



YEAR 9 ASSESSMENT AND REPORTING PROCEDURES 2024



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YEAR 9 ASSESSMENT PROCEDURES

The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know and can do.

This booklet lists formal assessment items that are common to all students in that course. Students will also be given tasks that do not appear in this booklet and are required to complete these. These tasks also contribute to students' ability to develop their knowledge, skills and understanding. The Years 7–10 syllabuses advocate assessment *for* learning and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

How will assessment be undertaken?

NESA has provided a syllabus and a set of performance descriptors for each subject. Syllabus documents for each course are available on the NESA website, and can be accessed at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of outcomes and content for each course.

Each subject will require a different number of assessment tasks to adequately assess the course. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

How will students be graded? - mandatory courses

English, Mathematics, Science, Australian History, Civics and Citizenship, Geography and Personal Development, Health and Physical Education (PDHPE)

In accordance with the requirements of NESA, the NSW Education Standards Authority, students will receive a **ROSA** (Record of School Achievement) grade based on their performance in assessment tasks for stage 5 courses.

Students satisfactorily complete 200 hours for all core subjects.

Throughout the year teachers will:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievements.

Note: There are nine grade levels for Mathematics:

A10, A9, B8, B7, C6, C5, D4, D3, and E.

An 'N' determination indicates that a student has not satisfied the requirements of the course.

How will students be graded? – elective courses

Grades A to E are awarded for elective courses. The grades in these subjects are awarded by the school based on performance descriptors issued by NESA. These grades will indicate the students' level of achievement relative to the knowledge and skills objectives of the course.

Grades in these subjects are:

Grade A	Extensive
Grade B	Thorough
Grade C	Sound
Grade D	Basic
Grade E	Elementary
Grade N	No award

The grade a student receives in these subjects will be the one which best relates to the description of the student's achievement given in the Course Performance Descriptors on page 7.

An 'N' determination indicates that a student has not satisfied the requirements of the course.

Other compulsory courses

For four other mandatory courses (Art, Music, Technology, Language Other Than English) - one of two grades will be awarded and reported as part of the Year 10 Record of School Achievement (ROSA).

These grades are:

S	Satisfactory completion
U	Unsatisfactory completion

Students will normally have completed these requirements by the end of Stage 4.

Sport

Students are reminded that they must satisfactorily meet the requirements for Thursday Sport. Attendance each week is **compulsory**.

Responsibility

What are performance descriptors?

A *performance descriptor* is a statement about a student's level of achievement related to the knowledge and skills objectives of each course.

Outline of General Performance Descriptors

A	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	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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.
N	An 'N' ranking may be applied, meaning the student has failed to meet requirements relating to attendance and/or participation in assessment, has shown limited effort or failed to reach course goals.

Submission of tasks

Assessment tasks that are completed outside the classroom.

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on the task notification sheet. They may be submitted early.

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension, or is absent on the day due to illness or other acceptable reason.

Assessment tasks that are completed in class

Assessments completed in class, such as tests and examinations, practical tasks, performances, speeches, presentations and so on, must be completed on the designated day. Failure to complete or to submit a task on time, without the provision of documentary evidence, will result in a mark deduction as follows:

One day late:	25 % of total marks
Two days late:	50 % of total marks
Three days or more late:	100 % of total marks

Late tasks must still be completed and submitted in order to meet course outcomes.

NOTE: For tasks that have not been given approval for extension over a weekend or holiday period, **non-school days do accumulate towards percentage penalties imposed.** e.g. lateness after a weekend will accumulate a 3-day penalty.

In Year 9, failure to sit an assessment task without valid reasons and supporting documentation will lead to a letter of concern being issued.

Absence from an assessment task / examination

It is the student's responsibility to submit/complete all formal assessment tasks at the specified time. Unless prior application for an extension has been approved by the relevant Head Teacher, late submission will result in a deduction of marks. If an extension has been granted, and the task is submitted/ completed on the new date, no penalty applies.

If you become ill or suffer a misadventure that affects your submission of a task or your ability to attend an examination, you should provide a medical certificate or a letter explaining the misadventure to the Head Teacher. The misadventure application will be considered by a panel comprising the Head Teacher and a Deputy Principal. This documentation is to be brought to the Head Teacher on the first day of return to school, irrespective of whether the student has a timetabled period in that subject that day.

If a student is to be absent from an assessment task for any reason other than illness, the student must inform the class teacher prior to this absence (e.g. if the student is to represent the school in a curriculum enrichment event such as sport, debating or music, etc. on that day) to make alternative arrangements.

In the event of an unexpected issue (e.g. family illness), contact should be made with the school as soon as practicable given the particular circumstance.

The Head Teacher of the subject concerned will:

- allow the student to undertake the same task; or
- allow the student to undertake a suitable replacement task; or
- Give an estimate for that task only, based on the quality of the student's work in the components being assessed, if the Principal permits.

Students are advised that **no** adjustment of assessment marks is possible if a task has been attempted. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

If a student will miss an assessment task due to going on vacation, approval must be given by the Principal prior to the event.

Attendance before a task is due

Where an assessment task is to be held in class or submitted on a due date students **MUST** attend **ALL** prior lessons on that day to be eligible to sit for or submit the task. If students are to be absent from an assessment task for any reason, they must explain the situation to the Head Teacher prior to the event.

Integrity

Tasks submitted late

Tasks submitted late without approved extension of time from the relevant Head Teacher will incur penalties as discussed in the 'Submission of Tasks' section of this document. Even though late tasks may not be awarded marks, tasks **must still be completed** and submitted in order to meet course outcomes.

Head Teachers may accept tasks submitted late as long as the student requests consideration in writing **BEFORE** the date that the task is due. This also includes circumstances that occur on the evening prior to the submission date where prior written application cannot be made. Any extension time will only be granted in **exceptional circumstances**.

Failure of computer equipment is NOT an acceptable reason. Students should develop a pattern of regularly backing up work on a transportable or internet-based storage facility, which can be accessed at school in the event of any computer failure e.g. printer out of ink.

If late submission of a task is due to you should provide a medical certificate or a letter explaining the misadventure to the Head Teacher upon the expiration of the medical certificate or your return to school. The misadventure application will be considered by a panel comprising the Head Teacher and a Deputy Principal. Lateness beyond the period of illness or lateness for which a student does not seek approval before the due date will lead to a mark deduction.

Non-completion of assessment tasks

Students must complete all assessment tasks. If tasks are not completed, a letter of concern will be sent home in the first instance. If necessary, a meeting with the Head Teacher or Deputy Principal will be arranged as needed.

If no adequate resolution can be achieved, the Principal may determine that the course has not been studied satisfactorily.

Assessment information to be provided to students

Each school has the responsibility to tell the students the following information:

- what aspects of the course will be assessed;
- how they will be assessed (the criteria for marking the task), e.g. what essays, tests, practical will be used;
- the marks and the weighting given to each task; and
- When they are going to be assessed.

Your class teacher will hand out a **task notification** with written details of each assessment task at least **two weeks** before the date that the task is due.

A sample assessment notification is found on page 18 of this booklet.

The notification sheet must contain the following:

- Topic/s being assessed
- Outcomes being assessed
- Assessment criteria

Malpractice

Malpractice or cheating is **dishonest behaviour** by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the task in its entirety.

Examples of behaviour considered to be cheating include, but are not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, newspapers, CDs or the internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.

The examples above are generally referred to as **plagiarism**.

Consequences of malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the **task concerned scores zero**. The Head Teacher of the faculty concerned will investigate allegations of malpractice.

NESA treats malpractice in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught.

Depending on the circumstances of the case, one or more of the following may apply:

- zero marks will be awarded for the examination/task in its entirety;
- You may be required to have an interview with a 'malpractice' panel.

Note: the act of bringing notes, etc. into a task/examination will attract a 100% penalty, irrespective of whether those notes were used or not.

Mobile phones and electronic equipment

Mobile phones and smart watches must be switched off and kept in your bag before the start of an examination. Other than NESAs-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks.

Essential medical appliances need prior approval before the examination/assessment task.

Achievement

General comments on assessment

1. Information is provided in this booklet about the tasks which will be set in each subject.
2. There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance.
3. Two weeks **WRITTEN** notice will be given of the date for a set task.
4. Remember, work done in assignments, etc., must be the student's own efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark may be awarded. Ignorance of the rules regarding plagiarism is not a reasonable excuse: it is the student's responsibility to read **all** information provided.
5. Please note that not all tasks are weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur as a consequence of relatively small mark differences.
6. Learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are people in the school who will be available to provide advice and guidance - ask for help!
7. If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time either by email or by delivery to the Administration Office or to the respective faculty Head Teacher.

Steps to manage assessment tasks

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully, so you are aware of all requirements.
- Be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

Yearly examinations

Towards the end of Year 9, students will sit Yearly Examinations. In 2024, these examinations will be held in **Week 5 of Term 4**.

Examination rules

- 1** All candidates must check the examination timetable carefully. No consideration will be given to students who arrive late for an examination or who miss an examination due to misreading the timetable.
- 2** All candidates are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination room.
- 3** Candidates must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
- 4** You **MUST NOT**:
 - speak to any person other than a supervisor after entering the examination room;
 - take any electronic device into the examination, unless approved;
 - behave in any way likely to disturb the work of any other student or upset the conduct of the examination;
 - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination;
 - wear a cap;
 - Take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle only may be taken into the examination room.
- 5** Only equipment that is necessary and approved for use in the examination is to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk.
- 6** **Mobile phones** and **smart watches** are to be kept in your school bag and must be turned **OFF**.

Examination rules - continued

- 7** If you need to leave the exam room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are NOT permitted during the **first 15 minutes** OR the **last 15 minutes** of the examination. Exceptions will be made ONLY in the case of an emergency.
- 8** Full school uniform must be worn throughout the examination period. This includes school shoes.
- 9** If a candidate misses an examination due to illness or misadventure, the school is to be advised before the examination is held. You are to ring the school on 9473 5000 and leave a message for the relevant Head Teacher.
- 10** Candidates who miss an examination/task due to illness, misadventure or absence from school should see the appropriate subject Head Teacher immediately when they return to school. Upon acceptance of a medical certificate or document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or other arrangements will be made.

Reporting on student progress

Student progress reports are issued twice each year in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using course performance descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Progress reports also include achievement levels in general outcomes applicable to all courses, including:

- Prepared to learn
- Respects the rights of others to learn
- Produces quality work commensurate with level of ability

Sample assessment task notification



Pennant Hills High School

Course: Stage: 5 Year: 9
Areas of study:
Date issued: Task date: Task number: 1
Weighting:

Task type:

For example: *research project, performance, test in class, practical, etc.*

Task description:

Any information that helps students understand what is expected of them. For example: a formal examination of 60 minutes duration, made up of multiple choice questions, short answer questions, and an extended response.

Outcomes being assessed by this task:

For example:

5.1 *explains social, political and cultural developments and events and evaluates their impact on Australian life*

5.3 *explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia*

Criteria for assessment:

For example: *marking guidelines, where appropriate*

Additional information:

This is a formal assessment item. Absence due to illness must be supported by a letter from a parent, presented to the Head Teacher on the **first** day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt/submit the task on the first day of your return to school.

If you are going to be absent for a legitimate reason known in advance, (such as representing the school in a curriculum enrichment event) you must discuss this with your teacher as soon as possible, and provide the Head Teacher with a letter from your parent.

This section will also contain any relevant details about submission, equipment needed, how the presentation order will be determined for speeches, etc.

COURSE ASSESSMENT SCHEDULES

The following pages outline the assessment items for each Year 9 course.

The dates and details listed in each schedule are approximate and subject to change.

Students will be informed by their teacher of the actual date and details of the assessment task at least TWO weeks before the task.

Mandatory Courses

ENGLISH

Areas of Assessment

Speaking
Reading
Writing
Creative and Imaginative Thinking
Critical and interpretive Thinking

Knowledge and understanding
Information and Communication
Technology
Viewing
Listening
Representing

Task Number	Description	Topic	Weighting	Timing
1	Essay	Looking Outwards – Novel Study	25%	Term 1, Week 9
2	Creative Writing and Reflection	Life Matters	25%	Term 2, Week 8
3	Short Answer Analysis	Experiences of War	25%	Term 3, Week 5
4	Examination	Shining a New Light – Tales from the Arabian Nights	25%	Term 4, Week 4

GEOGRAPHY

Note: Year 9 students study Geography for one semester and History for the other semester

Proportion Of Marks

Task Type	Weighting %
Extended Response	40
Skills Test Components	40
Class Assessment	20

Task Number	Description	Topic	Timing
Semester 1	1 Research-based Task: Assignment submission including bibliography and scaffold of questions	<ul style="list-style-type: none"> Sustainable Biomes Geographical Tools and Skills 	Term 1, Week 5
	2 Skills-based	<ul style="list-style-type: none"> Changing Places Geographical Tools and Skills ICT multimedia presentation or typed report 	Term 2, Week 4
	3 Class Assessment	<ul style="list-style-type: none"> Contribution in class Completion of tasks/activities 	Ongoing

Task Number	Description	Topic	Timing
Semester 2	1 Research-based Task: Assignment submission including bibliography and scaffold of questions	<ul style="list-style-type: none"> Sustainable Biomes Geographical Tools and Skills 	Term 3, Week 5
	2 Skills-based	<ul style="list-style-type: none"> Changing Places Geographical Tools and Skills ICT multimedia presentation or typed report 	Term 4, Week 4
	3 Class Assessment	<ul style="list-style-type: none"> Contribution in class Completion of tasks/activities 	Ongoing

HISTORY

Note: Year 9 students study History for one semester and Geography for the other semester.

Proportion Of Marks

Task Type	Weighting %
Research based essay	40
Examination (Content and Skills)	40
Class Assessment (a range of class tasks will be completed which will vary according to the needs of students)	20

Task Number	Description	Topic	Timing
Semester 1	1 Research based Extended Response	Industrial Revolution	Term 1, Week 5
	2 Examination (Content and Skills)	Course content, Historical terms and concepts, Historical knowledge and understanding	Term 2, Week 4

Task Number	Description	Topic	Timing
Semester 2	1 Research Task	Industrial Revolution	Term 3, Week 9
	2 Examination (Content and Skills)	Course content, Historical terms and concepts, Historical knowledge and understanding	Term 4, Week 5

MATHEMATICS

Areas of Assessment

Working Mathematically

- Communicating
- Problem Solving
- Reasoning

Measurement and Geometry

- Area and Surface-Area
- Volume
- Numbers of Any Magnitude
- Right-Angled Triangles (Trigonometry)
- Properties of Geometrical Figures

Number and Algebra

- Financial Mathematics
- Ratios and Rates
- Algebraic Techniques
- Indices
- Surds
- Equations
- Linear Relationships
- Non-Linear Relationships

Statistics and Probability

- Single Variable Data Analysis
- Probability

Proportion Of Marks

Task Type	Weighting %
Term 1 Test	22
Term 2 Test	22
Term 3 Test	22
Yearly Examination	34

Task Number	Topics*			Timing
	Stage 5.3	Stage 5.2	Stage 5.1	
1	<ul style="list-style-type: none"> • Stage 4 Number Review • Financial Mathematics • Expressions, Equations and Inequalities 	<ul style="list-style-type: none"> • Stage 4 Number Review • Financial Mathematics 	<ul style="list-style-type: none"> • Stage 4 Number Review • Financial Mathematics 	Term 1, Week 7/8
2	<ul style="list-style-type: none"> • Right-Angled Triangles • Linear Relationships 	<ul style="list-style-type: none"> • Expressions and Equations • Right-Angled Triangles 	<ul style="list-style-type: none"> • Expressions and Equations • Right-Angled Triangles 	Term 2, Week 7/8
3	<ul style="list-style-type: none"> • Length, Area, Surface Area and Volume • Indices and Surds • Properties of Geometrical Figures 	<ul style="list-style-type: none"> • Linear Relationships • Length, Area, Surface Area and Volume • Indices 	<ul style="list-style-type: none"> • Linear Relationships • Length, Area, Surface Area and Volume 	Term 3, Week 7/8
4	All covered topics + Non-Linear Relationships, Probability and Single Variable Data Analysis	All covered topics + Properties of Geometrical Figures, Quadratic Equations and Algebraic Fractions	All covered topics + Indices, Properties of Geometrical Figures	Term 4, Week 4

*In addition to the listed Topics, **all** tasks include the Working Mathematically areas of Communicating, Problem Solving and Reasoning

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Areas of Assessment

- Better Health
- Health of Young People
- Exploring Sexual Health
- Mental Health
- Minor games/Initiative activities/Football codes/Cross Country
- Stick games/Athletics/Dance
- Fitness/Invasion games
- Invasion Games/Striking games/Net/wall games

Proportion Of Marks

Task Type	Weighting %
Theory Tasks	40
Practical Skills	60

Task Number	Description	Topic	Timing
1	Theory	Better Health case study analysis	Term 1
2	Practical	Football Codes	
3	Practical	Create a New Dance and Movement Sequence	Term 2
4	Practical	Fitness Circuit/Athletics Carnival - specific athletics skills	
5	Theory	Sexual Health Report (Written Task) - scaffolded through booklet	Term 3
6	Practical	Sport specific movements / Invasion Games	
7	Theory	Interpersonal Group Work	Term 4
8	Practical	Striking Game	

SCIENCE

Areas of Assessment

- Knowledge and Understanding
- First Hand Investigations
- Data Processing and Critical thinking
- Second Hand Investigation & Communication Skills

Proportion Of Marks

Task Type	Weighting %
Working Scientifically 1 – Data Processing	20
Project - Research	30
Practical Task-First hand Investigation	30
Yearly Examination	20

Task Number	Description	Topic	Timing
1	Working Scientifically	Data Processing; Knowledge and Understanding;	Term 1, Week 9
2	Research Investigation	Living World	Term 2, Week 4
3	Practical Task- First-Hand Investigation	Physical World	Term 3, Week 5
4	Yearly Examination	All topics and Skills	Term 4, Week 5

Elective Courses

AGRICULTURAL TECHNOLOGY

Areas of Assessment

- Knowledge and Understanding
- Practical Skills
- Communication Skills

Proportion Of Marks

Task Type	Weighting %
Topic Test – Introduction to Agriculture	20
Book Work and Class Tasks	20
Research Task	20
Practical Assessment	20
Yearly Examination	20

Task Number	Description	Topic	Timing
1	Topic Test	All topics in Term 1	Term 1, Week 9
2	Research Task	Vegetable Production	Term 3, Week 3
3	Yearly Examination	All topics	Term 4, Week 2
4	Practical Assessment	Practical Skills	Ongoing
5	Course work	Written and Oral Skills	Ongoing

COMMERCE

Proportion Of Marks

Task Type	Weighting %
Extended Response	25
Half Yearly Examination	25
Extended Response	25
Yearly Examination	25

Task Number	Description	Topic	Timing
1	Extended response in Business Report Format	Employment and Work Futures	Term 1, Week 9
2	Half Yearly Examination	Employment and Work Futures Our Economy	Term 2, Week 7
3	Extended Response in essay format	Law, in Action	Term 3, Week 8
4	Yearly Examination	All topics including Promoting and Selling	Term 4, Week 4

DRAMA

Areas of Assessment

- Knowledge and Understanding
- Investigation
- Performing
- Written Skills
- Presentation
- Appreciating/Reflecting
- Analysis
- Research
- Speaking Skills
- Movement Skills
- Making

Proportion Of Marks

Task Type	Weighting %
From the Dreaming to Dramatic Meaning Group Devised Performance	20
Logbook (including research) and Reflection Statement	10
Tears of the Clown- Commedia dell'Arte Performance	20
Logbook and Reflection Statement	10
Wide Reading Task	10
From Page to Stage – Duologue Performance	20
Logbook and Reflection Statement	10

Task Number	Description	Topic	Timing
1	From the Dreaming to Dramatic Meaning Group Devised Performance	<ul style="list-style-type: none"> • Making / Performing • Playwriting • Devising • improvisation 	Term 2, Week 3
1b	Logbook	Appreciating/Reflecting	
2	Commedia dell'Arte Performance	<ul style="list-style-type: none"> • Making / Performing • Improvisation • Theatrical traditions Physical theatre	Term 3, Week 5
2b	Logbook	Appreciating/Reflecting	
3	Wide Reading Task	<ul style="list-style-type: none"> • Appreciating Theatrical traditions and performance styles	Term 3, Week 8
4	From Page to Stage – Duologue Performance	<ul style="list-style-type: none"> • Making / Performing • Scripted drama • Devising 	Term 4, Week 5
4b	Logbook	Appreciating/Reflection	

ENGINEERING

Areas of Assessment

- Knowledge and understanding of scientific and mechanical concepts through Investigations of technology and engineering
- Knowledge and understanding of Engineering principles and processes
- Quality of documentation of design processes
- Problem solving skills in a range of Engineering contexts.
- Skills in communicating and critically evaluating
- Computer and Internet Usage
- Practical Tasks
- Test, Research Task

Proportion of Marks

Task Type			Weighting %
Practical Tasks			40
Written Work, including portfolios			30
Research Tasks			10
Examinations			20
Task Number	Description	Topic	Timing
1	Fundamental Portfolio	Introduction to Photoshop techniques for enhancement of digital pictures and the creation of new images.	Term 1, Week 8
2	Robotic Arm	Design and development of a working robotic arm to meet success criteria	Term 1, Week 9
3	Robotic Arm Portfolio	Documentation of design process following in creating Robotic Arm	Term 2, Week 4
4	Fundamentals Examination	Knowledge of Engineering Fundamentals	Term 2, Week 4
5	3D printing Research Task	Investigation of emerging uses of 3D printing	Term 3, Week 2
6	Structures	Design and development of Structures project	Term 3, Week 7
7	Structures portfolio	Documentation of design process following in creating Structures	Term 3, Week 7
8	AS1100 Drawing	Design and development of AS1100 drawings	Term 4, week 2
9	Yearly Examination	Knowledge of Engineering Fundamentals, Hydraulics, CAD/CAM	Term 4, Week 4

FOOD TECHNOLOGY

Areas of Assessment

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

Proportion Of Marks

Task Type	Weighting %
Practical	30
Research Tasks	30
Tests/Examinations	20
Coursework	20

Task	Description	Topic	Timing
1	Written Research Task	<ul style="list-style-type: none"> • knowledge, understanding and skills related to food hygiene, safety and the provision of quality food • knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food • knowledge and understanding of the significant role of food in society 	Term 1, Week 9
2	Unit Test	<ul style="list-style-type: none"> • knowledge, understanding and skills related to food hygiene, safety and the provision of quality food • knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food • knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health • knowledge and understanding of the significant role of food in society 	Term 2, Week 3
3	Written Research Task	<ul style="list-style-type: none"> • skills in researching, evaluating and communicating issues in relation to food • skills in designing, producing and evaluating solutions for specific food purposes • knowledge and understanding of the significant role of food in society 	Term 3, Week 5
4	Yearly Examination	<ul style="list-style-type: none"> • knowledge, understanding and skills related to food hygiene, safety and the provision of quality food • knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food • knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health 	Term 4, Week 3
5	Plans, prepares, presents and evaluates practical food activities	<ul style="list-style-type: none"> • knowledge, understanding and skills related to food hygiene, safety and the provision of quality food • knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food • skills in designing, producing and evaluating solutions for specific food purposes 	Ongoing

INDUSTRIAL TECHNOLOGY: TIMBER

Areas of Assessment

- Demonstration of safe working practices
- Demonstrated skills in project production
- Knowledge of technology and its applications
- Quality of documentation of design processes
- Safety Tests, Workshop Behaviour
- Practical
- Test, Homework, Bookwork
- Design Folios

Proportion of Marks

Task Type	Weighting %
Bookwork	15
Design Folios	10
Class Test	15
Practical Projects	60

Task	Description	Topic	Timing
1	Ongoing Practical and written mark	5 week progress marking of tool box portfolio and practical work	Term 1, Week 6
2	Ongoing progress practical and written mark	5 week progress marking of tool box portfolio and practical work	Term 1, week 10
3	Half Yearly Test	Knowledge of materials, tools and processes	Term 2, Week 3
4	Design Folio (Tool Box)	Documentation of the construction and management of the tool box including workshop drawings	Term 2, Week 4
5	Practical Mark (Tool Box)	Semester mark based upon the major practical exercise	Term 2, Week 4
6	Practical Mark (wood turning)	Initial woodturning exercise	Term 3, Week 10
8	Practical Mark (Decorative Box or similar)	Box making including decoration and hinging of lid	Term 4, Week 3
9	Design Folio (Decorative Box or similar)	Documentation of the construction and management of the box including workshop drawings	Term 4, Week 3
10	Book Mark	Book mark based upon class theory and homework exercises	Term 4, Week 3
11	Yearly Test	Knowledge of materials, tools and processes	Term 4, Week 3

INFORMATION AND SOFTWARE TECHNOLOGY

Areas of Assessment

- Knowledge and understanding of a range of computer software and hardware.
- Problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real- world problems.
- Responsible and ethical attitudes related to the use of information and software technology.
- Knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society.
- Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

Proportion Of Marks

Task Type	Weighting %
Practical tasks	70
Research assignments	30

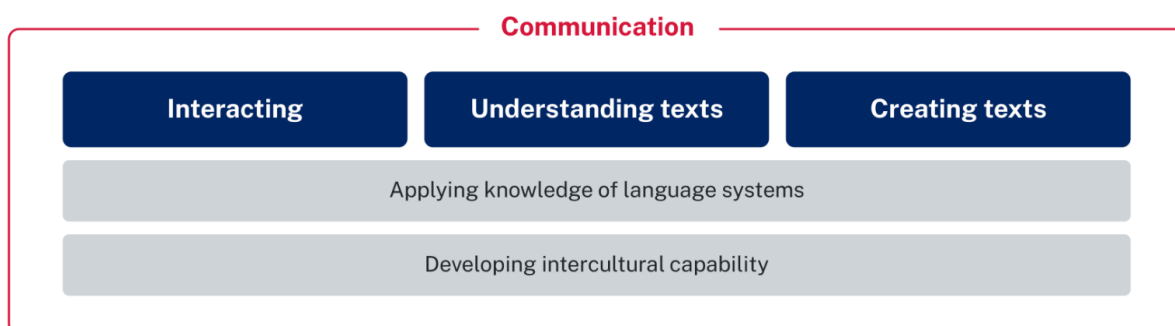
Task Number	Description	Topic	Timing
1	Website/Multimedia assignment	The internet and website design/ Authoring and multimedia	Term 1, Week 10
2	Programming (Scratch)	Software Development	Term 2, Week 10
3	Robotic practical tasks	Robotics and automated systems	Term 3, Week 10
4	Robotic research assignments	Robotics and automated systems	Term 3, Week 7
5	Movie poster	Digital media – graphics and photography	Term 4, Week 6

LANGUAGES - CHINESE

Students may study Chinese as one of their three elective subjects in Stage 5 at Pennant Hills High School. Students complete 100 hours in Year 9, and another 100 hours in Year 10. Students are not required to have completed the respective Year 7 taster course and/or Year 8 mandatory courses as a prerequisites, however, it is highly recommended. Upon completion of 200 hours of Stage 5 language learning, students will be eligible to enroll in the Continuers level language courses in Stage 6.

Areas of Assessment

- communication is the central goal in language learning
- the 3 focus areas are interacting, understanding texts and creating texts



Focus Area	Description	Skill	Weighting
Interacting ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
Understanding texts ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
Creating texts ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
Applying knowledge of language systems	Applies knowledge of language systems in all focus areas as an essential part of communication		
Developing intercultural capability	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

Assessment Task Schedule

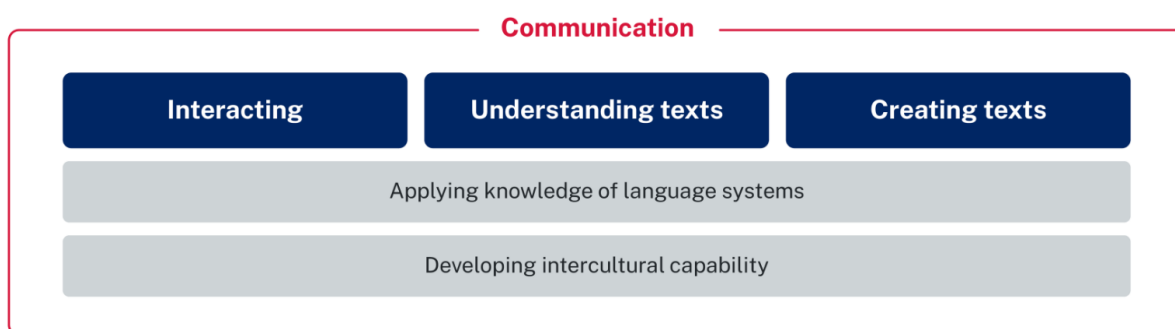
Task	Outcomes and Skills	Areas of Learning	Timing
Task 1: In class writing task	Writing 10% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Days of the week Dates Times Daily Routines (verbs)	Term 1, Week 9
Task 2: In class test	Listening 10% Reading 20% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Daily Routines Locations	Term 2, Week 5
Task 3: Interview (speaking)	Speaking 20% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Clothes Shopping Making phone calls	Term 3, Week 8
Task 4: End of year exam	Listening 20% Reading 10% Writing 10% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Food Weather	Term 4, Week 10

LANGUAGES - FRENCH

Students may study French as one of their three elective subjects in Stage 5 at Pennant Hills High School. Students complete 100 hours in Year 9, and another 100 hours in Year 10. Students are not required to have completed the respective Year 7 taster course and/or Year 8 mandatory courses as a prerequisites, however, it is highly recommended. Upon completion of 200 hours of Stage 5 language learning, students will be eligible to enroll in the Continuers level language courses in Stage 6.

Areas of Assessment

- communication is the central goal in language learning
- the 3 focus areas are interacting, understanding texts and creating texts



Focus Area	Description	Skill	Weighting
Interacting ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
Understanding texts ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
Creating texts ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
Applying knowledge of language systems	Applies knowledge of language systems in all focus areas as an essential part of communication		
Developing intercultural capability	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

Assessment Task Schedule

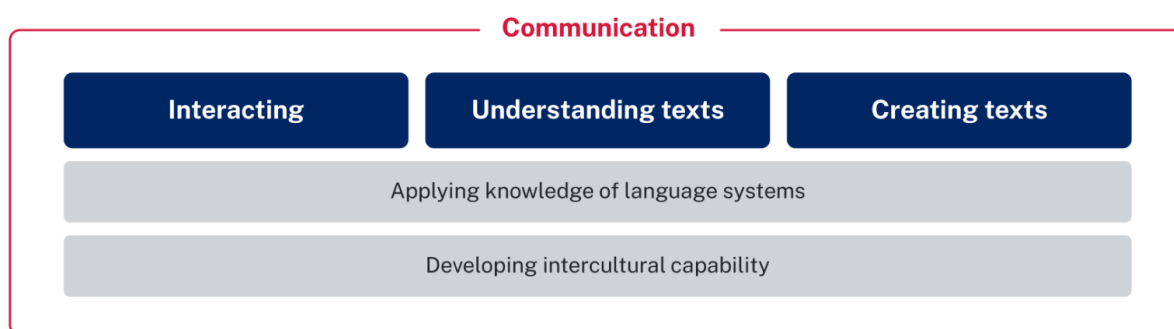
Task	Outcomes and Skills	Areas of Learning	Timing
Task 1: Individual Presentation	Speaking - 10% Writing - 10 % ML5-INT-01, ML5-UND-01, ML5-CRT-01	Getting to know you Countries and Nationalities Numbers	Term 1, Week
Task 2: In-class Test	Listening 10% Reading 20% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Family and Pets Descriptions Professions	Term 2, Week
Task 3: In-class Test	Listening 10% Speaking 10% Writing 10% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Languages Countries, Cities and Nationalities Family and Pets Food	Term 3, Week
Task 4: In-class Test	Reading 10% Writing 10% ML5-INT-01, ML5-UND-01, ML5-CRT-01	School life Visiting a Restaurant	Term 4, Week

LANGUAGES - JAPANESE

Students may study Japanese as one of their three elective subjects in Stage 5 at Pennant Hills High School. Students complete 100 hours in Year 9, and another 100 hours in Year 10. Students are not required to have completed the respective Year 7 taster course and/or Year 8 mandatory courses as a prerequisites, however, it is highly recommended. Upon completion of 200 hours of Stage 5 language learning, students will be eligible to enroll in the Continuers level language courses in Stage 6.

Areas of Assessment

- communication is the central goal in language learning
- the 3 focus areas are interacting, understanding texts and creating texts



Focus Area	Description	Skill	Weighting
Interacting ML5-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
Understanding texts ML5-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
Creating texts ML5-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
Applying knowledge of language systems	Applies knowledge of language systems in all focus areas as an essential part of communication		
Developing intercultural capability	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

Assessment Task Schedule

Task	Outcomes and Skills	Areas of Learning	Timing
Task 1: In-class test	Reading 10% Writing 10% ML5-UND-01, ML5-CRT-01	Katakana Dates and Events	Term 1, Week 9
Task 2: In-class Test	Listening 10% Reading 5% Writing 5% ML5-UND-01, ML5-CRT-01	Katakana Countries	Term 2, Week 7
Task 3: Video Assignment	Speaking 20% Writing 5% ML5-INT-01, ML5-CRT-01	Recounting Events	Term 4, Week 2
Task 4: In-class Test	Listening 20% Reading 15% ML5-INT-01, ML5-UND-01, ML5-CRT-01	Daily Routines Adjectives Verb Conjugations	Term 4, Week 6

MUSIC

Areas of Assessment

- Knowledge and Understanding
- Research
- Composition and Class Presentation
- Analysis
- Performance Skills
- Aural Skills
- Written Skills

Proportion Of Marks

Task Type	Weighting %
Performing	25
Composing	25
Listening (incorporating musicology, aural skills and theory)	50

Task Number	Description	Topic	Timing
1	Listening	Aural skills / Theory test	Term 1, Week 10
2	Performing	Solo Classic Jazz performance	Term 2, Week 5
3	Composing	Jazz / Blues melody (instrumental or vocal with words)	Term 2, Week 3
4	Performing	Film Music theme (own choice)	Term 3, Week 5
5	Composing	Film score for a short scene	Term 3, Week 8
6	Listening	Yearly Examination	Term 4, Week 3
6	Performing	Group performance Popular Music	Term 4, Week 4

PHOTOGRAPHIC AND DIGITAL MEDIA (PDM)

Areas of Assessment

- Knowledge and Understanding
- Practical skills
- Written skills
- Research and investigation
- Problem solving

Proportion Of Marks

Task Type	Weighting %
Making Photographic and Digital works - still, interactive, moving forms (Portfolio)	40
Journal (Process Diary)/Case Study/ Critical and Historical Interpretations	40
Essay/Short Answer Response/Yearly Examination	20

Task Number	Description	Topic	Timing
1	Essay/Short Answer Response: in-class	Critical and Historical Interpretation Component	Terms 1, 2, 3 - Week 7
2	Case Study: hand-in task	Critical and Historical Interpretation Component	Terms 1, 2, 3 - Week 8
3	Journal (Process Diary): hand-in task	Practical Component	Terms 1, 2, 3, 4 - Week 8
4	Photographic and Digital work (Portfolio): in-class task	Practical Component	Terms 1, 2, 3, 4 - Week 10
5	Yearly Examination: in-class	Critical and Historical Interpretation Component	Term 4, Week 2

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Areas of Assessment

- Physical Fitness
- Issues in Physical Activity and Sport
- Physical Activity and Sport Specific Groups
- Australia's Sporting Identity
- Speedaway/soccer
- Volleyball/Badminton
- Netball/Basketball
- Indoor Hockey/surf/School

Proportion Of Marks

Task Type	Weighting %
Theory Tasks	40
Practical Skills	60

Task Number	Description	Topic	Timing
1	Theory	Fitness Testing Booklet/Written Task	Term 1
2	Practical	Team Games - Practical Application	
3	Theory	Case study/Presentation	Term 2
4	Practical	Video Analysis	
5	Theory	Modified game creation/rules	Term 3
6	Practical	Planning for performance/Isotonic and Isometric Movements	
7	Theory	Yearly Exam	Term 4
8	Practical	Team Games – Practical application (Includes Surf School)	

TEXTILES TECHNOLOGY

Areas of Assessment

- Knowledge and understanding of the properties and performance of textiles
- Skills in the creative documentation, communication and presentation of design ideas
- Knowledge and understanding of, and skills in design for a range of textile applications
- Skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- Knowledge and understanding of the significant role of textiles for the individual consumer and for society
- Knowledge and skills to evaluate quality in the design and construction of textile items

Proportion of Marks

Task Type	Weighting %
Project Work (Practical and Portfolio)	50
Research Tasks	30
Tests/Examinations	20

Task Description	Topic	Timing
Project work with supporting documentation	<ul style="list-style-type: none"> • Knowledge and understanding of the properties and performance of textiles • Knowledge and understanding of, and skills in design for range of textile applications • Skills in the creative documentation, communication and presentation of design ideas • Skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items 	<p>Term1, Week 6 (Shoe bag)</p> <p>Term 2, Week 3 (Creative Cushion)</p> <p>Term 3, Week 5 (Hoodie)</p> <p>Term 4, Week 2 (Embroidery)</p>
Written Research tasks	<ul style="list-style-type: none"> • Knowledge and understanding of the significant role of textiles for the individual consumer and for society 	<p>Term 2, Week 2</p> <p>Term 3, Week 2</p>
Unit Test	<ul style="list-style-type: none"> • Knowledge and understanding of the properties and performance of textiles • Knowledge and understanding of, and skills in design for range of textile applications • Knowledge and skills to evaluate quality in the design and construction of textile items 	Term 2, Week 4
Yearly Examination	<ul style="list-style-type: none"> • Knowledge and understanding of the properties and performance of textiles • Knowledge and understanding of the significant role of textiles for the individual consumer and for society 	Term 4, Week 3

VISUAL ARTS

Areas of Assessment

- Knowledge and Understanding
- Practical skills
- Written skills
- Research and investigation
- Problem solving

Proportion Of Marks

Task Type	Weighting %
Body of Work (BOW)	40
Process Diary (VAPD)/ Case Study	40
Essay/Short Answer Response/Yearly Examination	20

Task Number	Description	Topic	Timing
1	Essay/Short Answer Response: in-class	Critical and Historical Studies	Terms 1, 2, 3 - Week 6
2	Case Study: hand-in task	Critical and Historical Studies	Terms 1, 2, 3 - Week 8
3	Process Diary: hand-in task	Practical	Terms 1, 2, 3, 4 - Week 8
4	Body of Work: in-class task	Practical	Terms 1, 2, 3, 4 - Week 10
5	Yearly Examination: in-class	Critical and Historical Studies	Term 4, Week 2