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This may include study in the focus areas of:

- Automotive
- Building and Construction
- Electronics
- Engineering
- Farm Maintenance
- Metal
- Multimedia
- Timber.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn
Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Course requirements
Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Students undertaking the 200-hour course in each focus area are required to complete:

- the core module plus specialised module(s).

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 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

INDUSTRIAL TECHNOLOGY - METAL

Task 1	Task 2	Task 3
Date: Term 1 - Week 10 Term 2 - Week 5	**Date:** Term 2 - Week 10	**Date:** Term 4 - Week 5
Task Description: Candlestick Holder	**Task Description:** Hammer	**Task Description:** Tool Carry
Outcomes: IND5-1; IND5-3; IND5-6; IND5-9	**Outcomes:** IND5-1; IND5-2, IND5-3; IND5-6; IND5-8, IND5-8	**Outcomes:** IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8; IND5-9; IND5-10
40% **A-E Grade is awarded for this task**	**10%** **A-E Grade is awarded for this task**	**50%** **A-E Grade is awarded for this task**

Note: Task 1 due date accomodates differentiated student design

INDUSTRIAL TECHNOLOGY - TIMBER

Task 1	Task 2	Task 3
Date: Term 1 - Week 10 Term 2 - Week 5	**Date:** Term 2 - Week 10	**Date:** Term 4 - Week 5
Task Description: Breadboard	**Task Description:** Picture Frame	**Task Description:** Small Box
Outcomes: IND5-1; IND5-2, IND5-3; IND5-6; IND5-8, IND5-9	**Outcomes:** IND5-1; IND5-3; IND5-6; IND5-8	**Outcomes:** IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8; IND5-9; IND5-10
40% **A-E Grade is awarded for this task**	**10%** **A-E Grade is awarded for this task**	**50%** **A-E Grade is awarded for this task**

Note: Task 1 due date accomodates differentiated student design

INDUSTRIAL TECHNOLOGY - ENGINEERING

Task 1	Task 2	Task 3
Date: Term 1 - Week 10	**Date:** Term 2 - Week 10	**Date:** Term 4 - Week 5
Task Description: Computer Aided Design	**Task Description:** Structures	**Task Description:** Mechanisms
Outcomes: IND5-2; IND5-5; IND5-6; IND5-8; IND5-9	**Outcomes:** IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8; IND5-9; IND5-10	**Outcomes:** IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-6; IND5-7; IND5-8; IND5-9;
10% **A-E Grade is awarded for this task**	**50%** **A-E Grade is awarded for this task**	**40%** **A-E Grade is awarded for this task**

Stage 5 Course Performance Descriptors – Industrial Technology

Areas for Assessment **OHS and risk management** **Producing quality projects**
Properties and applications of materials **Designing, communicating and evaluating**
Industrial Technology and society

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.	demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.	demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies.	demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies.	demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies.
with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices.	displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices.	displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices.	displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices.
identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.	outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.	describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
produces elementary sketches related to practical projects, and uses simple terms to describe production processes.	produces simple drawings for practical projects, and uses general terms to describe production processes to an audience.	produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences.	uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences.	independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences.
with assistance, applies elementary skills and design principles to the production or modification of projects.	applies basic skills and design principles to the development and production or modification of projects.	applies skills and design principles to the development and production or modification of projects.	consistently applies skills and design principles to the development and production of new projects.	independently and consistently applies skills and design principles to the development and production of new projects.

Information & Software Technology

Assessment in this subject

Students will be assigned a grade at the end of Year 9 based on the Information & Software Technology Course Performance descriptors (CPD), as related to work undertaken during Year 9 and Year 10.

Students may study this course for 200 hours. Students who display advanced competencies will have an opportunity to work at a higher level and will have an increased chance of achieving a higher Year 10 assesment grade (A or B).

What will be assessed

The following areas are used to assess student achievement:

- Knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks;
- Analysis of the effects on individuals and society of a range of past, current and emerging information technologies;
- Application of problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations;
- Justifications and application of responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information;
- Ability to communicate using appropriate documentation, complex ideas and solutions to a variety of audiences.

How students will be assessed

Throughout the course students will be given a number of assessment tasks that will allow the teacher to assign results for each outcome and also assess each student against the CPD's.

Some assessment tasks might include:

- Assignments
- Oral Presentations
- Practical Tests
- Multimedia Presentations
- Classroom Observations
- Problem Solving Activities
- Written Tests
- Research Tasks

An individual student CPD profile will be maintained within the Technological and Applied Studies Faculty. This will allow the teacher to record the attainment of each CPD. This profile will be used by the faculty to assign the final course grade upon completion of Year 10.

Outcomes

	A student:
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
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
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

INFORMATION & SOFTWARE TECHNOLOGY

Task 1	Task 2	Task 3
Date: Term 1 Week 8	**Date:** Term 2 Week 9	**Date:** Term 3 Week 8
Task Description: Presentation – Computer Hardware	**Task Description:** Project - Database Development	Assessment Digital Media
Outcomes: 5.1.2, 5.3.1, 5.3.2	**Outcomes:** 5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2	**Outcomes:** 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1
30% **A-E Grade is awarded for this task**	**40%** **A-E** **Grade is awarded for this task**	**30%** **A-E** **Grade is awarded for this task**

Stage 5 Course Performance Descriptors – Information and Software Technology

Areas for Assessment

Computer software and hardware
Information and software technologies and society
Designing and developing software solutions
Communication and collaborative practices
Responsible and ethical practices

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks.	demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks.	demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.	demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.	demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
with guidance identifies effects on individuals and society of some past, current and emerging information technologies.	outlines the effects on individuals and society of a limited range of past, current and emerging information technologies.	describes the effects on individuals and society of a range of past, current and emerging information technologies.	analyses the effects on individuals and society of a range of past, current and emerging information technologies.	perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies.
applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations.	applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations.	applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations	confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations.	is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations.
with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
with support, communicates, using limited documentation, ideas and solutions to an audience.	communicates, using appropriate documentation, ideas and solutions to an audience.	communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.	coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.	independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

International Studies

Assessment in this subject

Students may elect to complete either 100 hours or 200 hours of International Studies. This course is divided into the core content and options. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the actual ROSA (Record of School Achievement).

The course is an opportunity for students to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but it not limited to, this region.

What will be assessed?

The following skills, knowledge and understanding outcomes are used to assess student performance:

- defining and analysing culture
- Investigating, researching and locating from a variety of sources, including technology
- Examining and evaluating cultural significance
- Communicating and explaining in written, oral and graphic forms.

How students will be assessed?

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 9 final report.

Outcomes

	A student:
5.1	analyses a variety of definitions of culture
5.2	describes characteristics of culture
5.3	examines cultural similarities and differences
5.4	examines cultural diversity
5.5	accounts for the dynamic nature of culture
5.6	identifies influences on cultures and their interconnections
5.7	recognises bias and stereotypes
5.8	analyses different contexts, perspectives and interpretations of cultural beliefs and practices
5.9	evaluates culturally significant issues, events and scenarios from a variety of perspectives
5.10	applies understanding of cultural differences when communicating across cultures
5.11	applies strategies to challenge stereotypes
5.12	selects and uses a range of written, visual and oral forms and uses a range of written visual and oral forms, to describe, analyses and communicate about cultures

Year 9 Assessment Schedule
COURSE: International Studies

Focus Areas. **Literacy:** Essay writing, grammar, spelling, punctuation**.** **Numeracy:** Chronology, timelines, calendars, sequencing time periods. **Concepts and Skills** Continuity and change, Cause and Effect, Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 3
	Core Study: Understanding Culture and Diversity in Today's World – Part One Nature Of Task: **Research Based Comparative Report**	**Option 8 – Culture and Film and Literature** Nature Of Task: **Project based Group Presentation**	**Option 11 – Culture and Food** Nature Of Task: **Project based Group Assessment**	**Option 5 - Culture and Travel** Nature Of Task: **Inquiry Based Portfolio Task**
	A-E **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**
Outcomes	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12**	**5.2, 5.3, 5.5, 5.6, 5.12**	**5.3, 5.4, 5.5, 5.6, 5.10, 5.12**	**5.2, 5.3, 5.4, 5.6, 5.10, 5.11, 5.12**

Stage 5 Course Performance Descriptors – International Studies

Areas for Assessment

Cultural Understanding
Cultural Knowledge
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary knowledge and understanding of cultural diversity and limited interconnections between cultures	demonstrates basic knowledge and understanding of cultural diversity and some interconnections between cultures	demonstrates sound knowledge and understanding of cultural diversity and interconnections between cultures	demonstrates thorough knowledge and understanding of cultural diversity and complex interconnections between cultures	demonstrates extensive knowledge and understanding of cultural diversity and multifaceted interconnections between cultures
recounts some events that contribute to the dynamic nature of culture and displays limited appreciation	sequences some events and identifies factors contributing to the dynamic nature of culture and displays some appreciation	sequences events and explains factors contributing to the dynamic nature of culture and displays appreciation	sequences events and explains factors contributing to the dynamic nature of culture and displays appreciation and empathy	draws empathetic conclusions on the dynamic nature of culture and displays strong appreciation and empathy
recounts some events that contribute to the continuity and change of culture	sequences some events and identifies factors contributing to continuity and change of culture in the contemporary world	sequences events and explains factors contributing to continuity and change of culture in the contemporary world	sequences events and explains factors contributing to continuity, change and causation of culture in the contemporary world	draws empathetic conclusions on the continuity, change and causation of culture in the contemporary world
recognises different perspectives and stereotypes surrounding culture	recalls different perspectives and stereotypes surrounding culture	describes different perspectives and stereotypes surrounding culture	explains different perspectives and stereotypes surrounding culture	assesses different perspectives and stereotypes surrounding culture
locates limited information from sources to answer questions	locates, selects and organises relevant information from sources and summaries the main ideas to answer questions	locates, selects and organises relevant information from a number of sources to undertake a cultural inquiry	selects and interprets a range of sources and draws conclusions about their usefulness to a cultural inquiry	evaluates a range of sources and synthesises information from them that is relevant to a cultural inquiry
Communicates their understanding of culture by creating basic accounts of culture in a range of oral, written and other forms	Communicates their understanding of culture by describing aspects of culture in a range of oral, written and other forms	Communicates their understanding of culture and cultural issues by creating explanations and arguments in a range of oral, written and other forms	Communicates their understanding of culture and cultural issues by constructing explanations and coherent arguments for different audiences, using a variety of oral, written and other forms	Communicates their understanding of culture and cultural issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms

Japanese

Assessment in this subject

Elective Course: Japanese

Students may elect to complete either 100 hours or 200 hours of additional Languages. This grade will be determined by performance in a variety of assessment tasks, as well as class work and homework activities. This grade will be shown separately on the ROSA

What will be assessed?

Students' knowledge, understanding and skills within the context familty and daily life and culture of Japan.

How students will be assessed?
During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 10 final report.
Outcomes

5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately
5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.3 uses Japanese by incorporating diverse structures and features to express own ideas
5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
5.MLC.1 demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese
5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts
5.MBC.2 identifies and explains aspects of the culture of Japanese-speaking communities in texts.

Year 9 Assessment Schedule
COURSE: Japanese Elective

Focus Areas. Family Life and Home Life. Friends, Recreation and Pastimes. School and Holiday.		**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**
		Term 1 Week 10	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3
		Nature Of Task: **Culture Assignment**	Nature Of Task: **Half-Yearly Examination**	Nature Of Task: **Written Task in Japanese**	Nature Of Task: **Yearly Examination**
		A-E **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**
	Outcomes	5MBC.1 5MBC.2	5UL.1 5UL.2	5UL.3 5UL.4 5.2 MLC	5UL.1 5UL.2 5UL.3

Stage 5 Course Performance Descriptors – Japanese

Areas for Assessment:
Using language
Making linguistic connections
Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically: ■ communicates, orally and in writing, using only simple phrases or words in some familiar contexts. ■ responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication. ■ conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures. ■ with guidance, selects information from a limited range of spoken and written texts. ■ with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture. ■ demonstrates an elementary understanding of the culture of Japanese-speaking communities.	**A student performing at this grade typically:** ■ communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts. ■ responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies. ■ initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. ■ selects information from a range of spoken and written texts. ■ demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. ■ demonstrates basic understanding of the culture of Japanese-speaking communities.	**A student performing at this grade typically:** ■ communicates, orally and in writing, across a range of contexts, purposes and audiences. ■ responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information. ■ initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures. ■ selects and summarises information from a range of spoken and written texts. ■ demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture. ■ demonstrates sound knowledge and understanding of the culture of Japanese-speaking communities.	**A student performing at this grade typically:** . ■ is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. ■ responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information. ■ initiates and maintains communication and expresses own ideas clearly and effectively. ■ is proficient in selecting, summarising and analysing information from a range of spoken and written texts. ■ demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture. ■ demonstrates thorough knowledge and understanding of the culture of Japanese-speaking communities.	**A student performing at this grade typically:** ■ is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. ■ responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information. ■ initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. ■ is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. ■ demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. ■ demonstrates extensive knowledge and understanding of the culture of Japanese-speaking communities.

Mathematics

Assessment in this subject

Students will be assigned a grade at the end of Year 9 based on the Mathematics Course Performance descriptors (CPD), as related to work undertaken during Year 9.

Student assessment is based on the knowledge, skills and understandings in the areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Working mathematically

What will be assessed

Assessment in Mathematics is based on student achievement in relation to the knowledge skills and understanding in the above areas.

How students will be assessed

Assessment tasks will be conducted each term and cover the Year 9 outcomes taught to date, as outlined in the Year 9 Assessment Schedule. Students' assessment marks will then be combined using the stated weightings to produce the final assessment mark. On the basis of this mark the order of merit for the group will be determined. Tentative grades will then be awarded by referring to the course performance descriptors. The grades of all students will be reviewed to ensure that no anomaly has occurred, and that the final grade awarded to each student will represent the best overall description of their achievement.

Note: Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to **nine levels** as follows:

E2
D3
D4
C5
C6
B7
B8
A9
A10

Outcomes

The outcomes for this course are given to students progressively with each assessment task and at the commencement of a new topic.

Parents who would like to read all outcomes are referred to the Mathematics syllabus on the BOSTES web page under Stage 5 Mathematics.

Year 9 Mathematics Content and Assessment Outline

Mathematics Faculty | Year 9-Level 1| Stage 5| 2019 | Scope and Sequence

Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Pythagoras Theorem		Working with Numbers		Algebraic Techniques			AT1	Geometry		
MA4-16MG, MA4-9NA, MA4-1WM,MA4-2WM		MA4-4NA,MA4-5NA,MA7NA, MA4-15MG, MA5.1-1WM, MA5.1-2WM.		MA4-1WM, MA4-1WM, MA4-3WM, MA4-8NA.			AT1-T1W1-T1W5	MA4-1WM, MA4-2WM, MA4-18MG, MA4-17MG.		
Applies Pythagoras' theorem to calculate side lengths, Pythagorean triad, and converse of Pythagoras' theorem.		Integers, decimals, fractions, terminating or recurring decimals, percentages, ratios and rates, time differences, simple interest formula.		Add and subtract like terms, multiply and divide algebraic expressions, factorise, expand.				Complementary, supplementary, adjacent, right ,straight, angles of revolution and vertically opposite, perpendicular and parallel lines, transversals, alternate angles pairs, corresponding angle pairs co-interior angle pairs, triangles, interior and exterior angle, special triangles and quadrilaterals.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		

Term 2 – 10 weeks

Week1(3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry (Naplan - Week 3)			AT2	Indices		Equations		Earning Money	
MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG.			T1W9-T2W3	MA5.1-5NA, MA5.1-9MG, MA5.1-1WM, MA5.1-3WM.		MA4-10NA		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	
Hypotenuse, adjacent sides, opposite sides, sine, cosine and tangent ratios for angles, degrees and minutes, use trigonometric ratios to find unknown sides and angles.				Index laws, zero index, negative indices, significant figures, scientific notation.		Solve simple linear equations, equations with variables on both sides, equations with brackets, word problems.		Hourly rate of pay, overtime, commission, piecework, weekly, fortnightly, monthly and yearly earnings, commission, piecework and leave loading, income tax, PAYG tax, net and gross pay.	
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	

Term 3 - 10 weeks

Week1(4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Earning Money		Surface Area and Volume			AT3	Coordinate Geometry and Graphs			
MA5.1-4NA		MA5.1-1 WM, MA5.1-2 WM, MA5.1-8 MG, MA4-14MG			AT3-T2W2-T3W3	MA5.1-1WM, MA5.1-3WM, MA5.1-6NA.			
Leave loading, taxation		Perimeters/areas of composite figures, areas of quad, circumferences/ areas of circular shapes, surface area of rectangular/triangular prisms, vol of prisms/cylinders.				Calculate length, mid-point and gradient of an interval, testing whether a point lies on a line, graphing linear/quadratic /circles equations.			
Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test			

Term 4 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data			AT 4	Probability		Congruence and Similarity			
MA4-20SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP			AT4-T3W4-T4W1	MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-13 SP.		MA4 3WM, MA4 17MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG.			
Mean, median, mode & range, positively skewed, negatively skewed, symmetric or bi-modal, histogram, stem-and-leaf plots & dot plots, comparing & sampling data sets, types of data.				Outcomes, relative frequencies, theoretical probability, Venn diagrams, two-way tables.		Tests for congruent triangles, properties of similar figures, scale drawing,			
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test			

Mathematics Faculty | Year 9-Level 2| Stage 5| 2019 | Scope and Sequence

Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Pythagoras Theorem		Working with Numbers		Algebraic Techniques			AT1	Geometry		
MA4-16MG, MA4-9NA, MA4-1WM,MA4-2WM.		MA5.2-1WM, MA5.2-2WM		MA5.2-1WM, MA5.2-3WM, MA5.2-6NA.			AT1-T1W1-T1W5	MA5.2-14MG, MA5.2-1WM, MA5.2-3WM		
Applies Pythagoras' theorem to calculate side lengths, Pythagorean triad and converse of Pythagoras' theorem.		Converting rates.		Add and subtract algebraic fractions, multiply and divide algebraic fractions, expanding binomial products.				Angle sum of a polygon, exterior angle sum of a convex polygon.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		

Term 2 – 10 weeks

Week1(3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry (Naplan - Week 3)			AT2	Indices		Equations		Earning Money	
MA5.2-1WM, MA5.2-2WM, MA5.2-13MG.			AT2-T1W6-T2W1	MA5.2-7NA, MA5.2-1WM, MA5.2-3WM.		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA.		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	
Sine, Cosine and Tangent ratios to find unknown sides and angles.				Complex integer indices.		Equations with algebraic fractions, simple quadratic equations, equations and formulas.		Hourly rate of pay, overtime, commission, piecework, weekly, fortnightly, monthly and yearly earnings, commission, piecework and leave loading, income tax, PAYG tax, net and gross pay.	
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	

Term 3 - 10 weeks

Week1 (4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Earning Money		AT3	Surface Area and Volume			Coordinate Geometry and Graphs			
MA5.1-4NA		AT3-T2W2-T3W3	MA5.2-1 WM, MA5.2-2 WM, MA5.2-11 MG, MA5.2-12 MG			MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-9NA, MA5.2-5NA, MA5.2-10NA.			
Leave loading, taxation			Surface area of cylinders.			Gradient-intercept equation, finding the equation of a line, direct proportion, sketching parabolas and simple circles.			
Self-evaluation, Topic Test			Self-evaluation, Topic Test			Self-evaluation, Topic Test			

Term 4 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data			AT 4	Probability		Congruence and Similarity			
MA5.2-1WM, MA5.2-3WM, MA5.2-15SP			AT4-T3W4-T4W1	MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM, MA5.2-17 SP.		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-14MG.			
Bias and questionnaires.				Two-step chance experiments.		Tests for similar triangles.			
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test			

Mathematics Faculty | Year 9-Level 3| Stage 5| 2019 | Scope and Sequence

Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Pythagoras Theorem & Surds		Working with Numbers		Products and Factors			AT1	Geometry		
MA5.3-6NA		MA5.3-1WM, MA5.3-2WM		MA5.3-1WM, MA5.3-5NA,			AT1-T1W1-T1W5	MA5.2-14MG, MA5.2-1WM, MA5.2-3WM,		
Rational and irrational numbers, adding and subtracting surds, multiplying and dividing surds.		Converting recurring decimals to fractions.		Binomial expansion, perfect square, difference of two squares, factorising quadratic trinomials (monic and non-monic), factorising special binomial products.				Angle sum of a polygon, exterior angle sum of a convex polygon.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		

Term 2 – 10 weeks

Week1(3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry (Naplan - Week 3)			AT2	Indices		Equations		Earning Money	
MA5.2-1WM, MA5.2-2WM, MA5.2-13MG.			AT2-T1W6-T2W1	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA.		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	
Problems involving bearings.				Fractional index.		Solve simple cubic equations, subject of formulas and literal equations.		Hourly rate of pay, overtime, commission, piecework, weekly, fortnightly, monthly and yearly earnings, commission, piecework and leave loading, income tax, PAYG tax, net and gross pay.	
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	

Term 3 - 10 weeks

Week1(4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Earning Money		AT3	Surface Area and Volume			Coordinate Geometry and Graphs			
MA5.1-4NA		AT3-T2W2-T3W3	MA5.3-13 MG, MA5.3-14 MG.			MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA,			
Leave loading, taxation			Volume of pyramids and cones.			Gradient-intercept equation, finding the equation of a line, direct proportion, sketching parabolas and simple circles.			
Self-evaluation, Topic Test			Self-evaluation, Topic Test			Self-evaluation, Topic Test			

Term 4 - 10 weeks

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data			AT 4	Probability		Congruence and Similarity			
MA5.2-1WM, MA5.2-3WM, MA5.2-15SP			AT4-T3W4-T4W1	MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM, MA5.2-17 SP.		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG			
Bias and questionnaires.				Two-step chance experiments.		Areas of similar figures, harder similar triangle proofs.			
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test			

Stage 5 Course Performance Descriptors – Mathematics

Grade A10
A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

A student at this grade typically:

- uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables
- solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals
- uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

Grade A9
A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.

A student at this grade typically:

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear
- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships
- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

Grade B8
A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

A student at this grade typically:

- applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems
- calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons

- calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.

Grade B7
A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.

A student at this grade typically:
- applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials

- calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes

- determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.

Grade C6
A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.

A student at this grade typically:
- expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations

- uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent

- determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

Grade C5
A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.

A student at this grade typically:
- uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and *y*-intercept

- solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems

- identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.

Grade D4
A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.

A student at this grade typically:

- graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems
- finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles
- interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.

Grade D3
A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.

A student at this grade typically:

- solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships
- expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles
- calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.

Grade E2
A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.

A student at this grade typically:

- solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices
- uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings
- determines the mean and range for a set of data.

Music

Assessment in this subject

The Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours. The Elective course is studied for 200 hours in Stage 5 (Years 9 and 10). The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will be assessed

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

How students will be assessed

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. Assessment is based on the development of skills in performing, composing and listening.

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 appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Stage 5 Year 9 Music Assessment Schedule
Assessment Breakdown – 40% Performance/30% Composition/ 30% Listening

	Semester 1				Semester 2		
	Task 1	**Task 2**	**Task 3**	**Task 4**	**Task 5**	**Task 6**	**Task 7**
	Date: Term 1 Week 10	**Date: Term 1 Week 10**	**Date: Term 2 Week 4**	**Date: Term 2 Week 10**	**Date: Term 3 Week 9**	**Date: Term 3 Week 10**	**Date: Term 4 Week 3**
Task Description	**Performance**	**Listening**	**Composition**	**Performance**	**Composition**	**Performance**	**Listening**
Weighting	20%	15%	15%	10%	15%	10%	15%
Outcomes Assessed	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9,5.10, 5.11, 5.12	5.4, 5.5 ,5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.4, 5.5 ,5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9,5.10, 5.11, 5.12

Stage 5 Course Performance Descriptors – Music

Areas for Assessment **Performing**
Composing
Listening

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.	demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.	communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.	clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.	clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.	engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.	engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.	confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.	confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
with assistance, is able to perform a limited range of repertoire and engage in group music-making.	engages in group music-making and may perform some solo repertoire.	performs a range of repertoire in solo and group situations.	performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
with support, constructs limited musical compositions.	with support, explores, improvises, and constructs basic musical compositions.	explores, improvises, and constructs musical compositions.	explores, improvises, and constructs coherent musical works.	explores, improvises, and constructs coherent and stylistic musical works.
with support, explores the capabilities of some instruments.	with guidance, explores the capabilities of some instruments to create effects.	explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.	explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.	explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
with support, uses limited notational forms in their own work.	with support, notates their own work demonstrating some understanding of notational conventions.	notates their own work, demonstrating understanding of notational conventions.	notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.	describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.	analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

Personal Development, Health & Physical Education

Assessment in this subject
PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

What will be assessed
The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. Students will be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

- ***Health, Wellbeing and Relationships*** – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.
- ***Movement Skill and Performance*** – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- ***Healthy, Safe and Active Lifestyles*** – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

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 PDHPE Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1 Week 9	**Date:** Ongoing Term 1-3	**Date:** Term 3 Week 2	**Date:** Ongoing Terms 2 & 3
	Nature of Task: Identity Assessment Task	**Nature of Task:** Movement Skill and Performance Assessment Task	**Nature of Task:** Health Consumerism Assessment Task	**Nature of Task:** Leadership in Physical Activity Assessment Task
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	PD5-1 PD5-2	PD5-4 PD5-5 PD5-11	PD5-1 PD5-2	PD5-5 PD5-7

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment **Self and relationships** **Individual and community health**
Movement skill and performance **Lifelong physical activity**

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
shows elementary knowledge, skills and understanding in relation to Stage 5 content.	shows basic knowledge, skills and understanding in relation to Stage 5 content.	shows sound knowledge, skills and understanding in relation to Stage 5 content.	shows thorough knowledge, skills and understanding in relation to Stage 5 content.	shows extensive knowledge, skills and understanding in relation to Stage 5 content.
identifies actions that enhance well-being and their capacity to respond positively to challenges.	describes actions that enhance well-being and their capacity to respond positively to challenges.	explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.
identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.	describes factors and behaviours that contribute to positive, safe and inclusive relationships.	explains factors and behaviours that contribute to positive, safe and inclusive relationships.	analyses factors and behaviours that contribute to positive, safe and inclusive relationships.	evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.
recognises some of the various influences on health decision-making and predicts some consequences.	describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.	explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.	analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.	evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.
identifies some appropriate strategies, information, products and services to promote health and safety.	describes appropriate strategies and accesses information, products and services to promote health and safety.	explains appropriate strategies and accesses information, products and services to promote health and safety.	analyses strategies and accesses and prioritises information, products and services to promote health and safety.	evaluates strategies and accesses and appraises information, products and services to promote health and safety.
identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment.	describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.	explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.
demonstrates some movement skills and concepts to improve performance in predictable movement situations.	demonstrates movement skills and concepts to improve performance in a choice of movement situations.	demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.	demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.	demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
identifies some elements and features of composition when composing, performing and appraising movement.	displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.	displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.	displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.	displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

Photographic and Digital Media/Visual Design

Assessment in this subject.

The aim of the ***Photographic and Digital Media Years 7–10 Syllabus*** is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works
- understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

What will be assessed?

Students will be assessed in both 'Art Making' and 'Critical and Historical Interpretations' in a variety of tasks in both practical and theory.

How students will be assessed.

Students will be assessed through a range of activities and assessment tasks designed to address the outcomes below. They will be awarded a grade A – E at the conclusion of the course. Using assessments will clarify students' understanding of the concepts.

Outcomes

Art Making

Area of Content	Stage 5 Outcomes A student:	
Practice	5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
Conceptual framework	5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
Frames	5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
Representation	5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
Conceptual strength and meaning	5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
Resolution	5.6	selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and historical interpretations

Area of Content	Stage 5 Outcomes A student:	
Practice	5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
Conceptual framework	5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
Frames	5.9	uses the frames to make different interpretations of photographic and digital works
Representation	5.10	constructs different critical and historical accounts of photographic and digital works

Stage 5/ Year 9 Photographic and Digital Media/Visual Design
Assessment Schedule
Assessment Breakdown – 40% Critical and Historical Interpretations / 60% - Making

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1, Week 9	**Date: Term 2, Week 3**	**Date: Term 3, Week 8**	**Date: Term 4, Week 2**
Task Description	Research Task	Practical Assessment	Practical Assessment Research Task	Practical Assessment
Weighting	Critical and Historical Interpretations – 20%	Making - 30%	Critical and Historical Interpretations –20%	Marking – 30%
Outcomes Assessed	Making – 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10

Photographic and Digital Media/Visual Design

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Physical Activity and Sports Studies

Assessment in this subject

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

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will be assessed

The *Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus* focuses on the skills of communicating, decision-making, interacting, moving, planning and problem-solving. The syllabus integrates these into a set of higher-order skills that assist students to participate effectively in physical activity and sport.

How students will be assessed

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to development their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Students will be assessed on their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance
- display management and planning skills to achieve personal and group goals
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Outcomes

Stage 5 outcomes

A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Year 9 Physical Activity and Sports Studies Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1, Week 7	**Date:** Ongoing Term 1-3	**Date:** Term 2, Week 10	**Date:** Term 3, Week 8
	Nature of Task: Technology, Participation and Performance Report	**Nature of Task:** Movement Skill and Performance Assessment Task	**Nature of Task:** Fundamentals of Movement Skill Development Assessment Task	**Nature of Task:** Australia's Sporting Identity Assessment Task
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
Outcomes	PASS5-6 PASS5-10	PASS5-5 PASS5-7 PASS5-9	PASS5-5 PASS5-10	PASS5-3 PASS5-4

Stage 5 Course Performance Descriptors – Physical Activity and Sports Studies

Grading Board Endorsed and Content Endorsed Courses

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity & Sports Studies and Marine & Aquaculture Technology.

The Common Grade Scale describes performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Psychology

Assessment in this subject

Students study 100 hours of Psychology in Year 9 and a second 100 hours in Year 10. They are awarded a grade for this subject based on the Course Performance Descriptors.

What will be assessed

Students will be assessed on their knowledge and understanding of the course work, and their skills in investigating the nature of psychology, the study of human behaviour and becoming an autonomous learner:

How students will be assessed

Students will complete the following assessment tasks:

- Topic Test: Personality and Self
- Action Based Research Task: Personality and Self
- Documentary Proposal Task: Psychological Disorders
- Seminar Paper and Presentation: Psychology and Society
- Writing Task: Psychology and Gender

In addition to this teachers will keep records of student achievement throughout the course. This will include class observations in discussion and practical tasks, homework, written reports and in class activities. All students are required to keep up-to-date theory notes and records of class activities. This is evidence of their diligent and sustained effort for the course and has been given a 5% assessment weighting for each semester. All of this data will be used to make a final judgement on the appropriate grade for the course.

Course Outcomes:

	A student will:
1.1	explain how the field of psychology provides scientific explanations of the mind and behaviour with particular principles and procedures
1.2	identify strengths and limitations in scientific approaches to explaining what is a normal mind and human behaviour
1.3	identify and apply ethical research skills to psychology experiments
2.1	describe and explain the main approaches to the study of the nature of human behaviour
2.2	explain and assess biological theories of behaviour
2.3	identify the characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them
3.1	describe and explain developmental theories of perception, cognition and self
3.2	analyse different ways of explaining the nature of intelligence and creativity
3.3	identify the complexities of theories of personality
4.1	assess uses of psychology in society and popular culture
4.2	examine and apply the art of questioning and critical analysis
4.3	communicate information and ideas using appropriate written, oral and graphic forms
5.1	identify and develop personal values, skills and attributes that lead to effective learning
5.2	identify one's own attitudes and the impact they have on one's thinking and behaviours
5.3	communicate the value of historical and contemporary approaches to understanding the mind and human behaviour

Year 9 Assessment Schedule
Psychology

Students will examine the nature of psychology; its history sub-fields and sub-types. Students will apply psychological ideas onto a practical framework and examine the nature of human behaviour. Students will learn about famous personalities in the field of psychology and their contributions to the field. Skills include reading comprehension, report writing. Knowledge of metalanguage and		**TASK 1** **FORMATIVE**	**TASK 2** **SUMMATIVE**	**TASK 3** **SUMMATIVE**
		Term 1 Week 8	Term 2 Week 4	Term 4 Week 3
		Experimental Psychology (30%) **Task Type** A practical experiment to analyse aspects of human behaviour	**Group Media Presentation (30%)** **Task Type** Assigned group roles Presentation techniques involving media Case study examples	**Yearly Test (40%)** **Task Type** Short Answer responses Reading and Responding Stimulus questions Writing an extended response
		A-E **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**	**A-E** **Grade is awarded for this task**
	Outcomes	1.1	1.1, 1.2, 2.1, 3.1, 3.3	1.2, 1.3, 2.3, 3.2

General Descriptions and Levels of Achievement
Psychology

Grade	Course Performance Descriptors
A	**Excellent achievement.** The student • demonstrates an extensive knowledge and understanding of psychology and the role it plays in understanding human behaviour • analyses alternatives and evaluates human behaviour • initiates, plans and implements action research using autonomous learning skills.
B	A **high level of achievement**. The student • demonstrates thorough knowledge and understanding of the nature of psychology and the role it plays in understanding human behaviour • describes and accounts for patterns in human behaviour • analyses research data to pose and answer relevant questions
C	A **substantial achievement**. The student • recognises and describes the nature of psychology and the role it plays in understanding human behaviour. • uses research skills to record and communicate relevant information about human behaviour.
D	A **satisfactory achievement**. The student • recognises and describes the role of psychology in understanding human behaviour • locates and gathers information about people and their behaviour
E	An **elementary achievement**. The student • has a basic knowledge and understanding of human behaviour • has achieved some of the skills of the course but requires guidance to locate and present information as part of a research project
N	**THE STUDENT FAILED TO MEET <u>ONE</u> OF THESE REQUIREMENTS:** **They did not** a) follow the course developed by NESA b) apply themselves with **diligence and sustained effort** to set tasks and experiences provided in the course c) achieve some or all of the course outcomes

Science

Students in Year 9 will follow tow streams. Community students will complete Stage 5 over 2 years. Selective students will complete Stage 5 outcomes within the Year 9 academic year then complete a Year 11 Science course in their Year 10 academic year.

Assessment in this subject

Students will be assigned a final grade at the end of Year 9 based on the Science Course Performance Descriptors {CPD's} as related to work done in the units studies in Year 9 and Year 10. They will also be given an examination result based on the Science examination held in November.

What will be assessed

The areas of assessment are :

- Knowledge and understanding of scientific concepts
- Practical and investigative skills
- Application of information and problem solving
- Communication and social interaction skills.

How students will be assessed

Students will be given a class mark based on class tasks and an assessment mark based on common tasks. Some assessment tasks might include:

- Portfolios
- Classroom observations
- Model making
- Excursion reports
- Audio-visual presentations
- Pen and paper tests
- Problem solving activities
- Reports
- Experimental designs
- Mapping exercises
- Oral presentations
- Role plays
- Student diagrams
- Debates
- Assignments
- Practical tests
- Research projects
- Simulations
- Oral/aural tests
- Concept maps
- Computer models

Outcomes

Focus Areas: A student:	**Knowledge and Understanding** A student:	**Skills** A student:
5.1 explains how social factors influence the development and acceptance of scientific ideas	5.6 applies models, theories and laws to situations involving energy, force and motion	5.13 identifies a problem and independently produces an appropriate investigation plan
5.2 describes the processes that are applied to test and validate models, theories and laws	5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws	5.14 undertakes first-hand investigations independently with safety and competence
5.3 evaluates the impact of applications of science on society and the environment	5.8 relates the structure and function of living things to models, theories and laws	5.15 gathers first-hand data accurately
5.4 discusses evidence supporting different viewpoints	5.9 relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time	5.16 accesses information from a wide variety of secondary sources
	5.10 assesses human impacts on the interaction of biotic and abiotic	5.17 explains trends, patterns and relationships in data and/or information from a variety of sources
		5.18 selects and uses appropriate forms of communication to present information

5.5 analyses how current research might affect people's lives	features of the environment 5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources 5.12 relates the interactions involved in using some common technologies to their underlying scientific principles	to an audience 5.19 uses critical thinking skills in evaluating information and drawing conclusions 5.20 selects and uses appropriate strategies to solve problems 5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions 5.22 plans, implements and evaluates the effectiveness of a variety of tasks independently and as a team member

Year 9 Assessment Schedule
Science (Stream 1 Community)

	TASK 1	TASK 2	TASK 3	TASK 4
Date	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 9	TERM 4 WEEK 3
Topic(s)	Chemistry - Atomic structure Chemistry – Nuclear chemistry	Physics – Waves Physics - Electricity	Biology - Diseases (Depth study) SRP (in pairs)	Earth - Plate Tectonics Biology - Ecology
Task Description	Presentation	Depth study	Creative Task (Literature Review)	Yearly examination
Outcomes Assessed	SC5-9WS SC5-16CW SC5-17CW	SC5-7WS SC5-10PW SC5-11PW	SC5-8WS SC5-14LW SC5-15LW	SC5-13ES SC5-9WS

Semester 1 Syllabus Outcomes	Semester 2 Syllabus Outcomes
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-8WS	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 SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems 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

Year 9 Assessment Schedule
Science (Stream 2 Selective)

	TASK 1	TASK 2	TASK 3	TASK 4
Date	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 9	TERM 4 WEEK 3
Topic(s)	Biology	Chemistry	Physics	Earth Science
Task Description	Research	Depth Study (SRP)	Creative Task (Literature Review)	Yearly examination
Outcomes Assessed	SC5-9WS SC5-LW1-4	SC5-1VA SC5-4WS SC5-5WS SC5-7WS	SC5-9WS SC5-PW1-5	SC5-9WS

Semester 1 Syllabus Outcomes	Semester 2 Syllabus Outcomes
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-8WS	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 SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems 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

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowing and understanding
Planning and conducting investigations
Problem-solving
Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
recalls some examples of the impact of scientific research on science, society, technology and the environment.	outlines some impacts of scientific research on science, society, technology and the environment.	describes the impact of scientific research on science, society, technology and the environment.	explains the impact of scientific research on science, society, technology and the environment.	evaluates the impact of scientific research on science, society, technology and the environment.
identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.	recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.	relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.	describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.	explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
identifies some systems and structures of the living and non-living world.	recalls some interactions within systems and structures of the living and non-living world.	outlines interactions within and between systems and structures of the living and non-living world.	describes interactions within and between systems and structures of the living and non-living world.	explains interactions within and between systems and structures of the living and non-living world.
with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.	individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.	independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.	independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.	engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
with guidance, locates information from provided resources to identify simple trends, patterns and relationships.	locates and extracts information from provided resources to outline trends, patterns and relationships.	independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.	independently locates and processes information from a variety of sources to explain trends, patterns and relationships.	independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
with guidance, communicates information to an audience.	communicates their scientific understanding to an audience.	selects a suitable way to communicate their scientific understanding to an audience.	selects suitable ways to communicate their scientific understanding to an audience.	communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Visual Arts

Assessment in this subject

The Visual Arts Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a study of 100 hours. This is a requirement for eligibility for the award of the School Certificate. The Elective course is studied for 200 hours in Stage 5 (Years 9 and 10).

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

What will be assessed

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks .

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – *artwork* – and the world – *audience*. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

How students will be assessed

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. Students are required to produce a body of work and keep a Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Outcomes

Area of Content		A student:
Practice	**5.1**	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
Conceptual framework	**5.2**	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
Frames	**5.3**	makes artworks informed by an understanding of how the frames affect meaning
Representation	**5.4**	investigates the world as a source of ideas, concepts and subject matter in the visual arts
Conceptual strength & meaning	**5.5**	makes informed choices to develop and extend concepts and different meanings in their artworks
Resolution	**5.6**	demonstrates developing technical accomplishment and refinement in making artworks
Practice	**5.7**	applies their understanding of aspects of practice to critical and historical interpretations of art
Conceptual framework	**5.8**	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
Frames	**5.9**	demonstrates how the frames provide different interpretations of art
Representation	**5.10**	demonstrates how art criticism and art history construct meanings

Stage 5/ Year 9 Visual Arts Assessment Schedule

Assessment Breakdown – 40% Critical and Historical Interpretations / 60% - Art Making

	Task 1 Term 1, Week 7	Task 2 Term 2, Week 2	Task 3 Term 3, Week 7	Task 4 Term 4, Week 2
Task Description	Research Task	Practical Assessment	Practical Assessment Research Task	Informal assessment of Art Making and Research
Weighting	Critical and Historical Interpretations – 20%	Art Making - 30%	Art Making - 30% Critical and Historical Interpretations –20%	
Outcomes Assessed	Making – 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment **Artmaking**
Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**	**A student performing at this grade typically:**
makes simple artworks with an elementary understanding of the frames and the conceptual framework.	makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.	makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.	makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.	represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.	demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.	demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.	demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.	makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.	interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.	interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.	synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.	recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.	demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.	demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.	demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Getting Support

If you have any questions/concerns about a subject that you are studying in Year 9 you are encouraged to speak to the Faculty Head Teacher. The following is a list of Faculty Head Teachers:

Faculty	Faculty Head Teachers
CAPA	Mrs McDermott (Rel) and Mrs Davidson (Rel)
English	Mrs Nielsen
Geography	Mr Celestino
History	Mr Neale
Languages	Mr Neale
Mathematics	Mr Plowes
Personal Development/Health/Physical Education (PDHPE)	Miss Boyles (Rel)
Science	Mr Matchett
Special Education	Mrs Mafi
Technological and Applied Studies (TAS)	Mr Byrne

Using the Library

Support from K.Hannaford and library staff

Using the Library

The library provides an ever increasing range of resources to support students in their learning and recreational reading. The library focuses on the development of information literacy by providing access to print and non print resources. Our operational philosophy is

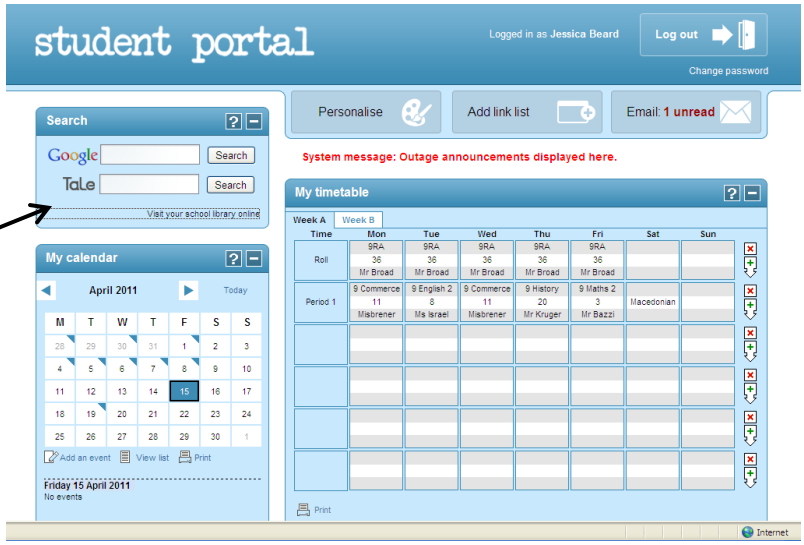
"Macquarie Fields High School Library is more than just 4 walls; it is the world, 24 hours a day, seven days a week."

Library hours are **8.00 am to 3:20pm**. The Library is closed during recess every Friday. The student id card issued in year 7 and then renewed in years 9 and 11 also serves as the student borrowing and printing card, however, if replacement cards are required a cost of $10.00 will be incurred.

The Library facility is managed by the Teacher Librarian Miss Hannaford supported by 2 School Administrative Officers- Mrs Majarich and Ms Corrigan.

Accessing the Library Collection

To meet the 21st Century information needs of our school community, the library catalogue and many parts of the digital library collection can be accessed via our online catalogue. Go to the student portal and click on the ***Visit your school library online*** link.



This link in the student portal is available both at school and at home.

How many books can a student borrow?

Year 9 Students may borrow 2 Non Fiction books and 2 Fiction books for 14 days.

Encouraging Ethical Scholarship

Students are strongly encouraged to use images, videos and sounds in projects that are available through Creative Commons. Creative Commons is where the owner of the original media has given permission upfront for other people to use their material. Please read the guide on Creative Commons which includes how to search for media licensed under Creative Commons.

How to Reference in Assignments

Students are strongly encouraged to use a wide range of resources for completing assignments including books, online databases, websites, video, podcasts and journals. As ethical scholars, it is essential that students submit a reference list outinling what resources where used or cited in the assignment. Our school uses Harvard Referencing format.

A copy of the information skills process sheet has been attached at the back of this booklet

creative commons

Advice for the whole school community

What is Creative Commons?

Creative Commons is a copyright licensing system where the owners of copyright allow others to use their work by giving their permission upfront ie the user does not have to seek the owners permission. Creative Commons is primarily used for online content such as pictures, video, music and text. Students, Teachers and community members can freely apply creative commons licenses to their own work. To apply a license visit: http://creativecommons.org/choose/

What do the different licences mean?

Material licensed under Creative Commons uses either the grey, black and white logos or the two letter codes demonstrated below. Each combination specifies the conditions in which the work can be used. Logos and license descriptions were sourced from: http://creativecommons.org/licenses/

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CC BY
This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered.

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CC BY-SA
This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms.

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CC BY-ND
This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole.

Attribution-NonCommercial
CC BY-NC
This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

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This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms

Attribution-NonCommercial-NoDerivs
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This license only allows others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

How to find material licensed under Creative Commons.

Creative Commons Search Engine

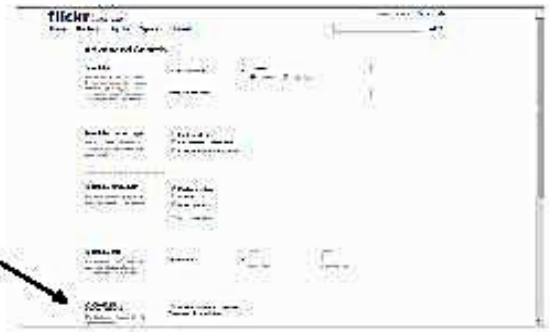
http://search.creativecommons.org/
When you click on the links on this page, you are redirected to the relevant site but the search filters are adjusted to search only for creative commons licensed content. (Note: student access is blocked when they click on any of these links at school.

PTO

Macquarie Fields High School
Information Resource Centre

Google Advanced Search (text)
http://www.google.com.au/advanced_search?hl=en
To activate the creative commons filter, click on the date, usage, rights, region and more link

Flickr (Advanced Search)
http://www.flickr.com/search/advanced/
To activate the creative commons filter, tick the box adjacent to the creative commons logo. There are additional filters under this box to choose content that can be modified for commercial use or only display content that the author has given permission to modify, adapt or build upon.



How to attribute Creative Commons material.

Step 1: record the type of License using the two letter codes in parentheses.
Step 2: record where the material is located (eg Flickr or Jamendo) and the name of the owner/ author followed by a full stop.
Step 3: Copy and paste the full URL of the material (if it is found online) or the name of the publisher (if not online)

Example:
cc licensed (BY NC SA) flickr photo by A. Diez Herrero. http://www.flickr.com/photos/21572939@N03/2090542246/

Need further assistance?

If you need additional assistance locating, using and attributing Creative Commons material please speak with the Teacher Librarian or a member of the Library staff.

Macquarie Fields High School
Information Resource Centre

How to write different types of reference for Assessments (Harvard System)

You must include commas, and *italics* where demonstrated

Books

Author Surname , First Initial Year of Publication , *Book Title in Italics* , Publisher name , City of publication

Magazines and Newspapers

Author Surname , First Initial Year of Publication , 'Article title with quote marks at the start and end' , *Newspaper Title in Italics* , Volume Number or Date of publication Eg Vol. 3 , Page number

Webpages and Podcasts

Author Surname , First Initial Year of Publication , *Page Title in Italics* , Page Host name , viewed on date , URL of webpage copied from the address bar.

Blogs

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