



**KINGSGROVE  
HIGH SCHOOL**

**YEAR 9**

**2026  
ASSESSMENT  
Handbook**



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## INTRODUCTION

This booklet aims to provide students, parents and caregivers information about the assessment policy and procedures for Year 9 at Kingsgrove High School.

## YEAR 9 ASSESSMENT POLICY 2026

### Information for Students and Parents

The assessment policy at Kingsgrove High School reflects the values and beliefs of our school. Students are expected to always reflect these values in their course work.

### Why do we need a school Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Kingsgrove High School encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses and faculties
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students

### General Guidelines

- All issues regarding assessment tasks must be referred to the relevant **Head Teacher**.
- Assessment notifications will be distributed at least **two weeks prior to a task** as per assessment schedules published in this handbook outlining all relevant information
- Failure to do or hand in an assessment task **at the stipulated time** without a valid reason may result in a mark of zero or marks may be deducted as specified in the particular task notification.
- **Cheating and plagiarism are always unacceptable.** The Kingsgrove High School 'Academic Integrity' cover sheet containing a declaration of originality must be completed and attached to any assignments or assessment tasks done outside of class. **Cheating and plagiarism may result in a mark of zero with no opportunity to redo the task.** If plagiarism is of another student's work, a decision will be made by the Head Teacher, after investigation into the degree of complicity, as to whether the other student will be penalised.

### Disability Provisions for the school assessments/examinations

- The Disability Provisions program is an arrangement designed to help students by granting justified provisions related to a physical or medical condition. Ms. Moors in the Student Services faculty will provide further information on request.

## **CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS**

Students must:

- always follow the examination supervisor's instructions.
- remain silent while in the examination room except if talking to a supervisor.
- behave in a way that will not be likely to disturb the work of any other student or disrupt the conduct of the examination.
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- not take food into the examination room. Books, notes, paper, mobile phones are not to be taken into the examination room.
- behave ethically. No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.
- Remain in the examination room and not hand in their paper until the examination time has elapsed.

A penalty, including a zero mark may be applied, with no opportunity to redo the task, if a student breaks any of the examination rules.

## **FEEDBACK ON SCHOOL ASSESSMENT TASKS**

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria.
- Information, which assists students to improve on their performance in future tasks.

## ASSESSMENT POLICY PROCEDURES

### Expectation of Students

#### Hand-In Assessment Tasks

Hand-in tasks include a range of tasks completed outside of the classroom, and which need to be submitted on a set day, they include tasks such as research essays, written reports and practical work.

All assessment tasks are to be submitted on the due date at the specified time / lesson period. It is the student's responsibility to ensure that tasks are submitted on time.

The tasks are to be submitted to the class teacher attached with the **Assessment Integrity Report** (see Appendix A).

Failure to submit tasks on time, without a valid reason will result in a percentage reduction of marks – 25% penalty per day or part thereof. Students who have a valid reason for lateness (e.g. sickness) must follow the **Junior Illness/Misadventure policy procedures**.

Students may upload their hand-in assessment task to their subject Google Classroom if this is the arranged process.

#### In-class Tasks

If students know in advance that they are going to be away for an in-class task (such as a test) the student speaks with their class teacher and then sees the Head Teacher of the faculty. The faculty Head Teacher will advise them of an alternate date to attempt the task. The approved leave paperwork must be shown to the Head Teacher.

If the student is away on the day of the task without prior notice:

The student must see the Head Teacher of that faculty **on the very first day they are back at school** (or their Deputy Principal if the Head Teacher is unavailable). The Head Teacher will organize a time for them to sit for the assessment task.

If no valid reason is given for absence, this will result in a percentage reduction of marks – 25% penalty per day.

If students indicate a valid reason for absence, they will be given a **Request for Illness/Misadventure – Juniors** form to fill in and advised to follow the Junior Illness/Misadventure Policy procedures.

## JUNIOR (Yrs 7,8,9) ILLNESS/MISADVENTURE POLICY PROCEDURES

### In-class Tasks

Students who are absent with a valid reason follow the Illness/misadventure application process using the form **Request for Illness/Misadventure - Juniors** given to them by the faculty Head Teacher (see Appendix B).

- Students will be given a **Request for Illness/Misadventure - Juniors** to fill in. Parents / carers complete this form to explain their child/ward's absence from school on the first day of return to school, and if illness, by a doctor's certificate, or misadventure, by other appropriate documentation.
- The student returns the completed form to the Head Teacher of the faculty.

### Hand-In Assessment Tasks

Students who have a valid reason for lateness (e.g. sickness) of submission of a hand-in task must speak to their teacher and see the Head Teacher of the faculty as soon as they can. They then follow the Illness/misadventure application process using the form **Request for Illness/Misadventure - Juniors** given to them by the faculty Head Teacher (see Appendix B).

- Students will be given a **Request for Illness/Misadventure - Juniors** to fill in. Parents / carers complete this form to explain the reason for their child/ward's late submission of a hand-in task, partial submission or impacted quality. This may involve illness or misadventure and require a doctor's certificate or other appropriate documentation.
- The student returns the completed form to the Head Teacher of the faculty.

Definitions:

**Illness or accident** - that is an accident or illness, or physical injuries suffered directly by the student and leading to absence from school. If a student is in doubt, they should discuss this with the Faculty Head Teacher immediately when they return to school.

**Misadventure** that is, any other event beyond the student's control, which may have affected the student's attendance or performance for an assessment task. Examples may include the death of a friend or family member, or involvement in a car accident on the way to the school. If a student is in doubt, they should discuss this with the faculty Head Teacher immediately when they return to school, or after the task.

In the case of illness or misadventure, it is the student's responsibility to follow the policy requirements for consideration.

## MALPRACTICE

The NSW Education Standards Authority (NESA) defines malpractice (otherwise known as cheating) as any activity undertaken by a student that allows him/her to gain an unfair advantage over others.

Some examples of malpractice are (this list is not exhaustive):

- copying all or part of someone else's work and presenting it as your own
- using material directly from books, journals, the internet, or any other offline/online resources, without acknowledging the source
- unauthorised use of generative AI (artificial intelligence) tools
- building on someone else's ideas without acknowledging the original source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else contributed to substantially e.g. a parent, tutor or subject expert
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying a third party to produce or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness

If malpractice is confirmed, disciplinary actions may include (one or combinations thereof):

- Academic penalties (e.g., reduction in marks, zero mark awarded)
- Verbal or written warnings

## ARTIFICIAL INTELLIGENCE - AI

The unapproved use of AI in the completion of assessment tasks is a breach of academic integrity. All work presented in assessment tasks and external examinations must be a student's own or must be acknowledged appropriately (DoE, 2025).

Malpractice may occur where generative AI:

- has been used, when specifically prohibited, as part of an assessment task
- output has not been cited – all work presented in assessment tasks must be a student's own or must be acknowledged appropriately
- has been used in a way that contradicts the school's malpractice policy (DoE, 2025)

Assessment task notifications will clearly specify if students are permitted to use approved generative AI tools at school or home when completing the task. Students must properly acknowledge or cite any use of generative AI in their assessments. Using AI tools without approval to complete assessment tasks constitutes a violation of academic integrity.

### **Purpose of Appeals**

This process is to be followed when a student wishes to appeal a decision made by a Head Teacher because the student has not observed the requirements of the Kingsgrove High School Assessment Policy.

### **Procedure to lodge an Appeal by a Student**

- The student must lodge a written appeal stating the grounds on which they are appealing. All supporting documentation must be included.
- An appeal in relation to a zero mark must be submitted using the Assessment Task Appeal Form.
- the written appeal must be submitted to the relevant Deputy Principal within 3 days of the task being submitted or completed.
- Only appeals submitted using the Assessment Task Appeal Form and completed by the student will be considered.

### **Procedure to consider an Appeal**

- The Head Teacher will gather the assessment task documentation issued to students and relevant information from staff where appropriate.
- The Head Teacher will photocopy the student's work and keep the originals where malpractice is involved.
- The Deputy Principal will convene the Appeals Panel consisting of the Head Teacher, Deputy Principal and additional staff members as required.
- The panel will interview the student to enable the student to elaborate on his/her grounds for appeal.
- The panel will consider all other evidence put before it in an impartial manner.
- The Panel's role is to determine whether the student had adhered to the rules of Kingsgrove High School Assessment Policy and whether the penalty is upheld or adjusted.
- The Deputy Principal will record the decision of the Appeal Panel on the student's records and notify the student.

# KINGSGROVE HIGH SCHOOL



## Academic Integrity Report

Students are to complete and attach this cover sheet to every Assessment Task that they submit.

Student Name:	Year:
Assessment task Title:	Date Submitted:
Course:	Teacher:

### Academic Integrity Statement

I.....declare that this is my own work and  
**(Your name in block letters)**

that any quotations, information or work have been properly acknowledged and cited in the bibliography or as footnotes.

***I understand that any work suspected of plagiarism will be placed under review and a zero-mark awarded if found to be plagiarised.***

***I have read and understood the school assessment procedures.***

Student signature: ..... Date: .....

### Warning:

Students are required to keep a hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



**Please complete and retain the following receipt as evidence of submission of task**

**Name:** .....

**Task:** .....

**Teacher's Name:** .....

**Date:** .....

**Teacher's Signature:** .....

**Kingsgrove High School**

**REQUEST FOR ILLNESS/MISADVENTURE – JUNIORS**

(Please return to Head Teacher of Faculty)

Student's DoE Email: \_\_\_\_\_@education.nsw.gov.au

Student Name: \_\_\_\_\_

Roll Call: \_\_\_\_\_

Course: \_\_\_\_\_

Year (please circle): **7 8 9**

Class Teacher: \_\_\_\_\_

Date of Assessment Task: \_\_\_\_\_

Nature of the Task: (please circle)

*Examination*

*Performance*

*In-Class Assessment*

*Field Work*

*Research Task*

*Practical Task*

*Hand in Task*

*Multimodal Task*

Other (please specify): \_\_\_\_\_

Student's reason for the application (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Medical Certificate attached  Other verification: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Caregiver's support comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Caregiver signature: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed by Head Teacher**

Head Teacher Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Course: \_\_\_\_\_

Head Teacher Recommendation:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**English - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Multimodal	Genre	Novel	Poetry
Due Date		Term 1 Week 9-10	Term 2 Week 10-11	Term 3 Week 9-10	Term 4 Week 5-6
Outcomes Assessed		EN5-RVL-01 EN5-URB-01 EN5-URC-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01
Assessment Component	Weighting				
Multimodal & Reflection	25%	25			
Writing	25%		25		
Writing	25%			25	
Reading / Writing	25%				25
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Mathematics - 2026 Stage 5 Year 9 Course Assessment Task Schedule

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Class Test	Class Test	Assignment	Class Test
Due Date		Term 1 Week 6	Term 2 Week 7	Term 3 Week 7	Term 4 Week 5
<b>Outcomes Assessed</b>					
Core/Standard		MA5-FIN-C-01 MA5-MAG-C01 MAO-WM-01	MA5-LIN-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-IND-C-01 MAO-WM-01	MA5-LIN-C-01 MA5-LIN-C-02 MA5-TRG-C-01 MA5-TRG-C-02 MA5-GEO-C-01 MAO-WM-01	MA5-ARE-C-01 MA5-VOL-C-01 MAO-WM-01
Core/Advanced		Common Assessment	Core/Standard + MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-C-01 MA5-EQU-P-01 MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02	MA5-LIN-C-01 MA5-LIN-C-02 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02 MA5-GEO-C-01 MAO-WM-01	MAO-WM-01 MA5-VOL-C-01
Topics		Financial Mathematics Numbers of any Magnitude	Algebraic Techniques Indices Equations	Trigonometry Linear Relationships Non-linear Relationships	Area and Surface Area Volume Properties of Geometrical figures
<b>Assessment Component</b>	<b>Weighting</b>				
<b>Content Knowledge</b>	75%	15%	25%	10%	25%
<b>Working Mathematically</b>	25%	5%	5%	10%	5%
<b>Total</b>	100%	20%	30%	20%	30%

**Science - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Disease	Material	Energy	Data Science 2
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
Outcomes Assessed	KNOWLEDGE	SC5-DIS-01	SC5-MAT-01	SC5-EGY-01	SC5-DA2-01
	Working Scientifically Stage 5	SC5-WS-04 SC5-WS-06 SC5-WS-08	SC5-WS-01 SC5-WS-03 SC5-WS-04 SC5-WS-07 SC5-WS-08	SC5-WS-02 SC5-WS-04 SC5-WS-05 SC5-WS-06 SC5-WS-07	SC5-WS-04 SC5-WS-06 SC5-WS-07 SC5-WS-08
Assessment Component	Weighting				
Knowledge & Understanding	50%	15	10	10	15
Questioning & Predicting	10%		5	5	
Processing & Analysing Data & Information	10%		5	5	
Problem Solving	10%	5			5
Communicating	10%	5			5
Observing and Planning and Conducting Investigations	10%		5	5	
Weighting	100%	25%	25%	25%	25%

## Geography – 2026 Stage 5 Year 9 Course Assessment Task Schedule

Task		Task 1	Task 2
<b>Course component</b>		Sustainable Biomes Webquest	Sustainable Biomes & Changing Places Yearly Examination
<b>Due Date</b>		Semester 1- Term 1 Week 8 Semester 2- Term 3 Week 8	Semester 1- Term 2 Week 6 Semester 2- Term 4 Week 6
<b>Outcomes Assessed</b>		GE5- 1, GE5- 2, GE5- 5, GE5- 8	GE5- 2, GE5- 3, GE5- 5, GE5- 7, GE5- 8
Assessment Component	Weighting		
Knowledge and understanding	40%	10	30
Source Analysis	20%	10	10
Inquiry and research	20%	20	
Communication	20%	10	10
<b>Weighting</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## History - 2026 Stage 5 Year 9 Course Assessment Task Schedule

Task		Task 1 Source Analysis	Task 2 Extended Response (PEEL)
Course component		The Industrial Revolution	Australians at War, WWI
Due Date		Term 1 Week 6	Term 2 Week 4
Outcomes Assessed		HT5-1, HT5-4, HT5-6, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-6, HT5-9, HT5-10
Assessment Component	Weighting		
Knowledge and understanding	40%	20	20
Source Analysis	20%	10	10
Inquiry and research	20%	10	10
Communication	20%	10	10
<b>Weighting</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

**Commerce - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
<b>Course component</b>		Consumer & Financial Decisions In- class task	The Economic and Business Environment Topic Test	Investing Research Task	Yearly Examination
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	Term 4 Week 7
<b>Outcomes Assessed</b>		COM5-1, COM5- 2, COM5- 3, COM5- 4, COM5-6	COM5- 1, COM5- 4	COM5- 4, COM5-7, COM5- 8	COM5- 1, COM5- 2, COM5- 4, COM5- 5, COM5- 8
Assessment Component	Weighting				
Knowledge and understanding of course content	<b>40%</b>	10	10	10	10
Skills in the analysis and evaluation of evidence and interpretations	<b>20%</b>	5	5		10
Inquiry and research	<b>20%</b>	5	5	10	
Communication of understanding in appropriate forms	<b>20%</b>	5	5	5	5
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Marine Studies - 2026 Stage 5 Year 9 Course Assessment Task Schedule

Task		Task 1 In-Class Exam	Task 2 Research Task	Task 3 In-Class Exam	Task 4 Practical Task
Course component		Introduction to Marine and Aquaculture Tech.	Antarctica's Marine Ecology	Shipwrecks and Salvage	Food from the Sea
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7-8	Term 4 Week 5-6
Outcomes Assessed		MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-1, MAR5-2, MAR5-4, MAR5-8	MAR5-1, MAR5-2, MAR5-4, MAR5-8
Assessment Component	Weighting				
Knowledge and understanding	40%	10	10	10	10
Source Analysis	20%	10		10	
Inquiry and research	20%	5	5	5	5
Communication	20%	5	5	5	5
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

**Personal Development, Health and Physical Education - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Relationships	Athletics	Difference and Diversity	Invasion Games
<b>Due Date</b>		T1	T1	T3	T3
<b>Outcomes Assessed</b>		PD5-3 PD5-10	PD5-5 PD510 PD5-11	PD5-6 PD5-9	PD5-5 PD5-10 PD5-11
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge & Understanding	50%	15	10	15	10
Skills	50%	10	15	10	15
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**Physical Activity and Sports Studies - 2026 Stage 5 Year 9 Pass Course Assessment Task Schedule**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Course Component</b>		Body Systems	Invasion Games	Physical Fitness	Striking and Fielding
<b>Due Date</b>		T1	T1 & T2	T3	T3
<b>Outcomes Assessed</b>		PASS5-1 PASS5-2 PASS5-10	PASS5-7 PASS5-9	PASS5-2 PASS5-6 PASS5-7	PASS5-7 PASS5-9
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge & Understanding	50%	20	5	20	5
Skills	50%	5	20	5	20
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**Child Studies - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		Parenthood	Newborn Care	Play and Developing Child
<b>Due Date</b>		T1	T2	T3
<b>Outcomes Assessed</b>		CS5-5 CS5-8 CS5-11	CS5-5 CS5-6 CS5-8 CS5-10	CS5-2 CS5-4 CS5-8 CS5-9
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and Understanding	<b>50%</b>	15	17.5	17.5
Skills	<b>50%</b>	15	17.5	17.5
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

<b>Food Technology - 2026 Stage 5 Year 9 Course Assessment Task Schedule for</b>				
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>		<b>Food in Australia</b> Research and Practical Task	<b>Food Selection and Health</b> Research and Practical Task	<b>Food for Special Occasions</b> Practical Task
<b>Due Date</b>		<b>Term 1, Week 8</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 8</b>
<b>Outcomes Assessed</b>		FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
<b>Assessment Component</b>	<b>Weighting</b>			
Food properties and preparation	<b>30%</b>	10	10	10
Food, nutrition and society	<b>20%</b>	5	5	10
Food hygiene and safety.	<b>15%</b>	5	5	5
Researching and communicating	<b>20%</b>	5	5	10
Designing, producing and evaluating	<b>15%</b>	5	5	5
<b>Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Music – 2026 Stage 5 Year 9 Course Assessment Task Schedule</b>					
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Course Component</b>		Riff Composition	Listening – Topic Test	Performance - Presentation of a performance on students' own instruments	Yearly Examination Aural Skills
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 4	Term 3 Week 10	Term 4 Week 6
<b>Outcomes Assessed</b>		MU5-COM-01	MU5-LIS-01	MU5-PER-01	MU5-LIS-02
<b>Assessment Component</b>	<b>Weighting</b>				
Performance	<b>25%</b>			25	
Composition	<b>20%</b>	20			
Aural Skills	<b>55%</b>		30		25
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>

**Psychology - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

<b>Task</b>		<b>Task 1</b> In-Class Exam	<b>Task 2</b> Research Task	<b>Task 3</b> Oral Presentation	<b>Task 4</b> In-Class Essay
<b>Course component</b>		What is Psychology?	Research methods in psychology	Sports Psychology	Forensic Psychology
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 7-8	Term 3 Week 7-8	Term 4 Week 5-6
<b>Outcomes Assessed</b>		PSY5-1, PSY5-2, PSY5-4, PSY5-5, PSY5-8	PSY5-1, PSY5-2, PSY5-7, PSY5-8	PSY5-1, PSY5-2, PSY5-3, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-3, PSY5-8
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and understanding of course content	<b>40%</b>	15	10	5	10
Skills in the analysis and evaluation of evidence and interpretations	<b>20%</b>	5	5	5	5
Inquiry and research	<b>20%</b>		10	5	5
Communication of understanding in appropriate forms	<b>20%</b>	5		10	5
<b>Weighting</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

Languages - Modern Greek - 2026 Stage 5 Year 9 Course Assessment Task Schedule					
Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		Oral Presentation	Communicating (Assessing and responding)	Communicating (Composing and responding)	Yearly Exam
<b>Due Date</b>		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
<b>Outcomes Assessed</b>		LCH5-1C, LCH5-5U, LCH5-9U	LCH5-2C, LCH5-3C, LCH5-6U, LCH5-7U, LCH5-8U	LCH5-4C, LCH5-6U, LCH5-7U, LCH5-9U	LCH5-1C, LCH5-2C,, LCH5-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U, LCH5-8U, LCH5-9U,
Assessment Component	Weighting				
Speaking	20	10		10	
Listening	20		10		10
Reading	30	10	10		10
Writing	30		10	10	10
<b>Weighting</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Computing Technology - 2026 Stage 5 Year 9 Course Assessment Task Schedule

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		<b>Enterprise Information Systems</b> Researching analysing data careers task	<b>Enterprise Information Systems</b> Analysing data project	<b>Software Development</b> Mechatronic and automated systems research task	<b>Software Development</b> Mechatronic and automated systems project - model and documentation
<b>Due Date</b>		Term 1 Week 10	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4
<b>Outcomes Assessed</b>		CT5-EVL-01 CT5-COM-01	CT5-DPM-01 CT5-DAT-01 CT5-COM-01 CT5-THI-01 CT5-DAT-02	CT5-EVL-01 CT5-THI-01	CT5-DPM-01 CT5-COL-01 CT5-OPL-01 CT5-THI-01
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and understanding of course content	50%	10	15	10	15
Knowledge and skills in the practical application of the content	50%	5	20	10	15
<b>Weighting</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>20%</b>	<b>30%</b>

**Timber Technology - 2026 Stage 5 Year 9 Course Assessment Task Schedule**

Task		Task 1	Task 2	Task 3	
Course Component		Project & Portfolio	Project & Portfolio	Research Task	
Due Date		Term 2 Week 4	Term 3 Week 10	Term 4 Week 3	
Outcomes Assessed		IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	IND5-4 IND5-5 IND5-8 IND5-9 IND5-10	
Assessment Component		Weighting			
Knowledge and understanding of course content		50%	10	10	30
Knowledge and skills in the practical application of the content		50%	20	20	10
Weighting		100%	30%	30%	40%

<b>Year 9 Visual Art - 2026 Stage 5 Year 9 Assessment Task Schedule</b>						
<b>Task</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Course Component</b>		<b>Case Study Artist &amp; Artwork Analysis</b>	<b>Art Making Body of Work 1 VAPD Documentation</b>	<b>Art Making Body of Work 2 VAPD Documentation</b>	<b>Research Assignment Art History</b>	
<b>Due Date</b>		Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	Term 4 Week 5	
<b>Outcomes Assessed</b>		5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5,5.6	5.1,5.2,5.3,5.4,5.5,5.6	5.7,5.8,5.9,5.10	
<b>Assessment Component</b>	<b>Weighting</b>					
Art Making	60%		BOW 20% VAPD 10%	BOW 20% VAPD 10%		
Art Criticism & History	40%	20%			20%	
Weighting	100%	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	