



# PLUMPTON HIGH SCHOOL

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## ASSESSMENT SCHEDULES

# 2025

## YEAR

# 9



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## Welcome to Year 9

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Year 9 marks the first of the years in which students can earn a leaving credential. This is the **Record of School Achievement (RoSA)**. Employers and the community in general expect all school leavers to present a record of school achievement from secondary school. It is, therefore, important for you to do your best in terms of a positive attitude towards your school work so that this record of achievement is one that you are proud of and truly reflects all you are capable of achieving.

This year will be a very important year for you as you are in Year 9 and **Year 9** requires a new level of maturity, personal responsibility and a recognition that the junior years are about to be left behind. At the end of year 10 you will be awarded a **Record of School Achievement**, that:

- indicates that you have **attended regularly** and satisfactorily studied the necessary subjects throughout years 9 and 10,
- lists all the subjects and courses studied and the level of achievement in each of these as an A, B, C, D, E, or N grading.

The aim of this resource is to outline Plumpton High School's expectations of you in year 9 and to provide important information about the various ways in which assessment takes place. Each subject/course has a published schedule of assessment tasks, that must be completed throughout the year in order for a grade to be awarded.

Please take the time to read the information in this resource. Keep it in a safe place where you can locate it easily. Think carefully about the expectations of you, now that you are in year 9. This resource is designed to make sure you have all the information you require to help you plan for assessment, meet deadlines and be aware of the specific rules for the RoSA. Remember to put all the tasks that you have due on a calendar so you do not forget when they are due.

Best wishes for a successful year!

**Mr Lloyd and Mrs Freshwater**  
Principal and Deputy Principal

### ***Our strategic improvement plan overview***

Everything we do at Plumpton HS links to the achievement of growth in learning and wellbeing for our students. We are working on a new school plan in 2024 and will share this with you as we all work together to "be the best we can be"



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# General Guidelines

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## **Record of School Achievement**

The NSW Education Standards Authority (NESA) will issue a NSW Record of School Achievement (RoSA) to students, if they have fulfilled the NSW Education Standards Authority and Department of Education and Training requirements.

The school ensures that each student studies, in years' 7-10, a pattern of courses, which meets NESA's requirements for the receipt of the Record of School Achievement.

To meet academic requirements students in Stage 5 must have:

- **Followed** the course developed or endorsed by NESA and,
- **Applied** themselves with diligence and sustained effort to the set course work, tasks and experiences provided in the course by the school, including homework
- **Achieved** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work.
- **Maintained** a satisfactory level of class attendance. A student whose attendance affects their ability to demonstrate understanding of course outcomes is at risk of an N-determination. Where a student has been able to maintain or make up work that was missed during absences, teachers will use their professional judgment in determining whether the student is still at risk. Students are responsible for explaining their absences to each teacher. If they do not do this, the absence will be viewed as unexplained.

If attendance is less than 85% of available school time then a student will have difficulties achieving a reasonable range of outcomes for each course studied. Where a student's attendance and/or effort are in question, or obviously unsatisfactory, parents will be notified.

### ***Pattern of Study***

At Plumpton High School, the following courses are available for study by candidates.

**Mandatory:** English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), History and Geography.

**Electives:** Agricultural Technology, Chinese, Commerce, Computing Studies, Dance, Drama, Food Technology, Graphics Technology, History Elective, Industrial Technology – Engineering, Industrial Technology – Metal, Industrial Technology – Timber, Industrial Technology – Construction, Lady Tradies, Music, Photographic and Digital Media, Physical Activity and Sports Studies, Visual Arts, Visual Design.

### **Course Performance Descriptors**

In every course studied, a student will be issued an A – E grade based on the **common grade scale** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **RoSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade.

A student's grade in each course will indicate the level of achievement and performance they have reached. The assessment schedule for each course indicates the tasks, the outcomes assessed by that task and the task weightings (to indicate the relative contribution of each task). Specific course related questions can be answered by faculty head teachers.

The following are the general course performance descriptors from the NSW Education Standards Authority:

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



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## Accessing Support

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There are many places to seek support at Plumpton High School if you need some extra help with learning and assessment tasks.

### ***Classroom Teachers and Head Teachers***

Our teaching staff understand the pressures of high school. If you are worried about classwork or assessment tasks please speak with your teacher promptly rather than worry. They are able to clarify expectations and tasks. Head teachers are also available if you need further support.

### ***The da Vinci Teaching and Learning Centre***

The centre is a busy hub where you can ask our librarian for help researching and locating information online or in books. They can show you the tricks to researching smarter not harder, how to find books and credible websites.

The da Vinci staff are also able to help you with assessment tasks if you need help getting started or if there is just something you are learning in class that you don't understand. They can provide one on one help or work with a group of students. All you need to do is to let one of the da Vinci teachers know that you need help and they will work out a suitable time.

### ***Positive Psychology Team***

Your positive psychology teacher and our Wellbeing head teacher can offer a range of support. As you know, your wellbeing is a major concern of theirs. Some of the things they can assist you with include:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship (uniform and fee assistance forms)
- study

Essentially, they will listen, support you practically where they can and refer you to more specialised help if necessary.

### ***Principal and Deputy Principal***

Both Mr Lloyd and Mrs Freshwater are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if we are not available when you call in.

### ***Counsellors and School Psychologist***

The counselling team at Plumpton are available to discuss any concerns that require more specialised support. You can self-refer by using the forms outside the counsellor office but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.



## **School Work Support Program**

This program was introduced in 2021 and enables students to build an increased intellectual learning capacity by creating opportunities for incremental, achievable and measurable growth and success. It also builds a sense of belonging and school spirit where students can fulfil their personal responsibility by contributing positively as a **Safe Respectful Learner** to the school community in the completion of their school work. Students will be able to engage in the program voluntarily to support their learning at attainment of excellence.

In addition, students who choose to demonstrate behaviours / actions that are contrary to their responsibilities as a learner and the school's vision of being a learner will be required to participate in the completion of school work with support from teachers. This will assist with catching up on incomplete work that may have led to N Award Warnings.

The program will run on Wednesday and Thursday afternoons between 2:45-4:00pm in the Library (da Vinci Learning and Resource Centre). During this time the *School Work Support Program* Coordinators will support students to develop their learning capacity and positive behaviours conducive to learning. This supports wellbeing so that students can *be the best that they can be*, contributing individually and collaboratively with a greater level of confidence.

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## **School Assessment Policy and Procedures**

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It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at Plumpton High School.

### **Satisfactory Course Completion**

For each course the Principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort
- participated in and achieved some or all of the course outcomes.

*Attendance at school and in classes is critical to a student achieving course outcomes.*

### **Rights and Responsibilities**

#### **THE SCHOOL IS RESPONSIBLE FOR PROVIDING:**

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task (if you are concerned about a mark or rank on a particular task, speak to your teacher as soon as possible after results are issued)
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.



### **AS A STUDENT, YOU ARE RESPONSIBLE FOR:**

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks. If you do not make a serious attempt at assessment tasks worth in excess of 50% of the available marks you will receive an N determination for that course
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date
- completing all set course work in order to achieve outcomes.

### ***Transfer of results***

Students enrolling in the school during Year 9 will be graded on their performance whilst at this school but advice may be sought from their previous school to assist in determining an accurate course grade.

### ***'N' Determination – principal's determination of non-completion of course requirements***

This is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination. Where the 'N' determination is applied in a Stage 5 mandatory curriculum and/or a mandatory course, it will be reported on the Transcript of Study and the Student eRecord as 'Not Completed'.

### ***Care and Control process at Plumpton High School to prevent 'N' determination***

Students are responsible in all courses for regular attendance, completion of all coursework and completion of assessment tasks. A student is considered for an 'N' determination in a subject if she or he

**does not:**

- a) seriously attempt all homework, tests and assessment tasks set for that subject;
- b) show diligence and sustained effort throughout the year;
- c) make a genuine attempt at all examinations;
- d) complete all allocated class tasks.

Examples of cause for concern:

- Attendance (e.g. 3 or more periods missed consecutively), truancy
- No evidence of missed work being caught up
- Incomplete homework or course work
- Non-participation in practical based activities that demonstrate outcome skills and competencies

Response by school:

Teacher interview to identify and resolve issues, monitor further progress, make contact with parent/ carers, offering support. Examples of support include: tutorials, access to school work program, learning and support assistance, student improvement plans, accessing the daVinci centre, positive psychology teacher intervention.

Should the student show no improvement and demonstrate a lack of sustained effort or fail to submit an assessment task, an 'N' Award warning letter will be issued. The student will be offered a new deadline for the submission of work and/or task. Further failure to respond to the warning letter will result in another warning being issued.

Students who receive 2 or more 'N' Award warning letters are at risk of 'N' determination in that subject/ elective. The school will make every effort to support students to fulfill the course requirements, however, ultimately it is the student's responsibility to ensure this occurs. This also ensures equity for all students towards receiving the RoSA credential from NESAs.

### ***Submission of Assessment Task***

All tasks are to be handed in at a common time. Tasks can be handed in before that time. The set time is at the beginning of the period in which the subject occurs. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time. Students must read the assessment task notification carefully, as it stipulates the method of submission for that task. Assessment Tasks may require the student to hand the task to the teacher, submit via Google Classroom clicking the 'submit' button or another method written on the assessment task notification.

Students must complete all tasks to the best of their ability. All tasks must be completed by the due date. Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save, and back-up work frequently. If computer and printer failure occur, the student must submit their last printed hard copy as evidence of work completed. If the assessment task is to be submitted on a USB, the last saved copy is to be submitted.

### ***Absent for Submission of Task***

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives before the period on the due date. This may mean a friend or relative bringing it to the school to have the work delivered by hand or email to your teacher.

On the day of a task, it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form with a medical certificate, or other appropriate documentation, will be required. Forms can be copied from this book, the school website/Sentral Portal or from the Faculty Head Teacher.

### ***Academic Integrity Policy***

At Plumpton High School, we value the work and effort our students put in to completing assessment tasks. The Academic Integrity Policy (outlined below) pertains to students being honest and fair in their work. This means students must do their own work and give credit if they use someone else's ideas. When submitting work, students agree to follow the five principles:

- Act responsibly with honesty and integrity when undertaking work.
- Not falsify their academic work.
- Seek permission to use the work of others, where required.
- Acknowledge/reference appropriately the work of others including visual images.
- Take reasonable steps to ensure that other students are unable to copy or misuse their work



### ***Late submission of tasks and special circumstances***

The precise due date for an assessment task will be provided by your classroom teacher, at least **TEN (10) school days before it is due.**

If your Assessment Task is not submitted on the due date **you will receive a ZERO mark.** If you have a legitimate reason for not submitting a task on the due date, you may lodge an Application for Special Consideration following the processes set out below. The responsibility for this rests with the student.

An extension of time for the submission of an assessment task will only be granted in exceptional circumstances and only **AT THE DISCRETION OF THE PRINCIPAL.**

If you fail to submit assessment tasks amounting to a significant percentage of your total assessment mark for the course, the Principal will deem you to have **NOT FULFILLED THE REQUIREMENTS OF THE COURSE** and you will not be eligible to receive the ROSA and therefore, may be ineligible to proceed into the Preliminary School Certificate year.

**If a student is not present on the due date of a task,** then they must report to the Head Teacher on the first day they return to school to complete an Application for Special Consideration for Accident/Illness/Misadventure/Special Circumstances form, the process will be as follows:

1. Students are required to obtain an **Application for Special Consideration form** from a Head Teacher
2. Students then need to submit that form to the faculty Head Teacher with any supporting documents eg Medical Certificate
3. The Head Teacher consults with the classroom teacher and adds any additional information / context
4. The Head Teacher submits the form to a member of the senior executive
5. The senior executive then advises the Head Teacher of the outcome
6. Head Teacher informs student of the decision (copies of the documents to be kept in the student file)

Regardless of the appeal process if a student misses an examination they need to sit the exam on their return to school. Please contact the Head Teacher of that faculty area and they will arrange for you to complete the examination in faculty or in the da Vinci centre. Where possible, examinations will be rescheduled within the examination period time frame. The student must follow the same procedure as outlined above and **not** wait until the end of the examination period, unless the illness extends that far. It is the responsibility of the student to organise this with the subject Head Teacher in consultation with the Deputy Principal.

You may also lodge an Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances **if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance.** The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

All Applications for Special Consideration for Accident/Illness/Misadventure/Special Circumstances relating to assessment tasks are to be lodged to the within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

**Applications for Special Consideration *may be in respect of:***

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

**Applications for Special Consideration *process does not cover:***

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable, getting up late, forgetting the task was due).

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.** Your application must include:

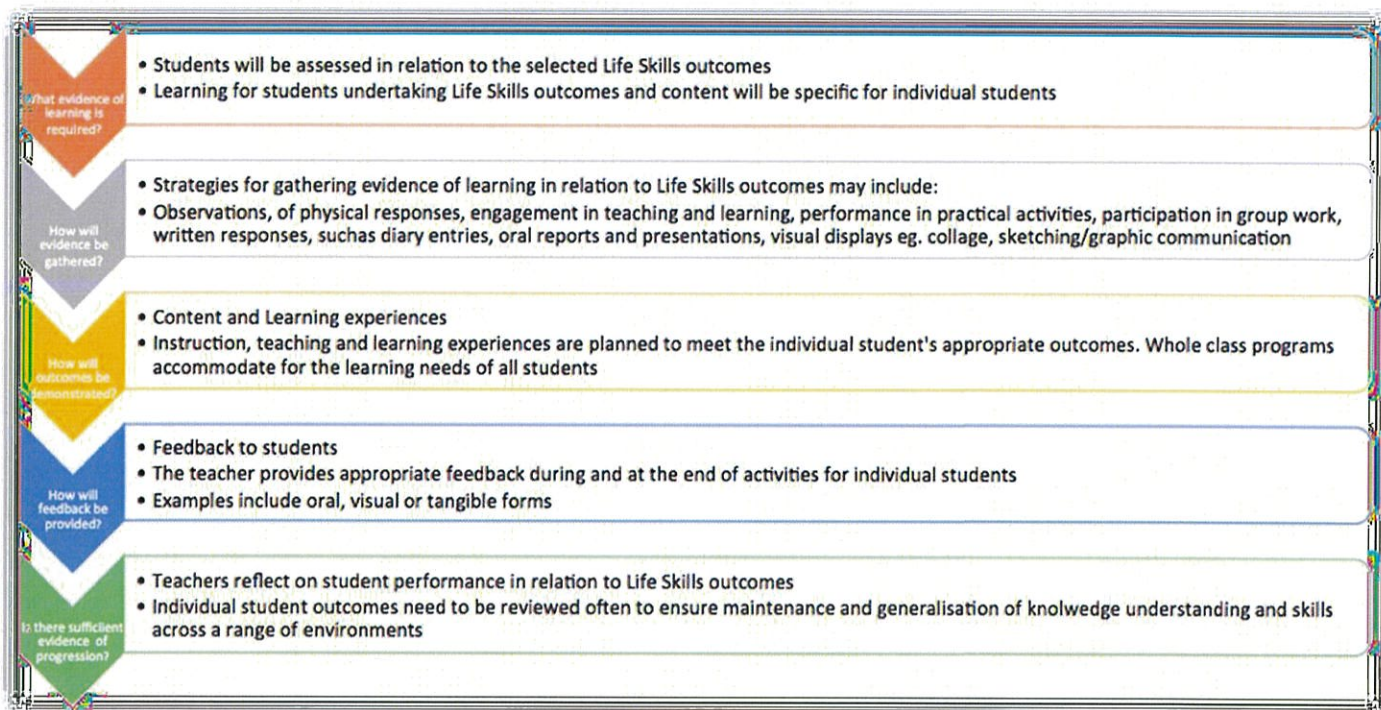
- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and Head Teacher or arrangements will be made for the student to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**



# Life Skills Assessment

Students with significant learning issues may undertake a Life Skills course. The Head Teachers' of Support (Jackman Unit) and Learning and Support, will discuss this with any students who may benefit. Each student undertaking a Life Skills course will study selected outcomes and content within an Individual Learning Plan.



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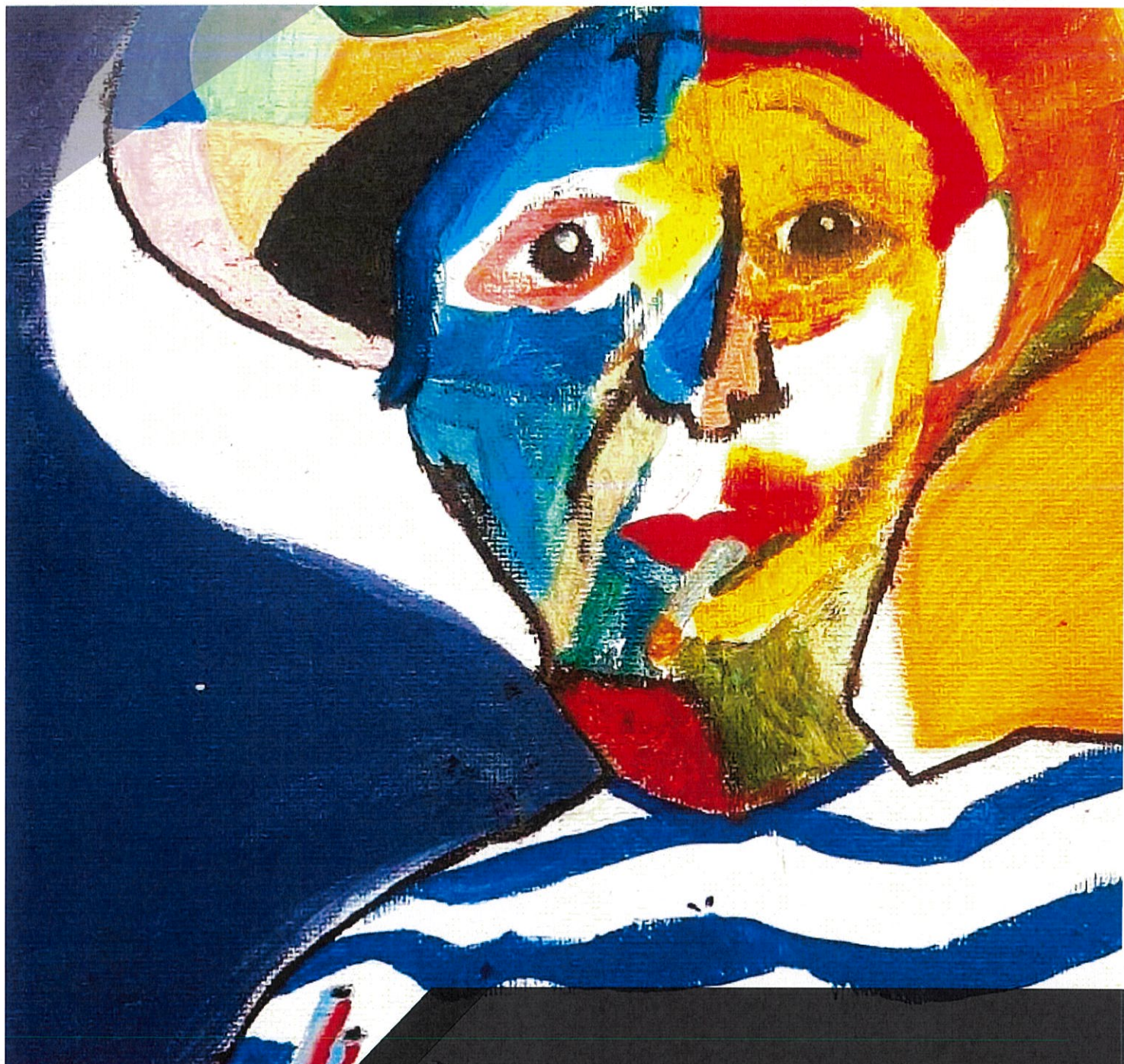
## Support: Glossary of Key Terms

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These verbs as they will be commonly used in assessment tasks at Plumpton High School.

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole





# MANDATORY COURSES





## 2025 Assessment Schedule

# ENGLISH

Year 9 - Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	EN5-RVL-01 EN5-URA-01 EN5-URB-01	EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URB-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01
<b>TASK TYPE</b>	Self Discovery - Close Study of a Novel  Analytical Response	Protest Poetry  Performance Slam Poem	Conflict  Multimodal Digital Storytelling	Satire  Yearly Examination
<b>DATE GIVEN</b>	Week 7 Term 1 2025	Week 2 Term 2 2025	Week 5 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

EN5-RVL-01	A student: 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



## 2025 Assessment Schedule

### HSIE

Year 9 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	30%	20%	30%	20%
<b>OUTCOMES</b>	GE5-1, GE5-2 GE5-7, GE5-8	GE5-3, GE5 GE5-7, GE5-8	HT5-4, HT5-5 HT5-7, HT5-9	HT5-4, HT5-5, HT5-7 HT5-9, HT5-10
<b>TASK TYPE</b>	Feasibility study Sustainable Biomes	Geography Topic Test	Movement of Peoples Peoples Source Analysis	HSIE Yearly Examination
<b>DATE GIVEN</b>	Week 6 Term 1 2025	Week 5 Term 2 2025	Week 6 Term 3 2024	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 9</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

##### GEOGRAPHY

- GE5-1 Explains the diverse features and characteristics 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
- GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5 Assesses management strategies for places and environments for their sustainability
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
- 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

##### HISTORY

- 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
- HT5-7 Explains different contexts, perspectives and interpretations 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





## 2025 Assessment Schedule

# Mathematics

Year 9 - Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	MAO-WM-01 MA5-DAT-C-01 MA5-FIN-C-02 MA5-PRO-C-01 MA5-FIN- C-01	Task 1 outcomes + MA5-ALG-C-01/P-01/02 MA5-EQU-C-01 MA5-IND-C-01	MAO-WM-01 MA5-ARE/VOL-C-01 MA5-LIN-C-01/02 MA5-GEO-C-01/P-01/02	All stage 5 outcomes for the year
<b>TASK TYPE</b>	Core Research Task Pathway Test	Core Mid Year Test Pathway Test	Core Reasoning Task Pathway Test	Common Yearly Examination Pathway Yearly Test
<b>DATE GIVEN</b>	Week 8 Term 1 2025	Week 4 Term 2 2025	Week 6 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 6</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
MA5-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-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction.
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-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	establishes conditions for congruent triangles and similar triangles and solves problems. relating to properties of similar figures and plane shapes (Path: Ext)
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)



## 2025 Assessment Schedule

### PDHPE

Year 9 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
<b>WEIGHT</b>	20%	15%	30%	15%	20%
<b>OUTCOMES</b>	PD5-4, PD5-11	PD5-2, PD5-6, PD5-7	PD5-1, PD5-3, PD5-4	PD5-11	PD5-8
<b>TASK TYPE</b>	So You Think You Can Dance Creative Movement Task	Nutrition Task	Knowing Me, Knowing You Combined prac/ theory task	Net Games Practical Task	Yearly Examination
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 5 Term 2 2025	Week 2 Term 3 2025	Week 1 Term 4 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	Week 8 Term 1 2025	Week 9 Term 2 2025	W6 (prac) Wk8 (theory) Term 3 2025	Week 5 Term 4 2025	Week 3-4 Term 4 2025

#### 2. 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
PD5-6	Critiques contextual factors, attitudes and behaviors to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences





## 2025 Assessment Schedule

### SCIENCE

Year 9 - Stage 5

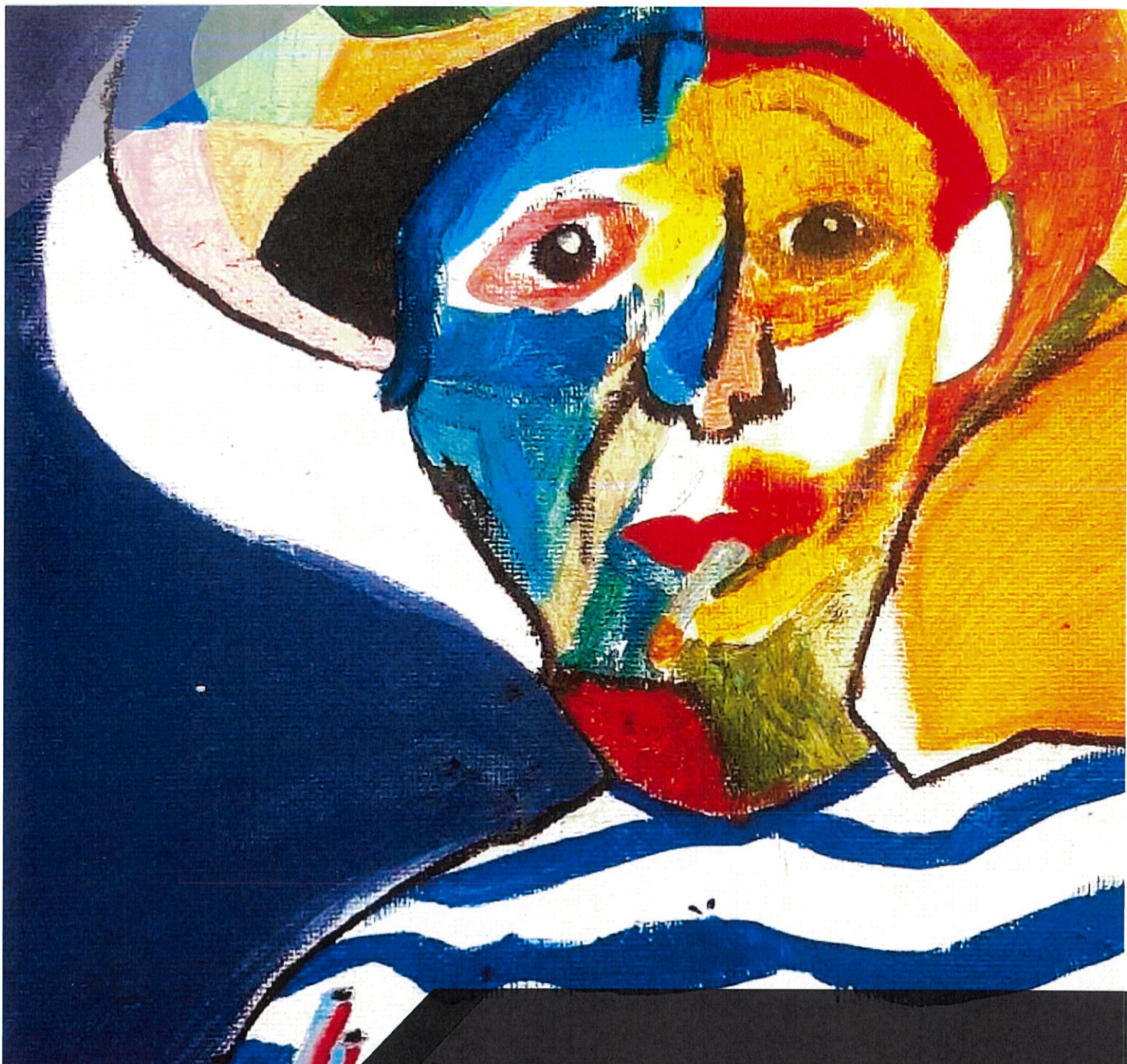
#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	15%	20%	25%	40%
<b>OUTCOMES</b>	SC5-5WS SC5-6WS SC5-7WS	SC5-7WS, SC5-8WS SC5-9WS SC5-15LW	SC5-7WS, SC5-8WS SC5-9WS SC5-13ES	SC5-5WS, 7WS, 8WS SC5-10PW, 11PW, 14LW SC5-15LW, 12ES, 13ES
<b>TASK TYPE</b>	Skill Based Task	Secondary Sources Assessment	Scenario-Based Assessment Task	Yearly Examination
<b>DATE GIVEN</b>	Week 6 Term 1 2025	Week 5 Term 2 2025	Week 5 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 9-10</b> <b>Term 1</b> <b>2025</b>	<b>Week 8</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 3/4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

SC5-5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively  
 SC5-6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively  
 SC5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions  
 SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems  
 SC5-9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations  
 SC5-10PW Applies models, theories and laws to explain situations involving energy, force and motion  
 SC5-11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems  
 SC5-12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community  
 SC5-13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues  
 SC5-14LW Analyses interactions between components and processes within biological systems  
 SC5-15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society





# ELECTIVE COURSES





## 2025 Assessment Schedule

### Agriculture 100hr

Year 9/10 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3
<b>WEIGHT</b>	20%	40%	40%
<b>OUTCOMES</b>	AG5-1 AG5-12 AG5-13	AG5-4, AG5-9 AG5-10 AG5-14	AG5-5, AG5-11 AG5-13 AG5-14
<b>TASK TYPE</b>	Ag Research and Working Skills	Animal Growth Report	Market Report
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 10 Term 1 2025	Week 2 Term 3 2025
<b>DATE DUE</b>	<b>Week 7</b> <b>Term 1</b> <b>2025</b>	<b>Week 7</b> <b>Term 2</b> <b>2025</b>	<b>Week 1</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

AG5-1	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian Environment and/or markets
AG5-4	Investigates and implements responsible production systems for plant and animal enterprises
AG5-5	Investigates and applies responsible marketing principles and processes
AG5-6	Explains and evaluates the impact of management decisions on plant production enterprises
AG5-7	Explains and evaluates the impact of management decisions on animal production enterprises
AG5-9	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10	Implements and justifies the application of animal welfare guidelines to agricultural practices
AG5-11	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
AG5-12	Collects and analyses agricultural data and communicates results using a range of technologies
AG5-13	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	Demonstrates plant and/or animal management practices safely and in collaboration with others



## 2025 Assessment Schedule CHINESE ELECTIVE

Year 9/10 - Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	ML5-INT-01 ML5-CRT-01	ML5-UND-01 ML5-CRT-01	ML5-CRT-01 ML5-UND-01	ML5-UND-01 ML5-INT-01
<b>TASK TYPE</b>	Writing + Speaking Create a travel itinerary & Interactive presentation In Class	Listening+Reading Listening Test & a poster In Class & Take home	Writing Comprehend&compose an invitation letter In Class & Take home	Reading+Writing Yearly Exam  In Class
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 4 Term 2 2025	Week 5 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 7(W)&amp;Week9(S)</b> <b>Term 1</b> <b>2025</b>	<b>Week 6(L)&amp;Week9</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 3</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

ML5-IN T-01	Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.
ML5-U ND-01	Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.
ML5-C RT-01	Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.





## 2025 Assessment Schedule

### Commerce

9/10 Commerce

100 Hour Course

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	25%	25%	30%
OUTCOMES	COM5-1, COM5-2, COM5-3, COM5-4, COM5-7, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-7
TASK TYPE	Access to Law Case Study Report	Investing Analysis and Report	Changes in the Workplace News Article/Blog	Yearly Exam
DATE GIVEN	Week 8 Term 1 2025	Week 8 Term 2 2025	Week 8 Term 3 2025	Week 2 Term 4 2025
DATE DUE	Week 10 Term 1 2025	Week 10 Term 2 2025	Week 10 Term 3 2025	Week 4 Term 4 2025

#### 2. 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
COM5-3	Examine the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified time frames



## 2025 Assessment Schedule Computing Studies

Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	15%	35%	20%	30%
<b>OUTCOMES</b>	CT5-EVL-01 CT5-THI-01	CT5-SAF-01 CT5-DPM-01 CT5-COL-01 CT5-OPL-01, CT-DES-01	CT5-COL-01 CT5-DAT-01 CT5-COM-01	CT5-SAF-01 CT5-DPM-01 CT5-DAT-02 CT5-DES-01, CT5-THI-01
<b>TASK TYPE</b>	Research Task: Creating games and simulations research task	Creating games and simulations project and documentation	Designing for user experience planning and documentation task	Yearly Examination
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 10 Term 1 2025	Week 3 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 8</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 7</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

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





## 2025 Assessment Schedule

### Dance

Year 9/10 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	30%	25%	20%	25%
<b>OUTCOMES</b>	DA5-PER-01, DA5-PER-02	DA5-COM-01	DA5-APP-01, DA5-APP-02	DA5-COM-02
<b>TASK TYPE</b>	Performance of class exercises and movement sequence	Group composition and process diary	Written analysis of dance work	Musical Theatre Dance Production
<b>DATE GIVEN</b>	Week 5 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 7 Term 3 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 6</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

DA5-PE R-01	demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent
DA5-PE R-02	manipulates the elements of dance to demonstrate performance quality and interpretation in context
DA5-C OM-01	creates a movement vocabulary that communicates an idea and intent in response to different contexts
DA5-C OM-02	creates movements using the elements of dance and structures movement to communicate a specific idea and intent
DA5-A PP-01	investigates and explains how social, cultural and historical factors shape the development of dance
DA5-A PP-02	evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements



## 2025 Assessment Schedule

### Drama

Year 9/10 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	
WEIGHT	30%	30%	40%	
OUTCOMES	DR5-PER-01, DA5-APP-01	DR5-MAK-01 DR5-PER-02 DA5-APP-01	DR5-MAK-01, DR5-APP-02	
TASK TYPE	Performance and Logbook	Performance and log book	Project and Rationale	
DATE GIVEN	Week 4 Term 1 2025	Week 3 Term 2 2025	Week 3 Term 3 2025	
DATE DUE	Week 10 Term 1 2025	Week 9 Term 2 2025	Week 9 Term 3 2025	

#### 2. Outcomes

DR5-MAK-01	creates and refines meaning through experimentation with dramatic processes
DR5-MAK-02	selects and applies dramatic elements to create and refine works and experiences through dramatic contexts
DR5-PER-01	applies and adapts performance skills and dramatic processes to communicate intention and meaning
DR5-PER-02	manipulates dramatic elements to stage works and influence audience response through dramatic contexts
DR5-APP-01	analyses how creative choices shape intention and meaning through dramatic processes
DR5-APP-02	evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts





## 2025 Assessment Schedule Food Technology

Year 9/10 - Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	20%	10%	30%	40%
<b>OUTCOMES</b>	FT5-6 FT5-8 FT5-9	FT5-1 FT5-10	FT5-5 FT5-11 FT5-7	FT5-2 FT5-3 FT5-4 FT5-12 FT5-13
<b>TASK TYPE</b>	Website	Hygiene Practical Task	Marvelous Creation Research and Practical Task	Yearly Examination
<b>DATE GIVEN</b>	Week 6 Term 1 2025	Week 1 Term 2 2025	Week 8 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 4</b> <b>Term 2</b> <b>2025</b>	<b>Week 5</b> <b>Term 3</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 4</b> <b>2025</b>

### 2. 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



## 2025 Assessment Schedule Graphics Technology

Year 9/10 - Stage 5 - 100 hours

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	30%	20%
<b>OUTCOMES</b>	GT5-1, GT5-5, GT5-10	GT5-3, GT5-6, GT5-8	GT5-2, GT5-9, GT5-12	GT5-4, GT5-7, GT5-11
<b>TASK TYPE</b>	Manual Drafting Portfolio	CAD Fundamentals and Portfolio	Architectural Design	Yearly Examination
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 9</b> <b>Term 1</b> <b>2025</b>	<b>Week 6</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

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





## 2025 Assessment Schedule

### HSIE

Year - 9/10 History Elective Stage 5  
100 Hour Course

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	30%	20%
<b>OUTCOMES</b>	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8, HTE5-9	HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-3, HTE5-4, HTE5-7, HTE5-9
<b>TASK TYPE</b>	Topic 1: History, Heritage and Archaeology Report	Topic 2: Ancient, Medieval and Modern Societies Research Project	Topic 3: Thematic Studies Historical Investigation and Presentation	Yearly Exam
<b>DATE GIVEN</b>	Week 8 Term 1 2025	Week 8 Term 2 2025	Week 8 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 10</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

#### 2. 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
HTE5-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
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



## 2024 Assessment Schedule

# Industrial Technology Building and Construction

Year 9/10 - Stage 5 - 100 hours

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	20%	30%
<b>OUTCOMES</b>	IND5-9, IND5-10, IND5-6	IND5-1, IND5-3, IND5-7	IND5-2, IND5-4	IND5-5, IND5-8
<b>TASK TYPE</b>	Research Task Industry Report Photo Frame Practical	Practical Task Planter Box Individual Project Project Management	Practical Task Project Management Group Project Concrete Slab	Yearly Examination
<b>DATE GIVEN</b>	Week 3 Term 1 2025	Week 1 Term 2 2025	Week 2 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 10</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. 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
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally





## 2025 Assessment Schedule

# Industrial Technology Engineering

Year 9/10 - Stage 5 - 100/200 hours

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	IND5-1, IND5-8	IND5-9, IND5-10	IND5-3, IND5-4	IND5-2, IND5-5, IND5-7
<b>TASK TYPE</b>	Project Report	Assignment	Project and Report	Yearly Examination
<b>DATE GIVEN</b>	Week 8 Term 1 2025	Week 2 Term 2 2025	Week 8 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 4</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Weeks 3/4</b> <b>Term 4</b> <b>2025</b>

### 2. 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
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



## 2025 Assessment Schedule Industrial Technology Timber

Year 9/10 - Stage 5 - 100 hours

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	20%	30%	25%
<b>OUTCOMES</b>	IND5-1, IND5-4, IND5-7	IND5-6, IND5-9	IND5-2, IND5-3, IND5-5 IND5-8	IND5-1, IND5-4, IND5-9 IND5-10
<b>TASK TYPE</b>	Breadboard Project and Portfolio	Industry Study (Emerging Technology)	Side Table Project and Portfolio	Yearly Examination
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 1 Term 2 2025	Week 6 Term 2 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 4</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. 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
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally





## 2025 Assessment Schedule

# MUSIC

Stage 5

## 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	35%	15%	35%	15%
<b>OUTCOMES</b>	MU5-PER-02, MU5-LIS-01	MU5-COM-02	MU5-PER-01, MU5-COM-01	MU5-LIS-01
<b>TASK TYPE</b>	Performance Listening Task	Composition Task	Performance Composition Task	Listening Task
<b>DATE GIVEN</b>	Week 2 Term 1 2025	Week 1 Term 2 2025	Week 2 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 4</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

## 2. Outcomes

MU5-PER-01	performs repertoire with stylistic awareness and musical expression
MU5-PER-02	manipulates and combines the elements of music in performance to communicate musical ideas
MU5-LIS-01	uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
MU5-LIS-02	uses listening skills to evaluate how the elements of music are manipulated and combined
MU5-COM-01	improvises, arranges or composes with stylistic understanding and musical expression
MU5-COM-02	manipulates and combines the elements of music to create musical ideas



## 2025 Assessment Schedule PHOTOGRAPHY

Year 9/10 - Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	20%	30%	20%	30%
<b>OUTCOMES</b>	5.8, 5.10	5.2, 5.4, 5.6	5.7, 5.9	5.1, 5.3, 5.5
<b>TASK TYPE</b>	Collection of Theory Checkpoint Tasks Critical Historical Interpretation	Portfolio of Checkpoint Artworks Artmaking	Extended Response and Artwork Analysis Questions Critical Historical Interpretation	Portfolio of Checkpoint Artworks Artmaking
<b>DATE GIVEN</b>	Week 3 Term 1 2025	Week 10 Term 1 2025	Week 2 Term 3 2025	Week 5 Term 3 2025
<b>DATE DUE</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 3</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

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





## 2025 Assessment Schedule PHYSICAL ACTIVITY & SPORT STUDIES

Year 9/10 - Stage 5

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
<b>WEIGHT</b>	20%	20%	20%	20%	20%
<b>OUTCOMES</b>	PASS5-1, PASS5-2	PASS5-5, PASS5-9	PASS5-6, PASS5-8, PASS5-10	PASS5-7	PASS5-3, PASS5-4
<b>TASK TYPE</b>	Body Systems Sport Profile	Ultimate Frisbee Practical Task	Coaching Combined Task	Bocce/Lawn Bowls Practical Task	Yearly Examination
<b>DATE GIVEN</b>	Week 5 Term 1 2025	Week 1 Term 2 2025	Week 3 Term 3 2025	Week 1 Term 4 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 5</b> <b>Term 4</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

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



## 2025 Assessment Schedule

### Visual Arts

Year 9/10 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	30%	20%	30%	20%
<b>OUTCOMES</b>	5.1, 5.2, 5.8	5.3, 5.9	5.4, 5.6, 5.7	5.5, 5.10
<b>TASK TYPE</b>	ELEMENTS OF ART 1 Collage  Exam	ELEMENTS OF ART 2 Printmaking  Exam	MYTHOLOGY Painting  Exam	COLLECTION OF WORK Portfolio  Exam
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 1 Term 2 2025	Week 4 Term 3 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

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





## 2025 Assessment Schedule

### Visual Design

Year 9/10 - Stage 5

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	20%	25%
OUTCOMES	5.1, 5.3, 5.9	5.2, 5.6, 5.8	5.4, 5.5, 5.7	5.3, 5.6, 5.10
TASK TYPE	Print Design (Packaging & Tableware Design) Practical 15% Written Response 10%	Object (Tableware Design) Practical 15% Documentation 10%	Space-Time (Interactive Installation) Practical 15% Documentation 10%	Integrated (Print, Object and Space-Time) Practical 15% Theory 10%
DATE GIVEN	Week 2 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 1 Term 4 2025
DATE DUE	Week 11 Term 1 2025	Week 6 Term 2 2025	Week 10 Term 3 2025	Week 5 Term 4 2025

#### 2. Outcomes

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

# PLUMPTON HIGH SCHOOL

## Application for Special Consideration

Stage 5

Accident / Misadventure / Illness / Special Circumstances

Stage 5 (Years 9 and 10)



Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

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

Subject / Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task/ Exam: \_\_\_\_\_ Due Date: \_\_\_\_\_ Date of submission: \_\_\_\_\_

**Student Statement:** (to be completed by the student)

My appeal is being lodged for the following reason/s (please tick all those that apply) ✓:

- |   |  |
|---|--|
| <input type="checkbox"/> Illness / misadventure           | <input type="checkbox"/> Final course rank                     |
| <input type="checkbox"/> The awarding of zero / N warning | <input type="checkbox"/> Acceptable reason for late submission |
| <input type="checkbox"/> Final assessment mark            | <input type="checkbox"/> Acceptable reason for non-submission  |

I did not complete/submit the task/exam on the due date for the following reasons and effect on task was:

Attach supporting documentation (e.g. medical certificate) to this sheet and return it to the faculty head teacher.

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

CRT comment re student preparation for task Signature of CRT: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher comment:**

**Recommendation of Head Teacher:**

- |   |  |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, N award | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Resit                              | <input type="checkbox"/> Estimate to be given          |
| <input type="checkbox"/> Extension of time granted          | <input type="checkbox"/> Other                         |

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

Decision of Deputy Principal: ☐ approved ☐ not approved

Comment (Optional)

Signature of DP: \_\_\_\_\_ Date: \_\_\_\_\_

*Office Use: \*HT to consult with CRT; HT to submit appeal to DP; DP considers application and consults with principal if required; DP informs HT of response; HT informs student \*Original to student file; two copies to Faculty HT teacher for monitoring folder and copy to give to the student*



## Application for Special Consideration – Stage 5 (Years 9 and 10)

### Accident/Illness/Misadventure/Special Circumstances

**This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.**

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

**Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.**

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

**Applications for Special Consideration** *may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

**Applications for Special Consideration** *process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.** Your application must include:

- A statement explaining how you were affected during the assessment task
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will first consider applications for Special Consideration by making a recommendation and submitting the form to the deputy principal. The final decision on an appeal will be made by the deputy principal in consultation with the principal and communicated to you by the head teacher.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an **exam** is missed the student must follow the same procedure as outlined above.



# Stage 5 Assessment Planner

Term 1

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	





# Stage 5 Assessment Planner

Term 2

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Holidays	



# Stage 5 Assessment Planner

Term 3

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Holidays	





# Stage 5 Assessment Planner

Term 4

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	