



# Strathfield Girls High School



## Year 9 Assessment Handbook 2025

*dream, believe, inspire, achieve...*



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# Stage 5

## GENERAL INFORMATION

This handbook aims to give students, parents and caregivers an outline of the requirements for assessment for the Stage 5, Year 9 courses. Students must sign that they have received this book. We urge you to read the information in this handbook carefully.

Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Year 9 Adviser or Deputy Principal.

Students must satisfactorily complete the NSW Record of School Achievement (RoSA) requirements for each subject before they commence the HSC course in that subject.

### What is an Assessment?

An Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the **NSW Education Standards Authority (NESA)**. School-based assessment tasks are linked to the outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about student achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement based on their class and cohort results. Assessment data is derived from the results of a number of assessment tasks which are outlined in the schedules published in this handbook.

The purpose of assessment is simply to improve student learning. It gives the student the opportunity to demonstrate their learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal Assessment	Formal Assessment
<ul style="list-style-type: none"> <li>• Class Projects, Class Assignments</li> <li>• Classroom activities</li> <li>• Homework assignments</li> <li>• Mini-tests, Quizzes</li> <li>• Group and pair work</li> <li>• Bookmark</li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Presentations</li> <li>• Research assignments</li> <li>• End of unit tests</li> <li>• Mid Year and Final Examinations</li> <li>• Assessment Tasks</li> </ul>

## **REQUIREMENTS FOR THE AWARD OF A NSW RECORD of SCHOOL ACHIEVEMENT CREDENTIAL**

It is a requirement that Year 9 students attend school until the final day of Year 9 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 9 without an exemption or approval. Unauthorised early departure from school in Year 9 may also jeopardise entry into Year 10.

### **Satisfactory course completion requirements**

For the satisfactory completion of a course, it is the student's responsibility to:

- (a) follow the course developed or endorsed by NESA; and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, she will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

**If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.**

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, she should advise the Principal that she wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7-10 as required by the NSW Education Standards Authority (NESA). In stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PD/H/PE, History and Geography
- At least 200 hours of an elective subject

These courses will require the completion of the practical, oral or project works specific for them as well as the assessment requirements for each course.

## NSW RECORD of SCHOOL ACHIEVEMENT Grading (RoSA)

The grading system describes the student's achievement **at the end** of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

<b>A</b>	Excellent Achievement
<b>B</b>	High Achievement
<b>C</b>	Substantial Achievement
<b>D</b>	Satisfactory Achievement
<b>E</b>	Elementary Achievement

From the submitted grade the NSW Education Standards Authority (NESA) will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

### NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

## REPORTING PROCEDURES

**Student Reporting** is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

School reports are issued Mid-Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment Schedules for each course as outlined in this handbook.

The Mid-Year Report will be based on Semester 1 Assessments and selected outcomes (areas of learning), while the Final Report will be based on the cumulative mark and all outcomes for the subject.

It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and collect their daughters' reports. Final Reports for the academic year will be issued to students.

# **Sample Report with Marks, Mean and Grade Distribution**

	A	B	C	D	E
		✓			
Grade Distribution	A 10%	B 44%	C 39%	D 7%	E 1%

## **Strathfield Girls High School**



### **Pass on the Torch of Life**

*Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.*

## **Student POWER**

### **Year 9 Semester 2**

Ms M Pikoulas  
Principal

This report is issued without alteration  
Date of issue:



## **SCHOOL ASSESSMENT POLICY**

### **SECTION A: STUDENT RESPONSIBILITIES**

#### **Expectations of students:**

##### **1. Attendance**

Students must attend all classes to satisfactorily complete their courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

##### **2. Unexplained absences, lateness and class attendance patterns**

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (Assessment Certification Examination (ACE) Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

##### **3. Academic Integrity**

Students are required to acknowledge that all work submitted for assessment must be their own. Any breach of this condition, including plagiarism, will result in a mark of zero. An 'Academic Integrity Report' must be attached to submitted assessment tasks as required by the faculty.

##### **4. Assessment Tasks**

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks. Students with special needs or students requiring special examination provisions will be considered.

##### **5. Submission of Assessment Tasks**

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

##### **6. Diligence**

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

##### **7. Syllabus requirements**

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and examinations.

## 8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.

Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded. (ACE Manual)

## 9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment Task Notification is issued, **must see their teacher to receive the notification**. It is the student's responsibility to collect the task notification on return to school. It is important to note that notification of assessment tasks will be issued at least **two weeks prior to assessment** tasks as per assessment schedules published in this handbook.

## 10. Procedures for students when absent from any tasks - (Illness/Misadventure/Special Consideration Procedures)

Where a student does not meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration.

If there is a valid reason, an **Assessment Task Illness/Misadventure Application/Special Consideration Application** needs to be collected from the Head Teacher/s of the subject/s missed **on the first day back after their absence** and **the application**, together with all supporting documentation, must be **submitted to the Faculty Head Teacher/s within 1 week** or **a zero mark may be awarded**.

### Applications for special consideration

1. The student or her parent must telephone the school on the day of the task and inform the Deputy Principal/Faculty Head Teacher/s of their absence;
2. The illness/misadventure/special consideration application must be lodged with the Faculty Head Teacher/s immediately upon the student's return to school;
3. A doctor's certificate is required if the application is on medical grounds;
4. Valid supporting documents are required to support misadventure appeals;
5. If the assessment task is a take-home task, the student must submit it **ONLINE/** at the front office on the due day **OR** in cases with prior approval, the completed task must be submitted with a medical certificate/ supporting document to the Faculty Head Teacher/s, immediately upon the student's return to school;
6. Documentation submitted later (not on the first day that the student returns to school) will not be accepted and the student may be awarded a zero mark.

### Medical Certificates should:

- be written on an official doctor's letterhead;
- include the date of the missed tasks;
- show the length of time the student will be unfit for school; and
- be produced immediately on return to school.

**If the student does not make the application to the appropriate Faculty Head Teacher on their first school day of attendance after the due date of the missed assessment task, a zero mark may be recorded.**

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### Process for the determination of the Illness Misadventure Appeal

The Faculty Head Teacher, Deputy Principal and Principal consider student appeals. Once the Principal determines the actions to be taken, the Head Teacher will inform the student and classroom teacher of the decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

### The Illness/Misadventure/Special Consideration appeals process does NOT cover:

- difficulty in preparing or loss of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time

#### **ADVICE**

To assist students in the use of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school on USB or save a copy on the cloud.

**It is the student's responsibility to keep hard copies of submitted assessment tasks.**

Students may lodge an **Illness/Misadventure/Special Consideration Application** if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

**If the Assessment Task Illness/Misadventure/Special Consideration Application is not accepted**, the student may be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of the initial determination.

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed, or
- iv. award an estimate

## Sample Illness/ Misadventure/Special Consideration Application Form



### STRATHFIELD GIRLS HIGH SCHOOL ILLNESS/MISADVENTURE/SPECIAL CONSIDERATION APPLICATION

HT Signature: .....

Date of issue: .....

This form is to be completed by students who are unable to complete an assessment task on the due date.  
The completed form must be submitted to the Faculty Head Teacher before the task, or on the first day back at school immediately after the due date of the assessment.

**NB: If the Head Teacher is absent, this form must be submitted to the Deputy Principal.**

Name: ..... Year: .....

Subject/Course: ..... Class Teacher: .....

Head Teacher: .....

Assessment Title: .....

Select relevant option ☐ Task missed ☐ Task not submitted ☐ Task completed

Seeking special consideration because of: ☐ illness ☐ misadventure

Details of appeal: ..... Task Due Date: .....

.....

.....

☐ (Attach all necessary medical certificates and refer to the SGHS Assessment Policy)

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

Parent/Carer signature: ..... Date: .....

#### OFFICE USE ONLY

Date appeal submitted .....

#### Outcome:

Head Teacher signature: ..... Date: .....

Principal Signature: ..... Date: .....

#### School Procedure

- ☐ Head Teacher issues Illness/Misadventure/Special Consideration form.
- ☐ Head Teacher receives Illness/Misadventure/Special Consideration form within 1 week of date issued.
- ☐ Head Teacher discusses the application with Principal and a determination is made.
- ☐ School Admin Officer will enter details on SENTRAL and generates an outcome letter for the parent.
- ☐ Principal signs the letter and gives it to the front office to be mailed to the parent.
- ☐ A copy will be given to the Head Teacher and a copy will be placed into the student's file.

***A student checklist is published on the back of the Illness Misadventure/Special Consideration Application Form***

**STUDENT CHECKLIST**

Call the school on the day you are missing your task/examination	
On your first day of return to school, see the Head Teacher/s of the subject/s you have missed. Collect this form from the Head teacher/s. <i>The HT will date and sign the form. You may need to see more than one teacher if you missed tasks across subjects,</i>	
Have you shown the Head Teacher your medical certificate/supporting documents? <i>Have you asked when the alternate/catchup task will be?</i> Write the date of the alternate task in your diary	
Complete the form with a parent/carer and ask them to sign and date the form. <i>Have you signed the form?</i>	
Return the form to the same Head Teacher/s within a week. The next day will be good! <i>Check that the date of submission has been written in by the Head Teacher</i>	
Ensure that you attend the alternate task OR you will be awarded a zero	

**Now you have completed the Illness/Misadventure/Special Consideration Application process, you will need to complete the missed task/s and wait for the outcome of your appeal.**





## 11. Procedures relating to malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately. Malpractice, including plagiarism, will lead to students receiving zero marks and will jeopardise their final results.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

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

- copying someone else's work in part or in whole, and presenting it as their own;
- copying from their own previous tasks and presenting the same work for a new task;
- use of AI in any form to complete assessment tasks;
- using material directly from books, journals, or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as their own may result in both parties receiving a zero;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

### Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project, and/or
- b. submitting falsified or altered documents<sup>1</sup>, and/or
- c. referencing incorrect or non-existent sources, and/or
- d. contriving false explanations to explain work not handed in by the due date.

## Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- a. copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

## Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- a. sharing answers to an assessment with other students, and/or
- b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. contract cheating by outsourcing work to a third party, and/or
- d. ***unauthorised use of artificial intelligence technologies (this will include the use of ChatGPT, Grammarly and any bots)***

### ***Turn It In:***

The school also monitors malpractice through the ***Turn It In*** program, which includes the use of the AI via the AI-generated writing detection percentages. Any malpractice will incur a penalty and may result in a zero mark.

Malpractice is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

### **ADVICE**

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher.

Students must give acknowledgement whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words; or
- paraphrase another person's spoken or written words.

## 12. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, examination or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, smart watches and air pods other than what is allowed by the supervising teacher;
- makes a non-serious attempt; or
- engages in malpractice.

## 13. Examination Procedures

- During any assessment task/examination students must follow the examination supervisor's instructions at all times. **An Examination Rules and Expectations Notice** is issued and explained to students with their examination timetables.
- Students must not take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher.
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination.
- Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones and smart electronic watches or Air Pods into any examination room.

**Failure to observe these rules will result in a mark of zero for the examination.**

## 14. Student Absent from Examinations

- Students who are absent from examination(s) for any serious reason must notify the Deputy Principal and Faculty Head Teacher/s on the timetabled day of the examination(s).
- The student must present the illness/misadventure appeal to the appropriate Faculty Head Teacher immediately after the missed examination(s) for the appeal to be considered and course of action determined.

## 15. Equipment for the Examination

All students are expected to provide their own equipment for examinations including:

- Pens, pencils, eraser, ruler, sharpener, calculator scientific, in a clear plastic pencil case or sleeve.
- Note that students **must clear the memory from calculators** before examinations.



## 16. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves. A **minimum of two course specific warnings** must be issued prior to a final 'N' (non-completion) determination being made for a course.

## 17. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task/course for the year.

## 18. Notifications

Students are expected to carefully read the notification of tasks that they will receive at least **two weeks prior** to the date of assessment tasks. Students are required to sign for and check the following details on all notification for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment criteria, and
- e. the date of the task.

## 19. Special examination provisions for students with special needs

If students have a special need that would, in a normal examination situation prevent them from:

- reading the examination questions, and/or
- communicating responses, special provisions can be provided.

However, special examination provisions are not available as compensation for difficulties in undertaking a course and preparing for the examination, and/or lack of familiarity with the English language.

**Students applying for Disability Provisions MUST speak to the Head Teacher Learning and Engagement who will explain the paperwork required.**  
**This must be done early in the academic year.**

## 20. NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NESA website at <http://educationstandards.nsw.edu.au>

**Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.**

## **SECTION B: THE SCHOOL'S RESPONSIBILITIES**

### **1. A Standard Referenced Approach to Assessment**

This document has been refined to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

The standards referenced approach allows the teacher to assess a student's ability compared to the standard produced from the outcomes assessed. This 'snapshot' of the student's progress provides a platform for further academic development of the student.

### **2. Assessment Schedules**

Each course will have its own assessment schedule developed within the guidelines provided by the NESA.

Teachers are required to provide students with assessment schedules for courses studied, which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the weightings for each syllabus component; and
- specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
  - i. tests which may take a written, practical, oral and aural form;
  - ii. class and/or homework assignments, including essays and practical tasks;
  - iii. projects of varying degrees of length and complexity, and
  - iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time.

### **3. Assessment Notifications**

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 2 weeks in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid-Year and Final Examination periods.

#### **4. Head Teachers are required to put processes in place to:**

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign to acknowledge receipt of notification of tasks;
- c. ensure teachers record and acknowledge when a task is submitted;
- d. record marks on faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate.

#### **5. More than one class following the same course**

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a way that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

#### **6. Marking Guidelines**

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

#### **7. Providing Meaningful Feedback**

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards. Students should be provided meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

#### **8. Recording and Reporting Student Marks**

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and will provide students, after each task, with information concerning their performance on individual tasks.

#### **9. Non-Discriminating Tasks**

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called 'supplementary task'. Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the particular assessed task.

## 10. The Award of 'Zero Marks'

A zero mark is noted as a non-attempt for a particular course and will be awarded in the following instances:

- a. non-presentation of a task without approved reason,
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism), or
- c. non-serious attempt.

## 11. Non presentation/Non-Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

## 12. Malpractice

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. To this end students are asked to undertake a pledge of **Academic Integrity**. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which another person such as a parent or tutor has contributed significantly or ideas of another person without reference to the source;
- offering false documentation in support of an appeal;
- cheating during an assessment task or formal examination; and
- misbehaving during examinations
- use of AI such as ChatGPT during a formal examination.

Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher who will discuss the issue with the Principal. Invigilators, during an examination, will report any malpractice to the Deputy Principal. The student may be awarded a zero mark for the task or section of the task where the malpractice occurred and given a full explanation of the decision. The student may then proceed through the established appeal procedures.

Should an assessment task be compromised through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness. This task may be used as a guide to assessment marks awarded.

## 13. How to Avoid Plagiarism

To avoid plagiarism students should:

- check how to site sources with their teacher, and
- look at the library website – click on Internet Explorer → Library → Researching assignment/Plagiarism → SGHS Guide to Plagiarism.

You must give credit whenever you:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.

#### 14. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason she must undertake the task in the remaining time.

#### 15. During any assessment task/examination if a student is involved in any of the following behaviours, a zero assessment will be awarded:

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt, or
- cheats in any way.

#### 16. Extensions

Students who are unable to be present for an out of class assessment task/assignment for valid reasons may apply to the Head Teacher for an extension **prior to the due date of submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

#### 17. NSW Education Standards Authority (NESA) Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**. Course requirements are that the student:

- **follows** the course development or endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all of the outcomes.

**These letters are a warning to students that they are in danger of failing the course.**

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter. When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

**When a first warning letter is sent**, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

**When a second warning letter is sent**, the Deputy Principal and Head Teacher will arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

**If a student has two active NESA warning letters**, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Head Teacher, the Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

## SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:
  - Against her mark in the course assessed on the grounds of a clerical error, and/or
  - If the school has varied from its stated Assessment Policy.
2. No appeal may be entered against marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
  - Principal;
  - Deputy Principal;
  - The Teacher currently involved in teaching the course and
  - The Head Teacher of another Faculty.

**In conducting a review, NESA requires the panel to ascertain whether:**

- a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
- b. The procedures used by the school for determining the final assessment program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(ACE Manual)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with the NESA policy and whether the conduct of the review was proper in all respects.

### 2025 Important Dates

<b><i>Year 9 NAPLAN</i></b>	<b>12 – 21 Mar</b>
<b><i>Year 9 Mid-Year Examination</i></b>	<b>19 – 23 May</b>
<b><i>Parent Teacher Evening</i></b>	<b>3 July</b>
<b><i>Year 9 Final Examinations</i></b>	<b>12 – 19 November</b>
<b><i>Final Reports</i></b>	<b>18 December</b>

# STRATHFIELD GIRLS HIGH SCHOOL



## ACADEMIC INTEGRITY REPORT

**Students need to complete and attach this cover sheet to every assessment task that is submitted**

<b>Student name</b>		<b>Year</b>
<b>Assessment Task Title</b>		<b>Date submitted</b>
<b>Course</b>	<b>Teacher</b>	
<p align="center"><b>Academic Integrity Statement</b></p> <p>I _____ declare that this is work is my own and that any quotations,  <i>Student name</i></p> <p>information or works have been properly acknowledged and cited in the bibliography or as footnotes.</p> <p><i>I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.</i></p> <p><i>I have read and understand the school assessment procedures.</i></p> <p><i>Any dispute in marks must be taken to classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.</i></p> <p>Student signature: _____ Date: _____</p> <p align="center"><b>Warning</b></p> <p>Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.</p>		

✂ 0 0 0 0 ✂

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

Name: .....

Task: .....

Teacher's name: .....

Date: .....

Teacher's signature: .....

## STRATHFIELD GIRLS HIGH SCHOOL

**ACADEMIC INTEGRITY (HONESTY) DECLARATION/PLEDGE**

*Students need to complete and sign this declaration at the beginning of each academic year.*

*This pledge will be collected and filed as part of the Faculty records.*

I am aware that plagiarism occurs when I submit someone else's words or ideas as my own work. This academic dishonesty is unethical and unacceptable and violates our school values, beliefs and expectations of students.

I \_\_\_\_\_ pledge that:  
(Your name in block letters)

I will not:

- copy articles from print media, the Internet or other electronic sources.
- copy work from other students.
- copy my own previous work for new tasks/other subjects.
- submit work of older students/siblings/friends etc.
- summarise or paraphrase other people's work without acknowledgment.
- cut and paste together sections of text from other sources.
- allow my work to be copied and submitted by other students.
- prepare or complete work for someone else to submit as their own work.
- use online writing platforms/apps/AI to complete my tasks for me.
- use tutors/older siblings etc to complete my tasks for me.



I will give credit / acknowledgement to:

- another person's ideas or opinions.
  - pieces of information, facts, statistics, graphs or drawings taken from other sources.
  - quotations or my paraphrase of someone else's spoken or written words.
- ☐ I have read and understand the school Assessment and Plagiarism Policies.
- ☐ I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.
- ☐ I understand that any appeal about marks awarded must be taken to my classroom teacher or the Faculty Head Teacher or Deputy Principal.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date: \_\_\_\_\_





## Strathfield Girls High School

116-146 Albert Road  
Strathfield NSW 2135

Ph: 02 97466990  
Fax: 02 97463517  
Email: strathfiegh-school@det.nsw.edu.au

(Parent/Carer Address)

(Date of Letter)

### NSW Education Standards Authority (NESA) Warning Letter

#### OFFICIAL WARNING - Non-completion of a Stage 5 (Years 9 - 10) Course

Dear (Parent/Carer name),

I am writing to advise that your daughter (student name) is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in **(Course) Stage 5**.

The completion of **(Course) Stage 5** is/is not mandatory for the award of the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

#### Criteria for Satisfactory Completion of a Course

For a student to satisfactorily complete a course, the NSW Education Standards Authority requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the NSW Education Standards Authority; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the NSW Education Standards Authority that the student has not satisfactorily completed the course. To date, (student name) is not currently meeting one or more of these requirements.

#### Official Warning

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to correct the problem.

Please regard this letter as the **1st official warning** we have issued concerning **(Course Name) Stage 5**.

#### Opportunity to Correct the Problem

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for (student name) to satisfactorily complete the course requirements for **(Course) Stage 5**, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

To satisfy the course requirements for **(Course) Stage 5**, the following tasks, requirements or outcomes need to be satisfactorily completed by (student name).

Task Name/Course Requirement/ Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by

To support (student name) in meeting the course requirements, we request that you discuss this matter with your daughter and encourage her to carry out the required actions.

Please contact the school if further information or clarification is needed.

Yours sincerely,

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

\_\_\_\_\_  
Head Teacher (Faculty)

\_\_\_\_\_  
Deputy Principal

\_\_\_\_\_  
Principal

**Please detach this section and return to the school**  
**Acknowledgement of Official Warning for a Stage 5 Course**

I acknowledge receipt of the **1st official warning** letter, advising that (student name) is in danger of not having satisfactorily met the course requirements for **(Course) Stage 5**.

I am aware that **(Course) Stage 5** is a mandatory course and that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'.

I understand that where mandatory courses are not completed satisfactorily, this results in a student being ineligible for the award of the Record of School Achievement.

I am also aware that without a Record of School Achievement, a student will not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

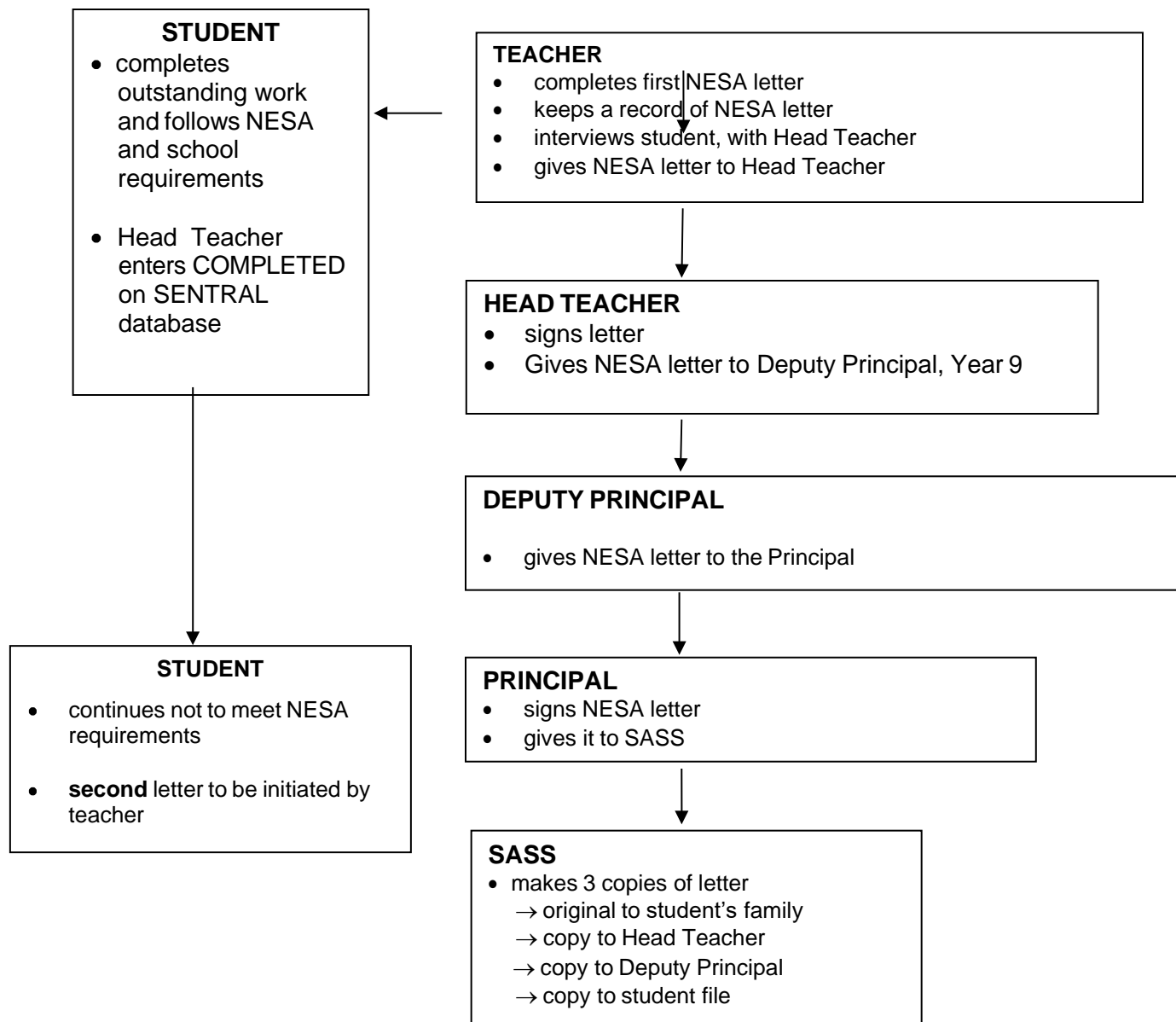
# STRATHFIELD GIRLS HIGH SCHOOL PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

## Process Re: NSW Education Standards Authority (NESA) Warning Letters

### FIRST LETTER (OFFICIAL NESA WARNING)

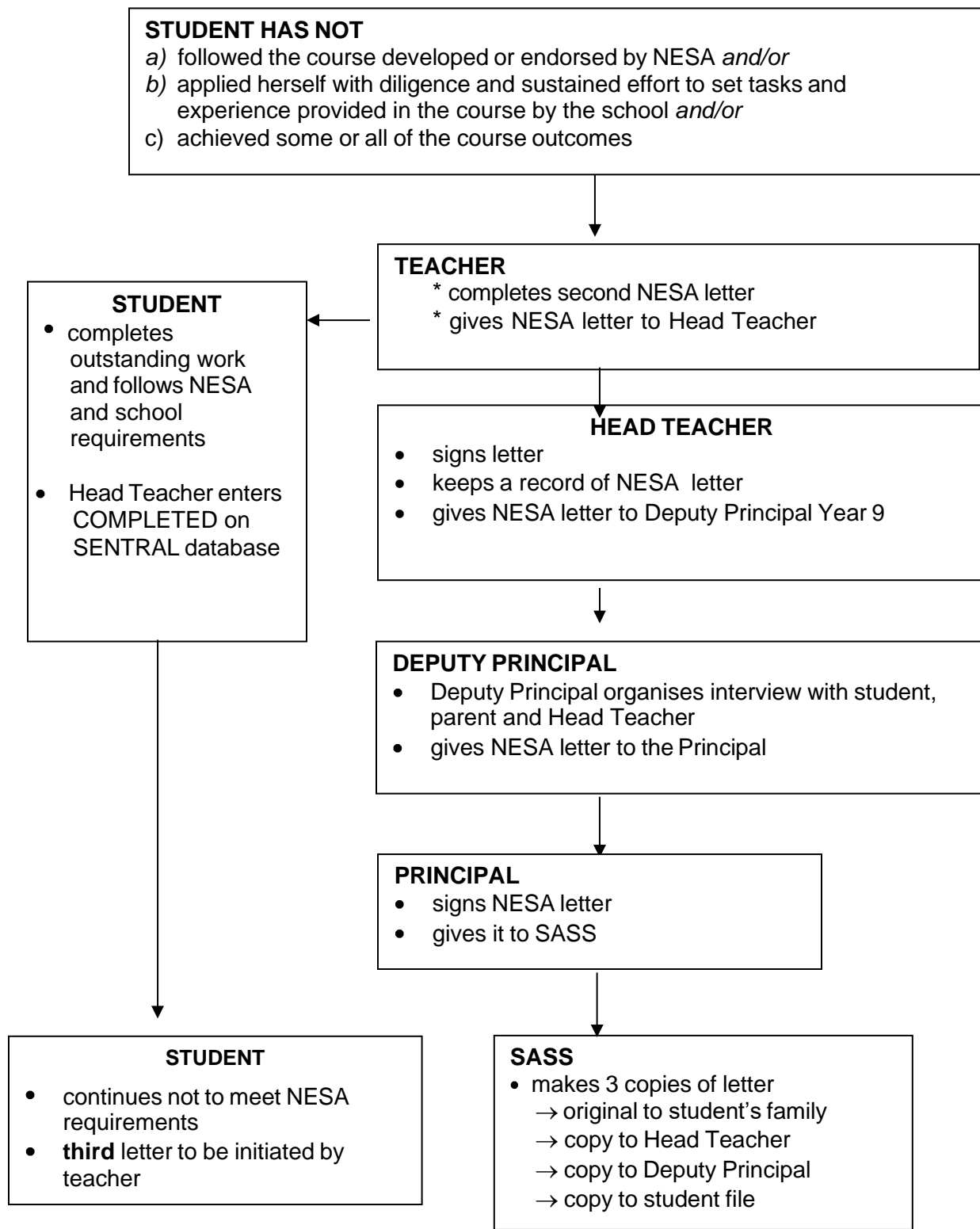
#### STUDENT HAS NOT

- a) followed the course developed or endorsed by NESA *and/or*
- b) applied herself with diligence and sustained effort to set tasks and experience provided in the course by the school *and/or*
- c) achieved some or all of the course outcomes



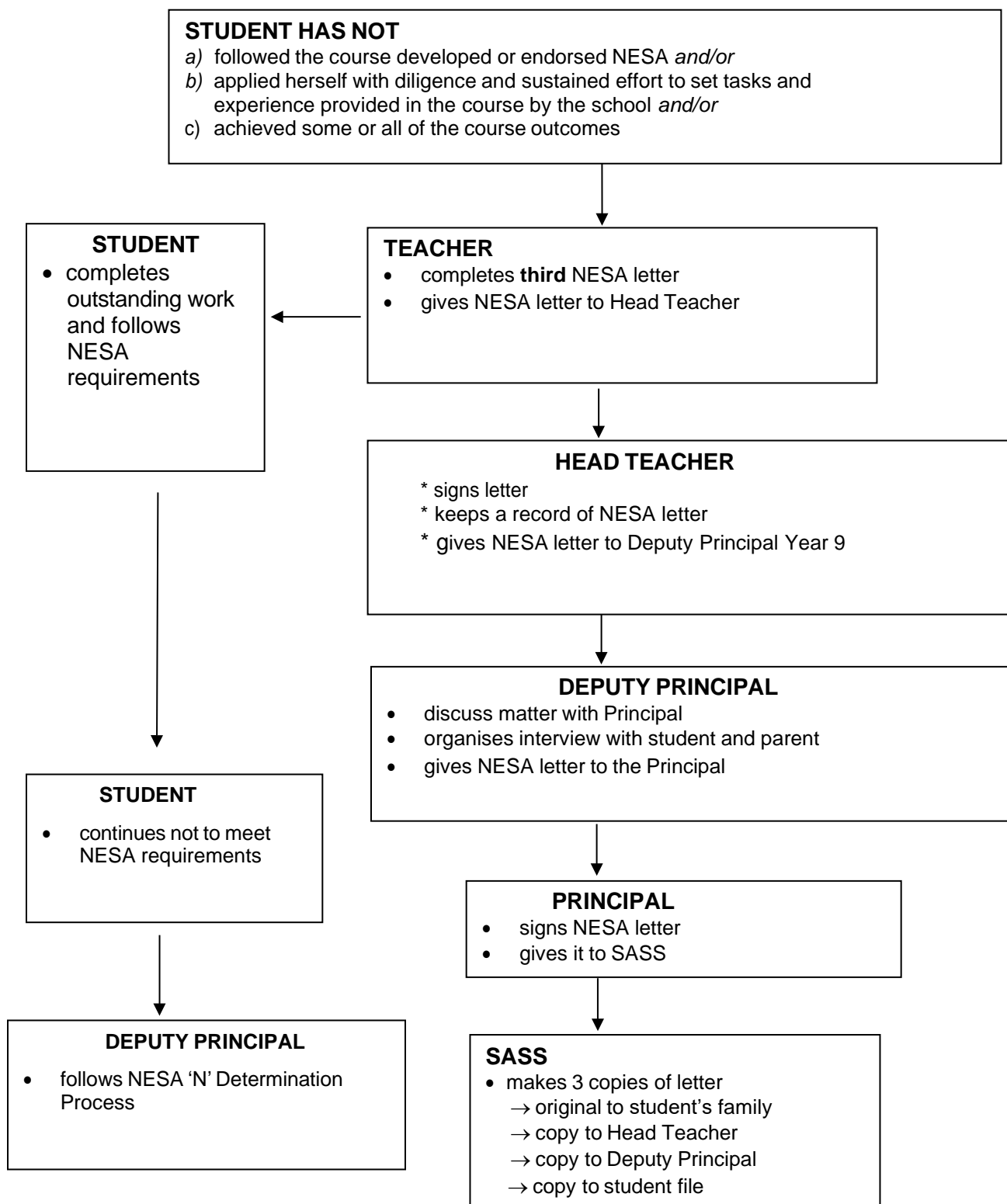
# STRATHFIELD GIRLS HIGH SCHOOL PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

## SECOND LETTER (OFFICIAL NESA WARNING)



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**STRATHFIELD GIRLS HIGH SCHOOL**  
**PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS**  
***THIRD LETTER (OFFICIAL NESA WARNING)***





## SGHS High School Stage 5 Assessment Student Review/Appeals

*To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.*

**This form must be submitted to the Principal by:**

Name:	
Student Signature:	Date:
Parent signature:	Date:
Subject/Course:	
Head Teacher:	
Assessment Title:	Due Date:
Details of student appeal:	

*(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)*

*Appeal Panel Response:*

*Principal signature: .....*

DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in studentfile.

## Course Information - Mandatory Courses

### English

#### Outcomes

<b>EN5-RVL-01</b> uses a range of personal, creative and critical strategies to interpret complex texts
<b>EN5-URA-01</b> analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
<b>EN5-URB-01</b> evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
<b>EN5-URC-01</b> investigates and explains ways of valuing texts and the relationships between them
<b>EN5-ECA-01</b> crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

#### Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response	Mid-Year Examination	Multi Modal Presentation	Final Examination	
	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 5</b>	<b>Term 4 Weeks 5- 6</b>	
<b>Outcomes</b>	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*All notifications of assessment will include a full list of specific relevant outcomes for that task.*

**Mid-Year Report will be based upon Tasks 1 – 2**

**Final Report will be based upon Tasks 1 – 4**

# Mathematics

## Objectives: Knowledge, skills and understanding

<b>Number and Algebra</b>	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
<b>Measurement and Geometry</b>	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
<b>Statistics and Probability</b>	Collect, represent, analyse, interpret, and evaluate data, assign and use probabilities, and make sound judgements
<b>Working Mathematically</b>	Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning

\*For the full list of outcomes, see:

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

## Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Knowledge, Skills and understanding	Common Task	Mid-Year Examination	Common Task	Final Examination	
	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 7</b>	<b>Term 4 Weeks 5- 6</b>	
	1, 2, 4	1 - 4	1 - 4	1 - 4	
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>

Mid-Year Report will be based upon Tasks 1 – 2

Final Report will be based upon Tasks 1 – 4



# Science

## Outcomes

<b>1VA</b>	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
<b>2VA</b>	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
<b>3VA</b>	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
<b>4WS</b>	develops questions or hypotheses to be investigated scientifically
<b>5WS</b>	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
<b>6WS</b>	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>7WS</b>	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>8WS</b>	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
<b>9WS</b>	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
<b>10PW</b>	applies models, theories and laws to explain situations involving energy, force and motion
<b>11PW</b>	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>12ES</b>	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
<b>13ES</b>	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
<b>14LW</b>	analyses interactions between components and processes within biological systems
<b>15LW</b>	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>16CW</b>	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>17CW</b>	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Processing and Analysing Information	Mid-Year Examination	Practical Assessment	Final Examination	
	<b>Term 1 Week 9/10</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 3/4</b>	<b>Term 4 Weeks 5-6</b>	
	7WS, 8WS, 9WS, 14LW, 15LW	4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 14LW, 15LW, 16CW, 17CW	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 17CW	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• <i>Physical World: the nature of forces, motion, matter and energy</i></li> <li>• <i>Earth and Space: Earth's dynamic structure and its place in the cosmos</i></li> <li>• <i>Living World: living things</i></li> <li>• <i>Chemical World: the composition and behaviour of matter</i></li> </ul>	10	15		15	<b>40</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• <i>Questioning and predicting</i></li> <li>• <i>Planning and conducting investigations</i></li> <li>• <i>Processing and analysing data and information</i></li> </ul>	5	5	15	5	<b>30</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• <i>Problem solving</i></li> <li>• <i>Communicating</i></li> </ul>	5	10	5	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

The **final assessment cohort mark** for **Year 9 Science** is based on a range of assessment tasks, as shown above, to allow students to demonstrate their skills in practical work, research and processing information, in addition to content knowledge.

## Geography

**NOTE: Students will be studying Geography in Year 9 and History in Year 10**

### Outcomes

<b>GE5-1</b>	Explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	Explains processes and influences that form and transform places and environments
<b>GE5-3</b>	Analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	Accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	Assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	Analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	Communicates geographical information to a range of audiences using a variety of strategies

### Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Outcomes assessed</b>	Fieldwork Report	Mid-Year Examination	Research Task	Final Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8</b>	<b>Term 4 Weeks 5- 6</b>	
	GE5-2, GE5-5 GE5-7, GE5-8	GE5-1-5, 8	GE5-3, G5-4, GE5-6, GE5-8	GE5-1-6, 8	
<b>Knowledge, recall and understanding</b>	5	10	10	15	<b>40</b>
<b>Investigating And researching</b>	10		10		<b>20</b>
<b>Geographical Skills</b>	10	5		5	<b>20</b>
<b>Communication</b>	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>100</b>

The assessment cohort mark and rank for Year 9 Geography will be based on the assessment tasks as shown in the assessment grid above, to allow students to demonstrate knowledge and understanding of Geography content and the application of geographical skills, as well as investigate the interactions between the environment and communities through fieldwork.

## Personal Development, Health and Physical Education

### Outcomes

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

### Assessment Schedule- Cohort Tasks

Component Course Strands	Task 1	Task 2	Task 3	Task 4	Weighting %
	Mental Health Promotion Multimedia Presentation	<b>Practical</b> Striking Assessment	<b>Health</b> Body Image Extended Response	<b>Practical</b> Cultural Dance & Invasion Games Skills Application	
	<b>Term 1</b> <b>Week 8</b>	<b>Ongoing</b>	<b>Term 3</b> <b>Week 10</b>	<b>Ongoing</b>	
	PD5-1, PD5-2, PD5-7, PD5-10	PD5-4, PD5-5 PD5-10, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6	PD5-4, PD5-5, PD5-8, PD5-10, PD5-11	
<b>Health, wellbeing and relationships</b>					
<b>Movement skill and performance</b>	25	25	25	25	<b>100</b>
<b>Healthy, safe and active lifestyles</b>					
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Elective Courses

### Child Studies

#### Outcomes

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

#### Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 6</b>	<b>Term 4 Weeks 5-6</b>	
<b>Preparing for Parenthood</b>	25				<b>25</b>
<b>Conception to birth</b>		25			<b>25</b>
<b>Children and Culture Aboriginal cultures and childhood</b>			25		<b>25</b>
<b>Play and the developing child</b>				25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Commerce

### OUTCOMES

<b>COM 5-1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
<b>COM5-2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>COM5-3</b>	examines the role of law in society
<b>COM5-4</b>	analyses key factors affecting decisions
<b>COM5-5</b>	evaluates options for solving problems and issues
<b>COM5-6</b>	develops and implements plans designed to achieve goals
<b>COM5-7</b>	researches and assesses information using a variety of sources
<b>COM5-8</b>	explains information using a variety of forms
<b>COM5-9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes

### Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Scaffold and In-class Response	Mid-Year Examination	Research Report	Final Examination	
<b>Outcomes Assessed</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 7</b>	<b>Term 4 Weeks 5- 6</b>	
	COM5-4, 5, 6, 9	COM5-1 – 5, 8	COM5-2, 5, 7, 8	COM5-1 – 5, 8	
<b>Knowledge, recall and understanding</b>	5	15	5	15	<b>40</b>
<b>Investigating and researching</b>	10		10		<b>20</b>
<b>Working independently and collaboratively</b>	5		5	10	<b>20</b>
<b>Communication</b>	5	5	5	5	<b>20</b>
<b>TOTAL %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Computing Technology

### Outcomes

Outcomes	A student:
<b>CT5-SAF-01</b>	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
<b>CT5-DPM-01</b>	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
<b>CT5-COL-01</b>	manages, documents and explains individual and collaborative work practices
<b>CT5-EVL-01</b>	understands how innovation, enterprise and automation have inspired the evolution of computing technology
<b>CT5-DAT-01</b>	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
<b>CT5-COM-01</b>	communicates ideas, processes and solutions using appropriate media
<b>CT5-OPL-01</b>	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
<b>CT5-THI-01</b>	applies computational, design and systems thinking to the development of computing solutions
<b>CT5-DAT-02</b>	acquires, represents, analyses and visualises simple and structured data
<b>CT5-DES-01</b>	designs and creates user interfaces and the user experience



## Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Outcomes</b>	<b>Enterprise Information Systems:</b> Researching and analysing data project	<b>Mid-Year Examination</b>	<b>Software Development:</b> Mechatronic and automated systems project – research, model and documentation	<b>Final Examination</b>	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 4 Week 5</b>	<b>Term 4 Weeks 5- 6</b>	
	CT5-DPM-01, CT5-EVL-01, CT5-COM-01 CT5-DAT-01, CT5-THI-01, CT5-DAT-02	CT5-DPM-01, CT5-EVL-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-DPM-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02	
<b>Become safe and responsible users of computing technologies and developers of innovative digital solutions</b>	5	5	5	5	<b>20</b>
<b>Develop an understanding of the interrelationships between technical knowledge, social awareness and project management</b>	5	5	5	5	<b>20</b>
<b>Develop their ability to think creatively to produce and evaluate products</b>	5	5	10	5	<b>25</b>
<b>Develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.</b>	10	5	15	5	<b>35</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>20</b>	<b>100</b>

**Mid-Year Report will be based upon Tasks 1 – 2**

**Final Report will be based upon Tasks 1 – 4**



## Design and Technology

### Outcomes

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

### Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Folio and Factors Affecting Design Task	Tiny Houses Design Project	Folio and Design Poster	Fermented Hot Sauce	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 6</b>	
<b>Outcomes</b>	<b>DT- 5-1, 5-3, 5-4, 5-6, 5-8, 5-10</b>	<b>DT- 5-1, 5-2, 5-5, 5-6, 5-7, 5-9, 5-10</b>	<b>DT- 5-1, 5-3, 5-4, 5-6, 5-8, 5-10</b>	<b>DT- 5-1, 5-2, 5-5, 5-6, 5-7, 5-9, 5-10</b>	
<b>Design research and management</b>	30		30		<b>60</b>
<b>Design Project</b>		20		20	<b>40</b>

## Elective History

### Outcomes

<b>HTE5.1</b>	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
<b>HTE5.2</b>	examines the ways in which historical meanings can be constructed through a range of media
<b>HTE5.3</b>	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>HTE5.4</b>	explains the importance of key features of past societies or periods, including groups and personalities
<b>HTE5.5</b>	evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
<b>HTE5.6</b>	identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
<b>HTE5.7</b>	explains different contexts, perspectives and interpretations of the past
<b>HTE5.8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry process
<b>HTE5.9</b>	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HTE5.10</b>	selects and uses appropriate forms to communicate effectively about the past for different audiences

### Assessment Schedule- Cohort Taks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Myths and Legends	Film as History	Tudors to the Renaissance	Final Examinations	
	Group presentation	Historical Film Analysis	Research Task		
	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 8</b>	<b>Term 4 Weeks 5- 6</b>	
	HTE5-1, HTE5-4, HTE5-7, HTE5-8, HTE5-10	HTE5-2, HTE5-4 HTE5-6, HTE5-7 HTE5-8	HTE5-3, HTE5-4, HTE5-5, HTE5-8, HTE5-10	HTE5-4, HTE5-5, HTE5-6, HTE5-9	
<b>Historical knowledge</b>	5	10	5	10	<b>30</b>
<b>Historical understanding</b>	5	10	5	10	<b>30</b>
<b>Research and historical inquiry skills</b>	5		10		<b>15</b>
<b>Communication</b>	5	5	5	10	<b>25</b>
<b>TOTAL %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Mid-Year Report will be based on Tasks 1 – 2**

**Final Report will be based on Tasks 1 – 4**

## Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

### Outcomes

<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	Justifies food choices by analyzing the factors that influence eating habits
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food specific purposes
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes



## Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Food in Australia Investigation & Practical	Mid-Year Examination	Nutrition Research/ Presentation	Final Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 9</b>	<b>Term 4 Weeks 5- 6</b>	
	FT5-7, FT5-8 FT 5-9, FT5-12	FT5-6, FT5-7, FT5-12	FT5-1, FT5-6 FT5-7, FT5-9	FT5-1, FT5-6, FT5-7, FT5-12	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>food properties, processing and preparation and their interrelationship to produce quality food</li> <li>nutrition and food consumption, and the consequences of food choices on health</li> <li>Food hygiene, safety and the provision of quality food</li> </ul>	10	20	10	20	60
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Researching, evaluating and communicating issues in relation to food</li> </ul>	10		10		20
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Designing, producing and evaluating solutions for specific food purposes</li> <li>Food hygiene, safety and the provision of quality food</li> </ul>			10	10	20
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Mid-Year Report will be based on Tasks 1 – 2

Final Report will be based on Tasks 1 – 4

## Modern Languages (Chinese, Japanese, Korean)

### Outcome

	<b>A student:</b>
<b>ML5-INT-01</b>	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

### Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Outcomes</b>	Speaking	Listening Writing  <b>Mid-Year Examination</b>	Speaking	Reading Writing  <b>Final Examination</b>	
	<b>Term 1 Weeks 8-9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Weeks 8-9</b>	<b>Term 4 Weeks 5- 6</b>	
	ML5-INT-01	ML5-UND-01 ML5-CRT-01	ML5-INT-01	ML5-UND-01 ML5-CRT-01	
<b>Speaking</b>	10		15		<b>25</b>
<b>Listening and responding</b>		25			<b>25</b>
<b>Reading and responding</b>				25	<b>25</b>
<b>Writing</b>		10		15	<b>25</b>
<b>Total %</b>	<b>10</b>	<b>35</b>	<b>15</b>	<b>40</b>	<b>100</b>

**Mid-Year Report will be based on Tasks 1 – 2**

**Final Report will be based on Tasks 1 – 4**

# 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 art form
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Performance & Composition	Performance & Composition	Research Presentation	Aural	
	<b>Term 1 Week 5-9</b>	<b>Term 2 Weeks 4-6</b>	<b>Term 3 Week 9</b>	<b>Term 4 Weeks 5- 6</b>	
	5.1 – 5.6, 5.10	5.1– 5.6, 5.10	5.7, 5.8, 5.9	5.7, 5.8, 5.9	
Performance	15	15			30
Composition	15	15			30
Listening			20	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

Mid-Year Report based on Tasks 1 -2

Final Report based on Tasks 1 – 4

## Philosophy

### Outcomes:

<b>PH5-1</b> examines key philosophical thinkers, problems and arguments
<b>PH5-2</b> develops an understanding of models of ethical decision making
<b>PH5-3</b> explores the role of philosophy as an agent of personal and social change
<b>PH5-4</b> researches and assesses information using a variety of sources
<b>PH5-5</b> identifies key factors affecting decisions
<b>PH5-6</b> constructs logical arguments based on critical reasoning
<b>PH5-7</b> communicates ideas effectively using a variety of modes
<b>PH5-8</b> reflects on values, beliefs and assumptions
<b>PH5-9</b> works independently and in communities of inquiry to explore philosophical questions

### Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Multimodal Presentation	Philosophy Essay	Inquiry Based Research Project	Community of Inquiry Task	
	<b>Term 1 Weeks 9 - 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 9 - 10</b>	<b>Term 4 Week 4</b>	
<b>Unit</b>	Core 1: Introduction to Philosophy	Core 2: Logic, Argument and Reasoning	Option 1: Epistemology	Option 3: Ethics	
<b>Outcomes</b>	PH5-1, PH5-3, PH5-4, PH5-7, PH5-8, PH5-9	PH5-2, PH5-4, PH5-5, PH5-6, PH5-7, PH5-8, PH5-9	PH5-1, PH5-3, PH5-4, PH5-6, PH5-7, PH5-8, PH5-9	PH5-1, PH5-2, PH5-3, PH5-4, PH5-5, PH5-6, PH5-7, PH5-8, PH5-9	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Mid-Year Report will be based on Tasks 1 – 2**

**Final Report will be based on Tasks 1 – 4**

## Photography & Digital Media

### Outcomes

	A student:
<b>5.1</b>	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
<b>5.2</b>	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
<b>5.3</b>	makes photographic and digital works informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
<b>5.6</b>	selects appropriate procedures and techniques to make and refine photographic and digital works
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
<b>5.8</b>	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
<b>5.9</b>	uses the frames to make different interpretations of photographic and digital works
<b>5.10</b>	constructs different critical and historical accounts of photographic and digital works

### Assessment Schedule – Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Outcomes</b>	Darkroom Practical Task	Theory Task	Digital Photography Task	Theory Task	
	<b>Term 2 Week 2</b>	<b>Term 2 Weeks 4-5</b>	<b>Term 4 Week 3</b>	<b>Term 4 Weeks 5- 6</b>	
	5.1 – 5.6	5.7 – 5.10	5.1 – 5.6	5.7 – 5.10	
<b>Artmaking</b>	30		30		<b>60</b>
<b>Critical &amp; Historical Studies</b>		10		30	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>100</b>

**Mid-Year Report will be based on Tasks 1 – 2**

**Final Report will be based on Tasks 1 – 4**



## Physical Activity and Sports Studies

### Outcomes

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

### Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Areas of Study</b>	Body Systems	Physical Activity for Health and Fitness	Issues in Physical Activity and Sport	Promoting Active Lifestyles	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 6</b>	<b>Term 4 Week 5</b>	
	1-1, 5-4	5-2, 5-5, 5-10	5-3, 5-4	5-7, 5-8	
<b>Foundations of Physical Activity</b>	25	25			<b>50</b>
<b>Physical Activity and Sport in Society</b>			25		<b>25</b>
<b>Enhancing Participation and Performance</b>				25	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Mid-Year Report will be based on Tasks 1 – 2**

**Final Report will be based on Tasks 1 – 4**

## Visual Arts

### Outcomes

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

### Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Outcomes</b>	Theory Task	Practical Task	Theory Task	Practical Task	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 3</b>	
	5.7 – 5.10	5.1 – 5.6	5.1 – 5.10	5.7 – 5.10	
<b>Art Making</b>		30		30	<b>60</b>
<b>Art Studying</b>	20		20		<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Mid Year Report will be based on Tasks 1 – 2**

**Final Report will be based upon Tasks 1 – 4**

# Visual Design

## Outcomes

<b>5.1</b>	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
<b>5.2</b>	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
<b>5.3</b>	makes visual design artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
<b>5.6</b>	selects appropriate procedures and techniques to make and refine visual design artworks
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
<b>5.9</b>	uses the frames to make different interpretations of visual design artworks
<b>5.10</b>	constructs different critical and historical accounts of visual design artworks

## Assessment Schedule - Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Theory Task	Practical Task	Theory Task	Practical Task	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 3</b>	
<b>Outcomes</b>	5.7 – 5.10	5.1 - 5.6	5.7 – 5.10	5.1 – 5.6	
<b>Design Making</b>		30		30	<b>60</b>
<b>Design Studying</b>	20		20		<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Mid-Year Report will be based on Tasks 1 – 2**

**Final Report will be based on Tasks 1 – 4**

## Work Education

### Outcomes

<b>WE5-1</b>	Analyses employment trends and changes in the nature of work
<b>WE5-2</b>	Analyses current workplace issues and their implications
<b>WE5-3</b>	Examines the roles of diverse organisations in the Australian community
<b>WE5-4</b>	Evaluates the roles and responsibilities of individuals within the Australian Community
<b>WE5-5</b>	Explains the roles of education, employment and training organisations
<b>WE5-6</b>	Assesses personal goals, attributes and values in the context of education, training and employment

### Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report	Multimedia Presentation	Workplace Investigative Report	Final Examination	
	<b>Term 1 Week 8</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 2</b>	<b>Term 4 Weeks 5- 6</b>	
<b>Outcomes</b>	WE5-3, WE5-6, WE5-9, WE5-10	WE5-1, WE5-4, WE5-7, WE5-10	WE5-1, WE5-2, WE5-9, WE5-10	WE5-1 – WE5-8	
<b>Knowledge, recall and understanding</b>	5	5	10	20	<b>40</b>
<b>Investigating and researching</b>	10		10		<b>20</b>
<b>Working independently and collaboratively</b>	5	10	5		<b>20</b>
<b>Communication</b>	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

# Assessment Planner 2025

Term 1	
<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	
<b>WEEK 5</b>	
<b>WEEK 6</b>	<b>NAPLAN 12 – 21 March</b>
<b>WEEK 7</b>	<b>NAPLAN 12 - 21 March</b>
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

# Assessment Planner 2025

Term 2	
<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	<b>Mid-Year Assessment Period 19 - 23 May</b>
<b>WEEK 5</b>	
<b>WEEK 6</b>	
<b>WEEK 7</b>	
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

# Assessment Planner 2025

Term 3	
<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	
<b>WEEK 5</b>	
<b>WEEK 6</b>	
<b>WEEK 7</b>	
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

# Assessment Planner 2025

Term 4	
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	Final Assessment Period 12 - 19 Nov
WEEK 6	Final Assessment Period 12 - 19 Nov
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	Year 9 Reports Issued 18 Dec

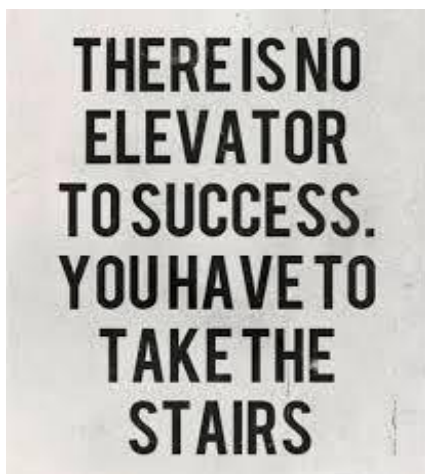


## My academic goals for 2025 are:

1.	
2.	
3.	

*Evaluation of my goals - How do I feel about my progress, and what are my next steps?  
Rating 1-5 (highest)*

Goal	Semester 1	Strategies to use now	Semester 2	Strategies to use now
1	1 2 3 4 5		1 2 3 4 5	
2	1 2 3 4 5		1 2 3 4 5	
3	1 2 3 4 5		1 2 3 4 5	



## **Contact the correct people**

If you have a specific course enquiry, please contact the Head Teacher of that Faculty. If it is a more general enquiry, please contact the Year Adviser.

<b>Year 9 Adviser</b>	Ms I Falciola
<b>Year 9 Deputy Principal</b>	Ms S Maharaj
<b>English</b>	Mr G Down
<b>Mathematics</b>	Mr G Smith
<b>Science</b>	Dr H Witchard
<b>Social Science</b>	Ms T Cocco
<b>Languages</b>	Ms A Lee
<b>Creative and Performing Arts</b>	Ms S Wade
<b>Technological and Applied Studies</b>	Ms L Chopra
<b>Personal Development, Health &amp; Physical Education</b>	Mr J Hartley
<b>History</b>	Ms R Randev
<b>Learning and Engagement</b>	Ms C Eklund
<b>Head Teacher Administration</b>	Mr T Grech
<b>Head Teacher Wellbeing</b>	Ms M Wong

# NOTES

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