



# TOORMINA HIGH SCHOOL

## Year 9 Assessment Handbook 2024



**Creating Our Future**  
**Toormina High School**  
**Armstrong Road Toormina**  
**NSW 2452**  
Phone: (02) 6653 3077  
Email: [toormina-h.school@det.nsw.edu.au](mailto:toormina-h.school@det.nsw.edu.au)



**Education**

# 2024 YEAR 9 ASSESSMENT HANDBOOK

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# 2024 YEAR 9 ASSESSMENT HANDBOOK

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The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine Record of School Achievement (ROSA) grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

## What should I be aiming to achieve?

- ◇ The award of a Record of School Achievement (ROSA).
- ◇ The best possible results for my courses for the Record of School Achievement.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate.

## What are the responsibilities of Year 9 students?

Year 9 students should:

- ◇ Complete each assessment task and the class exercises to the best of their ability.
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes.
- ◇ Follow all the procedures outlined in this booklet.

## What is a Record of School Achievement (ROSA)?

The Record of School Achievement is a cumulative record, a grade, for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.

## What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and:

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>.
- ◇ Achieved some or all the course outcomes.
- ◇ Seriously attempted all assessment tasks.

## What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the principal will:

- ◇ Apply an 'N' (Non-satisfactory) determination and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement (ROSA). This may result in a student being ineligible for the award<sup>2</sup>.
- ◇ Advise the candidate of the submission and the right of appeal.

## What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

## How are grades awarded in Record of School Achievement subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated on nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

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<sup>1</sup> This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education

<sup>2</sup> English, Mathematics, Science, Geography, History, PD/H/PE and the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these courses may result in a student being ineligible for the ROSA.

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A number of different assessment tasks are used to accurately determine a student's level of achievement in the knowledge and skills objectives assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

## Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

## How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

## How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted.

## What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "ROSA Assessment Application for Special Consideration for Accident - Misadventure - Illness - Special Circumstance. You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the office, the Toormina High School website.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher. A letter from your parent(s)/care giver is **NOT** acceptable.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "ROSA Assessment Request for Extension of Time/Substitute task **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

## What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "ROSA Assessment Request for Extension of Time/Substitute Task. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

## What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

## Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

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## **Where else can I get information regarding assessment?**

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the ROSA. Students can also speak to their teachers and Careers Adviser for further assistance

## **What if I want to change my elective?**

Students can make changes to their elective subjects in Term 1 up until Week 3 providing there are spaces in their desired alternative. Any changes after this time must have deputy principal approval and will only be made in very rare cases.

It is important to remember that the elective courses selected are 200hrs and will be studied in Year 9 and 10.



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## Assessment Calendar

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 1 2024			Marine Studies			Agriculture Science	<b>NAPLAN</b>			Mathematics PDHPE	Commerce Design and Technology Industrial Technology Physical Activity and Sports Studies
							Marine Studies	Music Photographic and Digital Media	English Geography		
Term 2 2024	Textiles and Design	Food Technology	Visual Arts Visual Design	<b>Assessment Free Week</b>	<b>Half Yearly Examinations</b>	Design and Technology Industrial Technology Music Photographic and Digital Media		Agriculture Marine Studies Mathematics	English		<b>No Week 11</b>
Term 3 2024			Textiles and Design Visual Arts Visual Design	PDHPE	Design and Technology Food Technology Industrial Technology	Music Photographic and Digital Media Physical Activity and Sports Studies	Mathematics	Commerce	Agriculture English Marine Studies	Geography	<b>No Week 11</b>
Term 4 2024		Food Technology Science	Agriculture Mathematics Visual Arts Visual Design	<b>Assessment Free Week</b> Marine Studies	<b>Yearly Examinations</b>	English Food Technology Music Photographic and Digital Media	Design and Technology Industrial Technology Textiles and Design				<b>No Week 11</b>

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## List of Half Yearly and Yearly Examinations

Half Yearly Examinations
Commerce
Geography
Physical Activity and Sports Studies
Personal Development, Health & Physical Education
Science

Yearly Examinations
Commerce
Geography
Physical Activity and Sports Studies
Personal Development, Health & Physical Education
Science

*Please note: An Examination Schedule will be provided to you no less than 2 weeks prior to the commencement of the examinations*

## Elective Subject Lines

Line X (200hr)	Line Y (200hr)
Agriculture	Commerce
Food Technology	Design and Technology
Industrial Technology - Electronics	Food Technology
Industrial Technology - Timber	Marine and Aquaculture Technology
Physical Activity and Sports Studies	Music
Photography	Physical Activity and Sports Studies
Textiles and Design	Industrial Technology – Building and Construction
Visual Art	Visual Design



# MANDATORY COURSES

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## English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Voice	Moral Dilemmas/ Empathy	Drama	Dystopian Worlds/ Speculative Fiction	
	Term:1 Week: 9	Term: 2 Week: 9	Term: 3 Weeks: 9	Term: 4 Week: 6	
	<b>Outcomes Assessed:</b>				
	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-URB-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01	EN5-URB-01, EN5-URC-01, EN5-ECA-01	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<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				
<b>EN5-ECB-01</b>	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts				

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## Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Project	Half-Yearly Examination	Report	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 10	Term: 4 Week: 5	
	Outcomes Assessed:				
	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Sustainable Biomes	25				<b>25%</b>
Changing Places		25			<b>25%</b>
Environmental Change and Management			25		<b>25%</b>
Human Wellbeing				25	<b>25%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course 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.				

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## Mathematics Core (Standard)

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Formal Examination	Assignment	
	Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 7	Term: 4 Week: 3	
	Outcomes Assessed:				
	MAO-WM-01, MA5-FIN-C-01, MA5-MAG-C-01	MAO-WM-01, MA5-TRG-C-01	MAO-WM-01, MA5-TRG-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-PRO-C-01, MA5-ARE-C-01, MA5-ARE-P-01	MAO-WM-01, MA5-TRG-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-PRO-C-01, MA5-ARE-C-01, MA5-ARE-P-01	
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>
Course Outcomes:					
<b>MAO-WM-01</b>	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				
<b>MA5-FIN-C-01</b>	Solves financial problems involving simple interest, earning money and spending money				
<b>MA5-ALG-C-01</b>	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions				
<b>MA5-ALG-P-01</b>	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions				
<b>MA5-IND-C-01</b>	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
<b>MA5-IND-P-01</b>	Applies the index laws to operate with algebraic expressions involving negative-integer indices				
<b>MA5-MAG-C-01</b>	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures				
<b>MA5-TRG-C-01</b>	Applies trigonometric ratios to solve right-angled triangle problems				
<b>MA5-ARE-C-01</b>	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids				
<b>MA5-ARE-P-01</b>	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems				
<b>MA5-VOL-C-01</b>	Solves problems involving the volume of composite solids consisting of right prisms and cylinders				
<b>MA5-GEO-C-01</b>	Identifies and applies the properties of similar figures and scale drawings to solve problems				
<b>MA5-PRO-C-01</b>	Solves problems involving probabilities in multistage chance experiments and simulations				

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## Mathematics Core/Pathways (Standard/Advanced)

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Reference Assisted Test	Investigation Task	Formal Examination	Assignment	
	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 7	Term: 4 Week: 3	
	Outcomes Assessed:				
	MAO-WM-01, MA5-ALG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-DAT-C-01	MAO-WM-01, MA5-FIN-C-01	MAO-WM-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-IND-C-01, MA5-MAG-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01	MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01	
<b>Total %</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>100 %</b>
Course Outcomes:					
<b>MA5-FIN-C-01</b>	Solves financial problems involving simple interest, earning money and spending money				
<b>MA5-FIN-C-02</b>	Solves financial problems involving compound interest and depreciation				
<b>MA5-ALG-C-01</b>	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions				
<b>MA5-RAT-P-01</b>	Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)				
<b>MA5-IND-C-01</b>	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
<b>MA5-IND-P-01</b>	Applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)				
<b>MA5-EQU-C-01</b>	Solves linear equations of up to 3 steps, limited to one algebraic fraction				
<b>MA5-EQU-P-01</b>	Solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)				
<b>MA5-LIN-C-01</b>	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools				
<b>MA5-LIN-C-02</b>	Graphs and interprets linear relationships using the gradient/slope-intercept form				
<b>MA5-LIN-P-01</b>	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)				
<b>MA5-MAG-C-01</b>	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures				
<b>MA5-TRG-C-01</b>	Applies trigonometric ratios to solve right-angled triangle problems				
<b>MA5-TRG-C-02</b>	Applies trigonometry to solve problems, including bearings and angles of elevation and depression				
<b>MA5-ARE-C-01</b>	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids				
<b>MA5-VOL-C-01</b>	Solves problems involving the volume of composite solids consisting of right prisms and cylinders				
<b>MA5-GEO-C-01</b>	Identifies and applies the properties of similar figures and scale drawings to solve problems				
<b>MA5-GEO-P-01</b>	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)				
<b>MA5-NET-P-01</b>	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)				
<b>MA5-DAT-C-01</b>	Compares and analyses datasets using summary statistics and graphical representations				
<b>MA5-PRO-C-01</b>	Solves problems involving probabilities in multistage chance experiments and simulations				
<b>MA5-PRO-P-01</b>	Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)				

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## Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Nutrition Assessment	Half Yearly Examination	Practical Assessment	Research Task	Yearly Examination	Practical Assessment	
	Term: 1 Week: 10	Term: 2 Week: 5	Semester 1	Term: 3 Week: 4	Term: 4 Week: 5	Semester 2	
	Outcomes Assessed:						
	PD5-2, PD5-9	PD5-1, PD5-2, PD5-3 PD5-6, PD5-9, PD5-10	PD5-4, PD5-5, PD5-6 PD5-8, PD5-11	PD5-1, PD5-3,	PD5-1, PD5-2, PD5-3 PD5-6, PD5-9, PD5-10	PD5-4, PD5-5, PD5-6 PD5-8, PD5-11	
Total %	5%	10%	25%	15%	20%	25%	100%
Course 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 health 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 community.						
<b>PD5-8</b>	Designs, implements and evaluates personalized 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.						

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## Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Half Yearly Examination	Practical Task	Yearly Examination	
	Term: 1 Week: 6	Term: 2 Week: 5	Term: 4 Week: 2	Term: 4 Week: 5	
	Outcomes Assessed:				
	SC5-7WS, SC5-8WS, SC5-9WS.	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-10PW, SC5-14LW, SC5-15LW, SC5-16CW.	SC5-6WS, SC5-7WS, SC5-6WS.	SC5-4WS, SC5-5WS, SC5-6WS, SC5-9WS, SC5-12ES, SC5-13WS, SC5-14LW.	
Knowledge		10	20	5	<b>35%</b>
Skills	15	5	5	15	<b>40%</b>
Book/Topic Tests/Practical		12.5	12.5		<b>25%</b>
<b>Total %</b>	<b>15%</b>	<b>27.5%</b>	<b>37.5%</b>	<b>20%</b>	<b>100%</b>
Course Outcomes:					
<b>Sc5-4WS</b>	Develops questions or hypothesis to be investigated scientifically				
<b>Sc5-5WS</b>	Produces a plan to investigate identified questions, hypotheses, or problems, individually and collaboratively				
<b>Sc5- 6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively				
<b>Sc5- 7WS</b>	Processes, analyses, and evaluates data from first-hand investigations and secondary sources to develop evidence-based Arguments and conclusions				
<b>Sc5-8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems				
<b>Sc5-9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific Language, conventions, and representations				
<b>Sc5-10PW</b>	Applies models, theories, and laws to explain situations involving energy, force and motion				
<b>Sc5-11 PW</b>	Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems				
<b>Sc5-12ES</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>Sc5- 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>Sc5-14LW</b>	Analyses interactions between components and processes within biological systems				
<b>Sc5-15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments, and the Needs of society				
<b>Sc5-16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available				
<b>Sc5-17CW</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				



# **ELECTIVE COURSES**

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## Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Poultry	Sheep	Bees and Insects	Vegetable Garden	
	Term: 1 Week: 7	Term: 2 Week: 8	Term: 3 Week: 9	Term: 4 Week: 3	
	Outcomes Assessed:				
	AG5-1, AG5-4, AG5-6, AG5-8, AG5-11, AG5-14	AG5-1, AG5-4, AG5-6, AG5-11, AG5-14	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5- 11	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11, AG5-14	
Knowledge	5	5	5	5	<b>20%</b>
Skills	10	10	10	10	<b>40%</b>
Topic Test	10	10	10	10	<b>40%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>AG5-1</b>	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets				
<b>AG5-2</b>	Explains the interactions within and between agricultural enterprises and systems				
<b>AG5-3</b>	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society				
<b>AG5-4</b>	Investigates and implements responsible production systems for plant and animal enterprises				
<b>AG5-5</b>	Investigates and applies responsible marketing principles and processes				
<b>AG5-6</b>	Explains and evaluates the impact of management decisions on plant production enterprises				
<b>AG5-7</b>	Explains and evaluates the impact of management decisions on animal production enterprises				
<b>AG5-8</b>	Evaluates the impact of past and current agricultural practices on agricultural sustainability				
<b>AG5-9</b>	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics				
<b>AG5-10</b>	Implements and justifies the application of animal welfare guidelines to agricultural practices				
<b>AG5-11</b>	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts				
<b>AG5-12</b>	Collects and analyses agricultural data and communicates results using a range of technologies				
<b>AG5-13</b>	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery				
<b>AG5-14</b>	Demonstrates plant and/or animal management practices safely and in collaboration with others				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Commerce

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Formal Report	Half-Yearly Examination	Research Task	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 5	Term: 3 Week: 8	Term: 4 Week: 5	
	Outcomes Assessed:				
	COM5-1, COM5-2, COM 5-4, COM5-8	COM5-1, COM5-2, COM5-3, COM5-9	COM5-1, COM5-2, COM5-5, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-4, COM5-5, COM5-9	
Core Study 1	25				<b>55%</b>
Study Option 3		25			
Core Study 3			25		
Study Options 4 and 6				25	<b>45%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>COM5-1</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				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Design and Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	CO2 Race Car	Industry Study	iPod Project	Project: Student Choice	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 5	Term: 4 Week: 7	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
<b>Total %</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<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.				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Foodie Adventure Brochure</b>	<b>Hunger investigation</b>	<b>Food product development and package</b>	<b>Ongoing practical assessment</b>	
	<b>Term: 2 Week: 2</b>	<b>Term: 3 Week: 5</b>	<b>Term: 4 Week: 3</b>	<b>Term: 4 Week: 6</b>	
	<b>Outcomes Assessed:</b>				
	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	
<b>Total %</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>	<b>25%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<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 analysing 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				
<b>FT5-12</b>	Examines the relationship between food, technology, and society				
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society, and the environment				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Industrial Technology – Building and Construction

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project	Assessment Task	Project	Project	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 7	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
<b>Total %</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

### Course Outcomes:

<b>IND5-1</b>	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies
<b>IND5-2</b>	Applies design principles in the modification, development, and production of projects
<b>IND5-3</b>	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects
<b>IND5-4</b>	Selects, justifies, and uses a range of relevant and associated materials for specific applications
<b>IND5-5</b>	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment
<b>IND5-7</b>	Applies and transfers skills, processes, and materials to a variety of contexts and projects
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications
<b>IND5-10</b>	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Industrial Technology – Electronics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Flasher Project	Assessment Task	Attention Seeker	EV3 Robotics	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 7	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
<b>Total %</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
Course Outcomes:					
<b>IND5-1</b>	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
<b>IND5-2</b>	Applies design principles in the modification, development, and production of projects				
<b>IND5-3</b>	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
<b>IND5-4</b>	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
<b>IND5-5</b>	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment				
<b>IND5-7</b>	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
<b>IND5-9</b>	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
<b>IND5-10</b>	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				



# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Industrial Technology – Timber

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Chopping Board	Assessment Task	Tool Box	Wood Lathe	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 7	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
<b>Total %</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>
<b>Course Outcomes:</b>					
<b>IND5-1</b>	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
<b>IND5-2</b>	Applies design principles in the modification, development, and production of projects				
<b>IND5-3</b>	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
<b>IND5-4</b>	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
<b>IND5-5</b>	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment				
<b>IND5-7</b>	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
<b>IND5-9</b>	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
<b>IND5-10</b>	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Marine Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 1	Biology of native crayfish	The Abyss  Basic navigation	Sailing theory and Practice	
	Term: 1 Week: 3 and 7	Term: 2 Week:8	Term: 3 Week: 9	Term: 4 Week: 4	
	Outcomes Assessed:				
	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-3, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-1, MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-13, MAR5-14	
Knowledge	5	5	5	5	<b>20%</b>
Skills	10	10	10	10	<b>40%</b>
Topic Test	10	10	10	10	<b>40%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<b>MAR5-1</b>	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships				
<b>MAR5-2</b>	Identifies, describes and evaluates the social and economic importance of marine ecosystems				
<b>MAR5-3</b>	Identifies, describes and evaluates the effects humans have had on the marine environment				
<b>MAR5-6</b>	Evaluates the economic and environmental sustainability of aquacultural pursuits				
<b>MAR5-7</b>	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment				
<b>MAR5-8</b>	Identifies, describes and evaluates policies for monitoring and conserving the marine environment				
<b>MAR5-9</b>	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings				
<b>MAR5-10</b>	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations				
<b>MAR5-11</b>	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits				
<b>MAR5-12</b>	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment				
<b>MAR5-13</b>	Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information				
<b>MAR5-14</b>	Recalls aspects of the marine environment using relevant conventions, terminology and symbols				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	<b>Music Evolution</b> Listening Research Task/Performance	<b>Music of a Culture</b> Performance and Half Yearly Aural Skills Examination	<b>Music and Technology</b> Composition	<b>Rock Music</b> Performance and Yearly Aural Skills Examination		
	<b>Term: 1</b> <b>Week: 8</b>	<b>Term: 2</b> <b>Week: 5 and 6</b>	<b>Term: 3</b> <b>Week: 6</b>	<b>Term: 4</b> <b>Week: 5 and 6</b>		
	<b>Outcomes Assessed:</b>					
	5.2, 5.4, 5.5, 5.6, 5.10	5.3, 5.7, 5.8, 5.9, 5.11	5.1, 5.2, 5.3, 5.12	5.1, 5.3, 5.7, 5.8, 5.9,		
Performing	10	15		15	<b>40%</b>	
Composing			20		<b>20%</b>	
Listening	10	15		15	<b>40%</b>	
<b>Total %</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>	
<b>Course Outcomes:</b>						
<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts					
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology					
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness					
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study					
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study					
<b>5.6</b>	Uses different forms of technology in the composition process					
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts					
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study					
<b>5.9</b>	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					
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music					
<b>5.11</b>	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform					
<b>5.12</b>	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences					

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Photographic and Digital Media

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Still, Interactive and Moving forms</b> Elements and Principles of Design	<b>Still, Interactive and Moving forms</b> Composition / Rule of thirds	<b>Still, Interactive and Moving forms</b> Light/Shade	<b>Still, Interactive and Moving forms</b> Unusual point of view	
	<b>Term: 1</b> <b>Week: 8</b>	<b>Term: 2</b> <b>Week: 6</b>	<b>Term: 3</b> <b>Week: 6</b>	<b>Term: 4</b> <b>Week: 6</b>	
	Outcomes Assessed:				
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	
Making	15	15	15	15	<b>60%</b>
Critical and Historical	10	10	10	10	<b>20%</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>
Course Outcomes:					
<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				

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Physical Activity and Sports Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
	Practical Assessment	Coaching Assessment	Half Yearly Examination	Fitness Assessment	Practical Assessment	Yearly Examination	
	Semester: 1	Term: 1 Week: 11	Term: 2 Week: 5	Term: 3 Week: 6	Semester: 2	Term: 4 Week: 5	
	Outcomes Assessed:						
	PASS5.5, PASS5.6, PASS5.7, PASS5.8, PASS5.9	PASS5.1, PASS5.2, PASS5.6, PASS5.10	PASS5.1, PASS5.2, PASS5.4, PASS5.6, PASS5.10	PASS5.1, PASS5.5, PASS5.6	PASS5.5, PASS5.6, PASS5.7, PASS5.8, PASS5.9	PASS5.1, PASS5.2, PASS5.4, PASS5.6, PASS5.10	
Total %	20%	15%	15%	15%	20%	15%	100%
Course Outcomes:							
PASS5.1	Discusses factors that limit and enhance the capacity to move and perform						
PASS5.2	Analyses the benefits of participation and performance in physical activity and sport						
PASS5.3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport						
PASS5.4	Analyses physical activity and sport from personal, social and cultural perspectives						
PASS5.5	Demonstrates actions and strategies that contribute to active participation and skilful performance						
PASS5.6	Evaluates the characteristics of participation and quality performance in physical activity and sport						
PASS5.7	Works collaboratively with others to enhance participation, enjoyment, and performance						
PASS5.8	Displays management and planning skills to achieve personal and group goals						
PASS5.9	Performs movement skills with increasing proficiency						
PASS5.10	Analyses and appraises information, opinions, and observations to inform physical activity and sport decisions						

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Textiles and Design

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	<b>Tote – sewing organiser</b> Non-apparel	<b>Onesie</b> Costume.	<b>Crazy Patch Toy</b> Textile Art	
	<b>Term: 2</b> <b>Week: 1</b>	<b>Term: 3</b> <b>Week: 3</b>	<b>Term: 4</b> <b>Week: 6</b>	
	<b>Outcomes Assessed:</b>			
	TEX5-2, TEX5-8, TEX5-10, TEX5-11	TEX5-1, TEX5-4, TEX5-8, TEX5-11	TEX5-5, TEX5-6, TEX5-8, TEX5-9, TEX5-11	
Knowledge and understanding	<b>10</b>	<b>10</b>	<b>10</b>	<b>30%</b>
Practical Skills	<b>20</b>	<b>25</b>	<b>25</b>	<b>40%</b>
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>
<b>Outcomes</b>				
<b>TEX5-1</b>	Explains the properties and performance of a range of textile items			
<b>TEX 5-2</b>	Justifies the selection of textile materials for specific end uses			
<b>TEX 5-3</b>	Explains the creative process of design used in the work of textile designers			
<b>TEX 5-4</b>	Generates and develops textile design ideas			
<b>TEX 5-5</b>	Investigates and applies methods of colouration and decoration for a range of textile items			
<b>TEX 5-6</b>	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use			
<b>TEX 5-7</b>	Evaluates the impact of textiles production and use on the individual consumer and society			
<b>TEX 5-8</b>	Selects and uses appropriate technology to creatively document, communicate and present design and project work			
<b>TEX 5-9</b>	Critically selects and creatively manipulates a range of textile materials to produce quality textile items			
<b>TEX 5-10</b>	Selects appropriate techniques and uses equipment safely in the production of quality textile projects			
<b>TEX 5-11</b>	Demonstrates competence in the production of textile projects to completion			
<b>TEX 5-12</b>	Evaluates textile items to determine quality in their design and construction			

# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Visual Arts

Components	Task 1	Task 2	Task 3	Weighting %	
	<b>Art Making:</b> Various artworks Skills development  <b>Critical &amp; Historical:</b> Investigation/Report  <b>Topic:</b> Foundation Skills Draw and Paint.	<b>Art Making:</b> Modernist painting techniques  <b>Critical &amp; Historical:</b> Visual Art Analysis Booklet  <b>Topic:</b> The modernists. Paint in the 20th Century	<b>Practical: Mini-Project</b> Personal interest project  <b>Critical &amp; Historical:</b> Slideshow investigation of personal interest artis  <b>Topic:</b> Express Yourself.		
	<b>Term: 2</b> <b>Week: 3</b>	<b>Term: 3</b> <b>Week: 3</b>	<b>Term: 4</b> <b>Week: 3</b>		
	<b>Outcomes Assessed:</b>				
	5.1, 5.3, 5.4, 5.9, 5.10	5.5, 5.6, 5.4, 5.7	5.1, 5.2, 5.6, 5.8		
	Making	20	20		20
Critical and Historical	10	20	10	<b>40%</b>	
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>	
<b>Course Outcomes:</b>					
<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				



# 2024 YEAR 9 ASSESSMENT HANDBOOK

## Visual Design

Components	Task 1	Task 2	Task 3	Weighting %	
	<b>Design:</b> 2-D forms: along with a series of images, diary & related theory  <b>Topic:</b> Principles of Design.	<b>Design:</b> 3-D forms: along with a series of images, diary & related theory.  <b>Topic:</b> Subjective and Post Modern.	<b>Design:</b> Portfolio of Assignments Design analysis and appreciation  <b>Topic:</b> Cultural & Structural framework and practice.		
	<b>Term:</b> 2 <b>Week:</b> 3	<b>Term:</b> 3 <b>Week:</b> 3	<b>Term:</b> 4 <b>Week:</b> 3		
	<b>Outcomes Assessed:</b>				
	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10		
Making	20	20	20	<b>60%</b>	
Critical and Historical	10	15	15	<b>40%</b>	
<b>Total %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>	
<b>Outcomes</b>					
<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				