



Picnic Point High School

Year 9 Assessment Handbook  
2026

*Respect*

*Responsibility*

*Participation*

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



## YEAR 9 ASSESSMENT CALENDAR 2026

Week	TERM 1	TERM 2	TERM 3	TERM 4
1				Psychology 40%
2		Child Studies 30% Dance 30% Music 30% PDHPE 30% Visual Arts 20%		Marine and Aquaculture Technology 35% Music 40% PASS 30% Visual Arts 40%
3		Geography (S1) 50% PASS 30%	Food Technology 35%	English 40% Food Technology 35% Geography (S2) 50% History (S2) 50% Mathematics Adv. 40% Mathematics Std. 40%
4		Food Technology 30% History (S1) 50%	Child Studies 30% Dance 30%	Japanese 50% PDHPE 30% Science 35%
5		Japanese 50%	History Elective 50%	
6			Mathematics Adv. 30% Mathematics Std. 30%	
7			Music 30%	
8	Marine and Aquaculture Technology 30%	Psychology 60% Marine and Aquaculture Technology 35%	Commerce 50% Geography (S2) 50% History (S2) 50% iSTEM 30%	
9	Commerce 50% Geography (S1) 50% History (S1) 50% Science 30% Mathematics Adv. 30% Mathematics Std. 30%	Visual Arts 40%	Science 35%	
10	English 30% History Elective 50% Ind. Tech Timber 30% iSTEM 30%	English 30% Ind. Tech Timber 30% iSTEM 40%	Ind. Tech Timber 40%	
11				
PASS Practical Semester 1 20% PDHPE Practical Semester 1 20%			Child Studies Semester 2 20% Dance Semester 2 20% PASS Practical Semester 2 20% PDHPE Practical Semester 2 20%	

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# The Assessment Handbook

The purpose of this booklet is to give students and their parents an indication of the assessment sequence for each subject studied and provide advice on the school assessment policy.

## School Homework Policy

Homework is a very important part of learning. Students are responsible for regularly reviewing and consolidating at home the work, which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision. In this respect teachers will continue to counsel students in home study programs and independent learning techniques including how to revise and summarise work.

## Study Skills

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and exams than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve his or her chance of doing well in exams. All you need to do is listen, learn and practice.

## Dividing Study Time

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head'). While completing homework, you should also revise the work done at school that day, because this is the best way to reinforce your learning. Time should be given to all subjects. Most study time should be spent on your weakest subjects.

Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh. It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

## Role of the School Diary

Students are expected to have the Picnic Point High School diary with them at all times. The diary has the following purposes:

- Homework record for students and parents
- Assessment task planning for students
- Record of out of class passes during the day
- Messages from staff to parents

Students and families have the responsibility to ensure that the correct use of the school diary enables a greater knowledge of what students are doing each day at school.

# School Assessment Policy Years 7-9

An assessment is a measure of student achievement over the whole program of study within a subject.

In the following information, Assessment Task includes Examinations.

## 1. Student Responsibilities

- a) You *MUST BE FAMILIAR* with the school's assessment policy.
- b) It is your responsibility to attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you must check to see if an assessment task has been posted to any of your Google classrooms. Upon returning to school, you should also check with your teachers to see if any assessment tasks have been set.
- c) You must apply yourself to all course work/class work as required by your teachers.
- d) It is *YOUR* responsibility:
  - i) To *BE ON TIME* to all in-class assessment tasks; you will **not** be given an extension of time if you are late to any task held in school time or at the beginning of the day unless the Deputy Principal or the Principal has verified that you have legitimate reasons for being late and are prepared to give you a note to that effect.
  - ii) To *BE PRESENT* to do all in-school assessment tasks. **This means being present for the whole day that a task is due or that a task is set as an exam.**
  - iii) To hand in any homework assessment task on time to your teacher or Google Classroom when required.
- e) If you are absent for an assessment, test or on the day a task is due it is *YOUR RESPONSIBILITY* to bring a medical certificate or approved documentation justifying your absence to the appropriate Head Teacher immediately upon your return to school.
- f) It is your responsibility to notify your teacher of any assessment problems *IN ADVANCE*, if possible.
- g) It is your responsibility to *CHECK THE MARKING* of each task when it is returned to you on the same day.
- h) **Students who prepare assignments or other required work relying on technology (ie: Computers) will not be permitted to use the failure of such a device as a reason for failing to hand in work. Students must take appropriate steps to keep hard copies or back up files on a regular basis. The school will assist you with technology support if requests are made at the appropriate time (any extraordinary situation will be dealt with by the appeals committee).**

**NB:** You must not under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore, any work not personally handed to the class teacher or the Head Teacher will be dealt with in the same manner as for failure to complete a task.

## 2. School Assessment Policies

- a) Advance Notice of Assessment Tasks  
Students will be given written notice of any assessment task particularly for those which require preparation or home study. Students will also receive an electronic copy of the task notification on their relevant Google classroom.
- b) Submission of Assessment Tasks
- i) Students must hand in assessment tasks during the lesson for the subject in which the task is set.
  - ii) Students may submit or perform an assessment only if they attend all of their lessons that day. (An exception to this is if you send your assessment task to school if you are unable to attend on the day a task is due).
- c) Absence on the day of an Examination/Test  
Students will be required to complete a missed examination/test the **NEXT** time they have that subject (In some cases, a **SUBSTITUTE** test or alternative means of assessment, can be arranged). A medical certificate or letter to provide a sound **REASON** for the absence will be **ESSENTIAL** and must be given to the Head Teacher. An invalid reason for absence (or failure to see the Head Teacher) will result in a '0' being awarded for that examination/test.
- d) Absence on day an Assessment Task is Due  
If a student is unable to attend school on the day a task is due, a parent or friend should submit the required task, or it should be submitted on the day prior to completion date. If this is not possible it is then the student's responsibility to see the teacher on the **FIRST** day of returning from an absence in order to submit the task.
- e) Late Submission of a Home Assessment Task  
Late assignments/tasks will be penalised at a rate of 10% of the available marks, per day, for up to five days. Weekends will be included in these five days. If the assignment/task is not submitted after five days of the original due date, a zero mark will be awarded.

*Example:*

An assignment is due on Thursday. The assignment is worth 100 marks.

Thursday	Assignment not submitted	Loss of 10 marks (10% of the total marks available)
Friday	Assignment not submitted	Loss of a further 10 marks
Saturday		Loss of a further 10 marks
Sunday		Loss of a further 10 marks
Monday	Assignment not submitted	Loss of a further 10 marks
Tuesday	Assignment not submitted	Zero Mark Awarded

In extenuating circumstances, a written reason from the parents must be forwarded to the Head Teacher of the faculty as soon as the assignment is submitted. This will be considered, and a decision will be made.

f) Marking of Assessment Tasks it is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as **final** seven days after the task is returned, so a student **must indicate any error in marking before this**. A complaint about marking is not valid for a **later appeal** against an assessment.

g) Malpractice (plagiarism, copying, cheating, talking during an examination)/Non-Serious Attempt  
i) In situations where it is established that malpractice has occurred then a '0' will be given for the task. The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parent/Carers will be advised in writing.

If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the appeals committee in writing. An interview with the student will follow and the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

h) Appeals/Appeals Committee

i) Any complaints about assessment procedures should be made in the first place to the class teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's Appeals Committee through the Deputy Principal in charge of the year group.

i. The appeals committee will consist of:

a. The Deputy Principal in charge of the year group.

b. The Subject Head Teacher.

c. The Year Adviser.

ii. Appeals will be in writing on the appropriate form. See the Deputy Principal in charge of your year group for details or forms.

iii. Appeals process to be used:

a. Appeal upheld – work submitted, marked and results recorded.

b. Appeal not upheld or no appeal – work submitted marked and recorded as '0'.

# Mandatory Assessment Grids

English

Geography

History

Mathematics Advanced

Mathematics Standard

Personal Development, Health and Physical Education

Science

## English Outcomes

- EN5-RVL-01 Uses a range of personal, creative, and critical strategies to interpret complex texts.
- EN5-URA-01 Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features, and structures.
- EN5-URB-01 Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
- EN5-URC-01 Investigates and explains ways of valuing texts and the relationships between them.
- EN5-ECA-01 Crafts personal, creative, and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
- EN5-ECB-01 Uses processes of planning, monitoring, revising, and reflecting to purposefully develop and refine composition of texts.

**SUBJECT: ENGLISH**

**COURSE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	War Poetry Essay	Novel Study Writing Task	Yearly Examination	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 4 Week 3</b>	
	EN5-URB-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01	EN5-URC-01 EN5-URA-01 EN5-ECA-01	EN5-RVL-01 EN5-ECB-01 EN5-URB-01 EN5-ECA-01	
Knowledge and understanding of texts and concepts	15	15	20	<b>50</b>
Composition using appropriate language, forms and features suited to purpose and audience	15	15	20	<b>50</b>
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Geography Mandatory Outcomes

- GE5-1 Explains the diverse features and characteristics of a range of places and environments.
- GE5-2 Explains processes and influences that form and transform places and environments.
- GE5-3 Analyses the effect of interactions and connections between people, places and environments.
- GE5-5 Assesses management strategies for places and environments for their sustainability.
- GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
- GE5-8 Communicates geographical information to a range of audiences using a variety of strategies.

**SUBJECT: GEOGRAPHY MANDATORY**

**COURSE: YEAR 9**

	TASK 1	TASK 2	TASK 1	TASK 2	WEIGHTING
<b>CONTENT/SKILLS</b>	Topic Test	Changing Places Sustainable City Design and Self- Reflection	Topic Test	Changing Places Sustainable City Design and Self- Reflection	
	<b>Semester 1</b>		<b>Semester 2</b>		
	<b>Term 1 Week 9</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 3</b>	
	GE5-1    GE5-7 GE5-3	GE5-2    GE5-8 GE5-5	GE5-1    GE5-7 GE5-3	GE5-2    GE5-8 GE5-5	
Apply geographical skills for geographical inquiry	40	10	40	10	<b>50</b>
Develop skills to acquire, process and communicate geographical information	10	40	10	40	<b>50</b>
<b>TOTAL WEIGHTING</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>100</b>

N.B: The course work for Geography and History are semesters. Students will study one semester of History or Geography then study the other subject the following semester.

## History Mandatory Outcomes

- HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.
- HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.
- HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.
- HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.
- HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
- HT5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

**SUBJECT: HISTORY MANDATORY**

**COURSE: YEAR 9**

	TASK 1	TASK 2	TASK 1	TASK 2	WEIGHTING
CONTENT/SKILLS	Fact and Source Test	Research and Extended Response	Fact and Source Test	Research and Extended Response	
	Semester 1		Semester 2		
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 3	
	HT5-1 HT5-2 HT5-4 HT5-9 HT5-10	HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-10 HT5-9	HT5-1 HT5-2 HT5-4 HT5-9 HT5-10	HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-8 HT5-9 HT5-10	
The Making of a Nation	50		50		50
World War I and II		50		50	50
<b>TOTAL WEIGHTING</b>	<b>100</b>		<b>100</b>		<b>100</b>

N.B: The course work for History and Geography are semesterised. Students will study one semester of History or Geography then study the other subject the following semester.

## Mathematics Core/Advanced Pathway Outcomes

- MA5-FIN-C-01 Solves financial problems involving simple interest, earning money and spending money.
- MA5-FIN-C-02 Solves financial problems involving compound interest and depreciation.
- MA5-ALG-P-02 Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises, and simplifies algebraic expressions.
- MA5-LIN-C-01 Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-LIN-C-02 Graphs and interprets linear relationships using the gradient/slope-intercept form.
- MA5-LIN-P-01 Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems.
- MA5-TRG-C-01 Applies trigonometric ratios to solve right-angled triangle problems.
- MA5-ARE-C-01 Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
- MA5-VOL-C-01 Solves problems involving the volume of composite solids consisting of right prisms and cylinders.
- MA5-GEO-C-01 Identifies and applies the properties of similar figures and scale drawings to solve problems.
- MA5-GEO-P-02 Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes.
- MA5-PRO-C-01 Solves problems involving Venn diagrams, 2-way tables and conditional probability.
- MAO-WM-01 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

**SUBJECT: MATHEMATICS CORE/ADVANCED PATHWAY**

**COURSE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Topic Test	Open Book Test	Yearly Examination	
	<b>Term 1 Week 9</b>	<b>Term 3 Week 6</b>	<b>Term 4 Week 3</b>	
	MA5-FIN-C-01 MA5-FIN-C-02 MA5-TRG-C-01	MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01	MA5-LIN-P-01 MA5-GEO-C-01 MA5-GEO-P-02 MA5-ALG-P-02 MA5-PRO-C-01 MAO-WM-01	
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Core/Standard Pathway Outcomes

- MA5-FIN-C-01 Solves financial problems involving simple interest, earning money and spending money.
- MA5-FIN-C-02 Solves financial problems involving compound interest and depreciation.
- MA5-LIN-C-01 Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-LIN-C-02 Graphs and interprets linear relationships using the gradient/slope-intercept form.
- MA5-TRG-C-01 Applies trigonometric ratios to solve right-angled triangle problems.
- MA5-TRG-C-02 Applies trigonometry to solve problems, including bearings and angles of elevation and depression.
- MA5-ARE-C-01 Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
- MA5-VOL-C-01 Solves problems involving the volume of composite solids consisting of right prisms and cylinders.
- MA5-GEO-C-01 Identifies and applies the properties of similar figures and scale drawings to solve problems.
- MA5-WM-01 Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
- MA5-GEO-P-02 Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (*Path: Ext*)

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Topic Test	Open Book Test	Yearly Examination	
	Term 1 Week 9	Term 3 Week 6	Term 4 Week 3	
	MA5-TRG-01 MA5-TRG-02 MA5-FIN-C-01 MA5-FIN-C-02	MA5-LIN-C-01 MA5-LIN-C-02 MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01	MA5-LIN-C-01 MA5-LIN-C-02 MA5-GEO-C-01 MA5-GEO-P-02 MAO-WM-01	
TOTAL WEIGHTING	30	30	40	100

## Personal Development, Health and Physical Education Outcomes

- 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.
- PD5-9 Assesses and applies self-management skills to effectively manage complex situations.
- PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

**SUBJECT: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION**

**COURSE: YEAR 9**

	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
<b>CONTENT/SKILLS</b>	Research Task Relationships Respect	Skill and Participation Practical Semester 1	Overcoming Challenges Assessment Task	Skill and Participation Practical Semester 2	
	<b>Term 2 Week 2</b>	<b>Ongoing</b>	<b>Term 4 Week 4</b>	<b>Ongoing</b>	
	PD5-2 PD5-3 PD5-10	PD5-4 PD5-5 PD5-11	PD5-1 PD5-3 PD5-6	PD5-4 PD5-5 PD5-8	
Knowledge and Understanding	30		30		<b>60</b>
Skills		20		20	<b>40</b>
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Science Mandatory Outcomes

SC5-WS-01	Working scientifically Observing selects and uses scientific tools and instruments for accurate observations
SC5-WS-02	Working scientifically Questioning and predicting develops questions and hypotheses for scientific investigation
SC5-WS-03	Working scientifically Planning investigations designs safe, ethical, valid and reliable investigations
SC5-WS-04	Working scientifically Conducting investigations follows a planned procedure to undertake safe, ethical, valid and reliable investigations
SC5-WS-05	Working scientifically Processing data and information selects and uses a range of tools to process and represent data
SC5-WS-06	Working scientifically analysing data and information, analyses data from investigations to identify trends, patterns and relationships, and draws conclusions.
SC5-WS-07	Working scientifically Problem-solving selects suitable problem-solving strategies and evaluates proposed solutions to identified problems.
SC5-WS-08	Working scientifically Communicating communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms.
SC5-EGY-01	evaluates current and alternative energy use based on ethical and sustainability considerations.
SC5-DIS-01	explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease.
SC5-MAT-01	assesses the uses of materials based on their physical and chemical proper.

**SUBJECT: SCIENCE MANDATORY**

**COURSE: YEAR 9**

	TASK 1		TASK 2	TASK 3		WEIGHTING
CONTENT/SKILLS	Research and Process Assessment		Depth Study Assessment Task	Yearly Examination		
	Term 1 Week 9		Term 3 Week 9	Term 4 Week 4		
	SC5-WS-05 SC5-WS-06 SC-EGY-01	SC5-WS-07 SC5-WS-08	SC5-WS-02 SC5-WS-03 SC5-WS-04	SC5-WS-06 SC5-WS-07 SC5-MAT-01	SC5-EGY-01 SC5-DIS-01	
Knowledge and understanding	10		15	15		40
Skills of working scientifically	20		20	20		60
<b>TOTAL WEIGHTING</b>	<b>30</b>		<b>35</b>	<b>35</b>		<b>100</b>



# Elective Assessment Grids

Child Studies

Commerce

Dance

Food Technology

History Elective

Industrial Technology Timber

iSTEM

Japanese

Marine and Aquaculture Technology

Music

Physical Activity and Sports Studies (PASS)

Psychology

Visual Arts

## Child Studies Outcomes

- 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 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

**SUBJECT: CHILD STUDIES**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	Task 3	WEIGHTING
CONTENT/SKILLS	Preparing for parenthood Conception to birth Informative poster or brochure	Newborn care Growth & development Research activity	Play and the developing child Health and safety in childhood Formative assessment e.g. class quizzes & practical experiences/project	
	Term 2 Week 2	Term 3 Week 4	Terms 3 & 4 Ongoing	
	CS5-8 CS5-10 CS5-11 CS5-12	CS5-1 CS5-6 CS5-5 CS5-7	CS5-2 CS5-3 CS5-4 CS5-9	
TOTAL WEIGHTING	30	30	40	100

## Commerce Outcomes

- COM5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts.
- COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.
- COM5-4 Analyses key factors affecting decisions.
- COM5-5 Evaluates options for solving problems and issues.
- COM5-7 Researches and assesses information using a variety of sources.
- COM5-8 Explains information using a variety of forms.
- COM5-9 Works independently and collaboratively to meet individual and collective goals within specified timeframes.

**SUBJECT: COMMERCE**

**COURSE ELECTIVE: YEAR 9**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>WEIGHTING</b>
<b>CONTENT/SKILLS</b>	Consumer and Financial Decisions Multimodal Presentation	Economic and Business Environment Research Task	
	<b>Term 1 Week 9</b>	<b>Term 3 Week 8</b>	
	COM5-4 COM5-8 COM5-9	COM5-1 COM5-2 COM5-7	
Decision making and problem-solving skills	15	15	<b>30</b>
Effective research and communication	15	15	<b>30</b>
Working independently and collaboratively	20	20	<b>40</b>
<b>TOTAL WEIGHTING</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Dance Outcomes

- DA5-PER-01 Demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent.
- DA5-PER-02 Manipulates the elements of dance to demonstrate performance quality and interpretation in context.
- DA5-COM-01 Creates a movement vocabulary that communicates an idea and intent in response to different contexts.
- DA5-COM-02 Creates movements using the elements of dance and structures movement to communicate a specific idea and intent.
- DA5-APP-01 Investigates and explains how social, cultural and historical factors shape the development of dance.
- DA5-APP-02 Evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements.

**SUBJECT: DANCE**

**COURSE ELECTIVE: YEAR 9**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>Task 3</b>	<b>WEIGHTING</b>
<b>CONTENT/SKILLS</b>	All that Jazz Practical Assessment	What Moves You Research Activity	That’s a wrap Yearly examination	
	Term 2 Week 2	Term 3 Week 4	Terms 3 & 4 Ongoing	
	DA5-PEF-01 DA5-PER-02 DA5-APP-01 DA5-APP-02	DA5-APP-01 DA5-APP-02 DA5-COM-01 DA5-COM-02	DA5-APP-01 DA5-APP-02 DA5-PER-01 DA-PER-02	
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Food Technology Outcomes

- 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.

**SUBJECT: FOOD TECHNOLOGY**

**COURSE ELECTIVE: YEAR 9**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>WEIGHTING</b>
<b>CONTENT/SKILLS</b>	Food Selection and Health Class Test	Foods For Specific Needs Case Study in Class	Food Trends Written and Practical Assessment	
	<b>Term 2 Week 4</b>	<b>Term 3 Week 3</b>	<b>Term 4 Week 3</b>	
	FT5-2      FT5-6 FT5-12      FT5-13	FT5-12      FT5-7 FT5-13	FT5-1      FT5-10 FT5-9      FT5-11	
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## History Elective Outcomes

- HTE5-1 Applies an understanding of history, heritage, archaeology, and the methods of historical inquiry.
- HTE5-2 Examines the ways in which historical meanings can be constructed through a range of media.
- HTE5-3 Sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
- HTE5-4 Explains the importance of key features of past societies or periods, including groups and personalities.
- HTE5-5 Evaluates the contribution of cultural groups, sites and/or family to our shared heritage.
- HTE5-7 Explains different contexts, perspectives, and interpretations of the past.
- HTE5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HTE5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HTE5-10 Selects and uses appropriate forms to communicate effectively about the past for different audiences.

**SUBJECT: HISTORY ELECTIVE**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	WEIGHTING
CONTENT/SKILLS	Research Task In-Class Response	Topic Presentation	
	Term 1 Week 10	Term 3 Week 5	
	HTE5.4      HTE5.2 HTE5.5      HTE5.8 HTE5.1      HTE5.9 HTE5.10	HTE5.3      HTE5.8 HTE5.4      HTE5.1 HTE5.7      HTE5.2 HTE5.9 HTE5.10	
Ancient Egypt	50		50
Political Unrest		50	50
<b>TOTAL WEIGHTING</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Industrial Technology Timber Outcomes

- 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.
- IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

**SUBJECT: INDUSTRIAL TECHNOLOGY TIMBER**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Bench Hook	Joining Practical Task and Folio	Trinket Bo and Folio	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
	IND5-1      IND5-3 IND5-5	IND5-1      IND5-7 IND5-3      IND5-5	IND5-1      IND5-2 IND5-3      IND5-7 IND5-5      IND5-8	
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## iSTEM Outcomes

- ST5-1 Designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems.
- ST5-2 Demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts.
- ST5-3 Applies engineering design processes to address real-world STEM-based problems.
- ST5-4 Works independently and collaboratively to produce practical solutions to real-world scenarios.
- ST5-5 Analyses a range of contexts and applies STEM principles and processes.
- ST5-6 Selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems.
- ST5-7 Selects and applies project management strategies when developing and evaluating STEM-based design solutions.
- ST5-8 Uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences.
- ST5-9 Collects, organises and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions.
- ST5-10 Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

**SUBJECT: iSTEM**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>CONTENT/SKILLS</b>	Engineering Model & Market Research	Model Design and Report	Research and Processing Task	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 8</b>	
	ST5-1      ST5-3 ST5-4      ST5-8	ST5-2      ST5-3 ST5-6      ST5-7	ST5-5      ST5-8 ST5-9      ST5-10	
Individual Component	10	10	30	50
Group Component	20	30		50
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Japanese Outcomes

ML5-UND-01 Analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding.

ML5-CRT-01 Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

**SUBJECT: JAPANESE**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	WEIGHTING
<b>CONTENT/SKILLS</b>	A Day in My Life Website	My Anime Character Competition	
	Term 2 Week 5	Term 4 Week 4	
	ML5-UND-01	ML5-CRT-01	
<b>Understanding texts</b> Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.	50		
<b>Creating texts</b> Create a range of texts diverse communicative purposes by manipulating culturally appropriate language.		50	
<b>TOTAL WEIGHTING</b>	50	50	100

## **Marine and Aquaculture Technology Outcomes**

- MAR5-7 Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment.
- MAR5-9 Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings.
- MAR5-10 Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations.
- MAR5-11 Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits.
- MAR5-13 Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information.

**SUBJECT: MARINE AND AQUACULTURE TECHNOLOGY**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
<b>CONTENT/ SKILLS</b>	Research and Production Video	Practical and Portfolio Fishing	Boating Practical and Portfolio	
	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 4 Week 2</b>	
	MAR5-7      MAR5-14	MAR5-9      MAR5-10 MAR5-11	MAR5-9      MAR5-10 MAR5-11      MAR5-13	
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Music Outcomes

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 Uses different forms of technology in the composition process.
- 5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
- 5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
- 5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- 5.10 Demonstrates an understanding of the influence and impact of technology on music.
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

**SUBJECT: MUSIC**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	Fundamentals of Music	Australian Music	Yearly Performance and Theory/Listening Examination	
	Performance and Theory/Listening Examination	Composition		
	Term 2 Week 2-4	Term 3 Week 7	Term 4 Week 2-4	
	5.3            5.8	5.4            5.5 5.6	5.1            5.9 5.7	
Performance	15		15	30
Composition		30		30
Musicology / Aural	15		25	40
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Physical Activity and Sports Studies (PASS) Outcomes

- 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.
- PASS5-4 Analyses physical activity and sport from personal, social, and cultural perspectives.
- PASS5-5 Demonstrates actions and strategies that contribute to active participation and skillful 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.

**SUBJECT: PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	TASK 3	TASK 4	WEIGHTING
CONTENT/SKILLS	Research Task Body Systems	Skill and Participation Semester 1	Yearly Examination	Skill and Participation Semester 2	
	Term 2 Week 3	Ongoing	Term 4 Week 2	Ongoing	
	PASS5-1    PASS5-2 PASS5-5	PASS5-7    PASS5-9 PASS5-8	PASS5-1    PASS5-2 PASS5-4    PASS5-6	PASS5-7    PASS5-9 PASS5-8	
Knowledge and Understanding	30		30		60
Skills		20		20	40
<b>TOTAL WEIGHTING</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Psychology Outcomes

- PSY5-1 Explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches.
- PSY5-2 Explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches.
- PSY5-4 Explains a range of psychological theories and identifies the application of these theories to everyday life.
- PSY5-5 Demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data.
- PSY5-6 Recognises the applications and influence of psychology in popular culture and its importance to social factors.
- PSY5-7 Examines suitable research methods including procedures and critical analysis when completing action-based learning.
- PSY5-8 Communicates psychological information and ideas using appropriate written, oral and visual forms.

**SUBJECT: PSYCHOLOGY**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	WEIGHTING
CONTENT/SKILLS	Half Yearly Examination	Forensic Presentation	
	Term 2 Week 8	Term 4 Week 1	
	PSY 5-1      PSY 5-6 PSY 5-2      PSY 5-7 PSY 5-4      PSY 5-8	PSY 5-1      PSY 5-8 PSY 5-5	
What is Psychology/Cognition and the Brain	60		60
Forensic Psychology		40	40
<b>TOTAL WEIGHTING</b>	<b>60</b>	<b>40</b>	<b>100</b>

## Visual Arts Outcomes

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning.
- 5.4 Investigates the world as a source of ideas, concepts, and subject matter in the visual arts.
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
- 5.9 Demonstrates how the frames provide different interpretations of art.
- 5.10 Demonstrates how art criticism and art history construct meanings.

**SUBJECT: VISUAL ARTS**

**COURSE ELECTIVE: YEAR 9**

	TASK 1	TASK 2	TASK 3	WEIGHTING
CONTENT/SKILLS	VAPD Task	Artmaking + VAPD	Artmaking + VAPD	
	Term 2 Week 2	Term 2 Week 9	Term 4 Week 2	
	5.7            5.10 5.8	5.1            5.6 5.2            5.7 5.4            5.8 5.5            5.9	5.2            5.6 5.3            5.8 5.4            5.10 5.5	
Artmaking		30	30	60
Critical/Historical Study	20	10	10	40
<b>TOTAL WEIGHTING</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

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