Mosman High School

Year 9 Assessment Guidelines 2025

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ASSESSMENT GUIDELINES

GENERAL POLICY

Assessment Period

The assessment period begins at the start of term one and finishes at the end of Term 4, 2025.

Reporting to students and parents

As each assessment task is completed students will receive full and detailed information regarding their **performance in the task**. School reports will be issued in Term 2 and Term 4.

SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear statement in writing at least two weeks prior to an assessment task.

RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.

2. Anyone identified as cheating will have their task cancelled and will be awarded zero.

3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher of the subject

4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.

5. Assessments submitted in periods after the scheduled subject period will be awarded zero.

6. ***Illness/Misadventure*** - If a student is ill, or owing to reasons of genuine misadventure, and is unable to attend on the day of an in class assessment task, parents are asked to notify the school by telephone by 9am of that day.

7. If a student fails to complete an assessment task by the due date through illness then he/she must produce a medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations it will be up to the discretion of the Principal and/or the relevant Head Teacher to determine whether an extension of time will be granted.

8. The student must hand in the assessment task or sit the examination on the day of return to school even if the student does not have that subject scheduled on that day.

CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal examinations. Refer to "Conduct during the Examination". If tasks which constitute more than half the value of the total assessments are not completed (without valid authorisation) the subject may be regarded as not having been studied satisfactorily. If this occurs, the subject will not be listed on the Record of School Achievement (ROSA). Early warning in writing will be given to students and parents if such a situation appears to be developing.

The successful completion of Year 9 is conditional upon satisfactory attendance, application with diligence and sustained effort and completion of course requirements.

COMPLETION OF COURSE REQUIREMENTS

It is expected that students who take part in any of the NSW Education Standards Authority (NESA) courses will reach some or all of the outcomes of those courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences; provided in the course by the school
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements may be regarded as not having satisfactorily completed the course.

Students may be deemed not to have satisfactorily completed a course if there is sufficient evidence of omission of experiences which are in class. **This includes all tasks, not only those scheduled in the policy.**

In cases of non-satisfactory completion, an "N" award may be submitted on the appropriate form.

Students who have received a minimum of two "N" award warnings in a subject may be given an N determination for that subject.

As a result of absence, the course completion criteria may not be met. Student absence is regarded seriously by the school.

If it appears that a student is at risk of not meeting requirements in a course, a warning will be given. The school must:

1. advise the student, in writing, in time for the problem to be corrected
2. hand the warning to the student or email to the student's and parent's address as recorded by the school
3. request from the parent a written acknowledgement of the warning
4. retain a copy of the warning notice.

YEARLY EXAMINATIONS

SPECIAL EXAMINATION PROVISIONS FOR STUDENTS WITH DISABILITIES

1. If a student has a disability, which would, in a normal examination situation, prevent them from:

    a) reading and interpreting the examination questions; and/or
    b) communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school may approve Disability Provisions.

2. Emergency provisions can be arranged if a student has an accident just before the exam.

3. The application for Disability Provisions should contain recent evidence of a student's disability and, in some cases, examples of their work. The parent/caregiver may need to organise required eligibility testing earlier in the year. This can be done through the School Counsellor.

4. Disability Provisions are not available:

    a) as compensation for difficulties in undertaking a course, or preparing for the exam
    b) for lack of familiarity with the English language.

5. Certain Disability Provisions may not be available for:

    a) oral/aural language examinations
    b) music and drama practical examinations
    c) courses requiring the use of manipulative skills, e.g. visual arts.

EXAMINATION DATES AND TIMES

If a student misses examinations simply because they misread the timetable, a student will not receive an examination mark in that course. A student **cannot** make an illness/misadventure appeal on these grounds.

If a student is more than one hour late, they will not normally be admitted to the examination room.

EQUIPMENT FOR THE EXAMINATION

1. Before the examination the student will need to clarify:

    a) equipment the student is expected to provide for the examination
    b) items which will be provided by the examiner.

2. Examination supervisors will inspect any equipment brought into the examination room.
3. Equipment should bear only the original inscribed information. A student must supply materials that are in working order (this includes calculators). A student cannot appeal on the grounds that their examination equipment did not work correctly.
4. A student may only use calculators which are models approved by NESA. Well before the examination, a student should verify with their teachers that the calculator is approved.
5. A student is not permitted to borrow equipment during examinations.

CONDUCT DURING THE EXAMINATION

1. A student must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in zero.

2. A student must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

3. A student must not:
   a) eat in the examination room
   b) speak to any person other than the supervisor during an examination
   c) behave in any way likely to disturb the work of any other students or upset the conduct of the examination
   d) attend an examination while under the influence of alcohol/drugs.

4. If a student does not follow these rules, or if they cheat in the examinations, they will be reported to the Principal and may be removed from the examination room.

5. If a student does not make a serious attempt at an examination, they will not receive a mark in that course and may not be eligible for the award of the Record of School Achievement. Teachers will bring to the Principal's attention examination answers that contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

6. A student cannot bring any of the following items into the examination room:
   a) mobile phones
   b) programmable watches, for example smart watches
   c) any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
   d) paper or any printed or written material (including an exam timetable)
   e) dictionaries (except in language exams, if allowed)
   f) correction fluid or correction tape

Course Subjects (Alphabetical)

MANDATORY

ENGLISH

Assessments 2025

Task number Date	Weighting %	Module	Outcomes assessed	Mode
1. Term 1-Week 9	25	Common Module: Shakespeare	EN5-RVL, EN5-URA, EN5-URB	Discursive
2. Term 2-Week 5	25	Module A: Poetry	EN5-URC, EN5-ECA, EN5-ECB	Imaginative Reflective
3. Term 3 -Week 5	25	Module B: Critical Study of Literature	EN5-RVL, EN5-URA, EN5-URB	Writing
4. Term 4 -Week 2	25	Module C: Modern Drama	EN5-RVL, EN5-URA, EN5-URB	Listening Writing

ENGLISH – OBJECTIVES AND OUTCOMES

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

HISTORY/GEOGRAPHY

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 7	25	Source Portfolio & Feature Article	HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Industrial Revolution
2. Term 2 – Week 7	25	In-class Source Analysis	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5	Australians at War
3. Term 3 – Week 8 4.	25	In-class Test	GE5-3, GE5-4, GE5-6	Urban Places/Skills
5. Term 4 - Week 3	25	Research Presentation	GE5-1, GE5-5, GE5-7	Sustainable Biomes
Total	**100**			

HISTORY OUTCOMES		GEOGRAPHY OUTCOMES	
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia	**GE5-1**	explains the diverse features and characteristics of a range of places and environments
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia	**GE5-2**	explains processes and influences that form and transform places and environments
HT5.3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia	**GE5-3**	analyses the effect of interactions and connections between people, places and environments
HT5.4	explains and analyses the causes and effects and developments in the modern world and Australia	**GE5-4**	accounts for perspectives of people and organisations on a range of geographical issues
HT5.5	identifies and evaluates the usefulness of sources in the historical inquiry process	**GE5-5**	assesses management strategies for places and environments for their sustainability
HT5.6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia	**GE5-6**	analyses differences in human wellbeing and ways to improve human wellbeing
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia	**GE5-7**	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
HT5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	**GE5-8**	communicates geographical information to a range of audiences using a variety of strategies.
HT5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past		
HT5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.		

MATHEMATICS

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	10	Assignment	MA5–PRO-P-01 MAO-WM-01	➢ Probability B
2. Term 2 – Week 4	30	Written Task	MA5-MAG-C-01 MA5–PRO P-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MAD-WM-01	➢ Numbers of any Magnitude ➢ Probability B ➢ Algebraic Techniques A, B, C
3. Term 3 – Week 4	30	Written Task	MA5-DAT-C-01 MA5–DAT P-01 MA5-FIN-C-01 MA5-EQU-C-01 MAO-WM-01	➢ Data analysis A and C ➢ Financial Mathematics A ➢ Equations A
4. Term 4 – Week 3	30	Written Task	MA5–ARE C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-IND-C-01 MA5-IND-P-01 MAO-WM-01	➢ Area and Surface Area A ➢ Linear Relationships A and B ➢ Indices A and B
Total	**100**			

MATHEMATICS – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.
In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc.

The Stage 5 outcomes in the mathematics course are divided into the following strands:

- Working Mathematically
- Number and Algebra
- Measurement and Space
- Statistics and Probability.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in mathematics. Consequently, three specific endpoints and pathways (Core 1, Core2, Path) have been identified for Stage 5 in mathematics. For example, students who follow the Path complete all the Core 1 and Core 2 outcomes in addition to the Path outcomes.

Teachers will arrive at judgements for reports on the basis of evidence of student achievement on a number of assessment activities and with reference to the course performance descriptors. In some instances it may be necessary to also consider student achievement in assessments other than the ones outlined below.

For more detailed information on the Stage 5 content and outcomes refer to the NESA of Studies website:
https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes

MATHEMATICS ACCELERATED

Assessments 2025

Task	Weighting	Task description	Outcomes assessed	Component
Task 1 Term 1 – Week 8	10%	Assignment	MAO-WM-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	► Area and surface area B and Volume A & B
Task 2 Term 2 – Week 4	30%	Half yearly exam	MAO-WM-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-IND-C-01, MA5-IND-P-02, MA5-RAT-P-01, MA5-RAT-P-02, MA5-FIN-C-01, MA5-FIN-C-02	► Area and surface area B (Path) and Volume A & B ► Indices A & C ► Variation and rates of change A & B ► Financial mathematics A & B
Task 3 Term 3 – Week 4	30%	Written test	MAO-WM-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-GEO-P-02	► Equations B & C ► Properties of geometric figures C
Task 4 Term 4 – Week 2	30%	Written test	MAO-WM-01, MA5-LIN-P-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-0	► Linear relationships C ► Trigonometry B, C & D
Total	100%			

MATHEMATICS – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student

achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In year 10 mathematics, students are awarded grades that are differentiated into five levels: A, B, C, D, E.

Teachers will arrive at judgements for grades on the basis of evidence of student achievement on a number of assessment activities

and with reference to the course performance descriptors.

In some instances, where students appear to be on the borderline between two grades, it may be necessary to also consider student

achievement in assessments other than the ones outlined above.

The performance descriptors are given to each student at the beginning of the year and the process of awarding grades is fully explained.

Outcomes:

The Stage 5 outcomes in the mathematics course are divided into the following strands

- Working Mathematically
- Number and algebra
- Measurement and space
- Statistics and probability

For more detailed information on the Stage 5 content and outcomes refer to the NESA of Studies website:
https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes

PDHPE

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 - Week 7	20	Mental Wellness In Class Test	SMI
2. Term 2 - Week 3	30	Dance Composition	IPS
3. Term 2 - Week 9	20	Respect in Relationships	RRL
4. Term 3 - Week 10	30	Inclusive Games	IBC
Total	100		

PDHPE – OBJECTIVES AND OUTCOMES

A student:

PH5-MSS-01 refines and transfers movement skills and concepts for adaptation in a range of dynamic movement environments

PH5-MSS-02 selects, implements and justifies strategies and actions to solve movement challenges

PH5-SHP-01 designs, implements and evaluates plans to enhance safety, health and participation in lifelong physical activity

PH5-SMI-01 evaluates and adapts self-management and interpersonal skills to manage complex situations

PH5-SHW-01 analyses the interrelationship between contextual factors, attitudes and behaviours to promote safety, health and wellbeing

PH5-IPS-01 evaluates the effectiveness and suitability of health information, products and support services for improved individual and community safety, health and wellbeing

PH5-RRL-01 evaluates and applies strategies for promoting and maintaining safe and respectful relationships in a range of contexts

PH5-IBC-01 analyses how identity and a sense of belonging contribute to the health and wellbeing of individuals and communities

SCIENCE

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	20	In-class Task	SC5-12ES, SC5-13ES, SC5-7WS, SC5-8WS, SC5-9WS	Global Patterns
2. Term 2 – Week 5	30	Common Test	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-CW16, SC5-12ES, SC5-13ES	Global Patterns and Atomic Theory
3. Term 3 – Week 2-3	20	Investigation & Experimental Report (in class)	SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Testing the Cost Effectiveness of Antacids. Investigation & Experimental Report (in class)
4. Term 4 - Week 2	30	Common Test	SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Respond, Maintain, Defend And if possible part of Interactions in ecosystems
Total	**100**			

Note: Class tasks may be used to calculate estimates and rankings if necessary.

SCIENCE – OBJECTIVES AND OUTCOMES

A student:

SC5-4WS develops questions or hypotheses to be investigated scientifically
SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW analyses interactions between components and processes within biological systems
SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW 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.

ELECTIVES

Creative and Performing Arts

DRAMA

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 10	25	Performance	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	Play Building
2. Term 2 -Week 6	25	Performance	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	Monologue
3. Term 3 - Week 4	25	Study of a Text	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	Script Analysis
4. Term 4 - Week 3	25	Making a Film	5.1.1, 5.2.2, 5.3.1, 5.2.4.	Short Film
Total	**100**			

DRAMA – OBJECTIVES AND OUTCOMES

A student:

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
analyses the contemporary and historical contexts of drama
5.3.2 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology
5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

MUSIC

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
5. Term 1 - Week 8	20	Composition Task 20%	MU5-COM-01	Musical Elements and The Craft
6. Term 2 -Week 8	30	Performance 20% Examination (Aural) 10%	MU5-PER-01 MU5-LIS-01	Music for Media
7. Term 3 - Week 9	30	Composition Task 10% Viva Voce 20%	MU5-COM-02 MU5-LIS-02	Music and Technology
8. Term 4 - Week 4	20	Performance 20%	MU5-PER-02	Music for Small Ensembles
Total	**100**			

MUSIC – OBJECTIVES AND OUTCOMES

Outcomes	Weighting	Task 1	Task 2	Task 3	Task 4
Performance	25%	15%		10%	
Composition	25%		25%		
Musicology	25%		5%		20%
Aural	25%	5%	5%	15%	
Total	**100%**	**20%**	**35%**	**25%**	**20%**

Focus Area	Stage 4
Performing	**MU4-PER-01** Uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas
Listening	**MU4-LIS-01** Uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music
Composing	**MU4-COM-01** Improvises, arranges or composes using the elements of music to create musical ideas

HSIE (Human Society in its Environment)

COMMERCE

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	25	Research & Hand in Task	5.1, 5.2, 5.4, 5.5	Consumer & Financial Decisions
2. Term 2 – Week 4	25	In Class Presentation	5.2, 5.3, 5.7, 5.8	Employment & Work Futures
3. Term 3– Week 10	25	Investment Portfolio	5.1, 5.4, 5.6, 5.7	Investing
4.Term 4 - Week 3	25	Promoting and Selling	5.3, 5.8, 5.9	Promoting & Selling
Total	**100**			

COMMERCE – OBJECTIVES AND OUTCOMES

A student:

5.1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

5.3 examines the role of law in society

5.4 analyses key factors affecting decision

5.5 evaluates options for solving problems and issues

5.6 develops and implements, plans designed to achieve goals

5.7 researches and assesses information using a variety of sources

5.8 explains information using a variety of forms

5.9 works independently and collaboratively to meet individual and collective goals within specified timeframes

ELECTIVE HISTORY

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 8 Sparta	25	Source Based Analysis	E5.1, E5.4, E5.6, E5.8
2. Term 2 – Week 4	20	In-class Test – Skills Test	E5.1, E5.3, E5.6, E5.9
3. Term 3 – Week 3 The Epidemics – The Spanish Influenza	25	Source portfolio and creative component	E5.2 E5.4, E5.6, E5.8, E5.9, E5.10
4. Term 4 – Week 3	30	Major Research Project	E5.1, E5.3, E5.5, E5.6, E5.7, E5.8, E5.9, E5.10
Total	**100**		

ELECTIVE HISTORY – OBJECTIVES AND OUTCOMES

A student:

E5.1 applies an understanding of history, hearing, heritage, archaeology and the methods of historical inquiry

E5.2 examines the ways in which historical meanings can be constructed through a range of media

E5.3 sequences major historical events or hesitate features, to show an understanding of continuity, change and causation

E5.4 explains the importance of key features of past societies or periods, including groups and personalities

E5.5 evaluates the contribution of cultural groups, sites and/ or family to our shared heritage

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process

E5.7 explains different contexts, perspectives and interpretations about the past

E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

E5.10 selects and uses appropriate oral, written visual and digital forms to communicate effectively about the past for different audiences

Languages

LANGUAGES

CHINESE FRENCH ITALIAN JAPANESE SPANISH

.

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 8	20	Dialogue/Interview, and/or written paper	ML5-INT-01 ML5-UND-01 ML5-CRT-01	Interacting Understanding texts Creating texts
2. Term 2 - Week 5	25	Half-yearly Task based on language content taught	ML5-INT-01 ML5-UND-01 ML5-CRT-01	Interacting Understanding texts Creating texts
3. Term 3 - Week 7	30	Class Task incorporating one or more skills	ML5-INT-01 ML5-UND-01 ML5-CRT-01	Interacting Understanding texts Creating texts
4. Term 4 - Week 2	25	Class Task based on interacting, understanding, and/or creating texts	ML5-INT-01 ML5-UND-01 ML5-CRT-01	Interacting Understanding texts Creating texts
Total	**100**			

LANGUAGES– OBJECTIVES AND OUTCOMES

A student:

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

PDHPE

DANCE 100 HOURS

Task number Date	Weighting	Task description	Outcomes assessed	Component
1.Term 1 – Week 8	30	Performance task	5.1.1, 5.1.2, 5.1.3	Performance & appreciation
2.Term 2 – Week 8	40	Research task and performance task	5.3.2, 5.3.3	Performance & appreciation
3.Term 3 – Week 6	30	Composition task and logbook	5.2.1, 5.2.2, 5.3.1	Composition & appreciation
Total	**100%**			

DANCE – OBJECTIVES AND OUTCOMES

A student:

5.1.1 demonstrates an understanding of safe dance practice an appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances

5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance

5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance

5.2.1 explores the elements of dance as the basis of the communication of ideas

5.2.2 composes and structures dance movement that communicates an idea

5.3.1 describes and analyses dance as the communication of ideas within a context

5.3.2 identifies and analyses the link between their performances and compositions and dance works of art

5.3.3 applies understanding and experiences drawn from their own work and dance works of art.

PHYSICAL AND SPORTS STUDIES

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 6	20	CrossFit Fundamentals Body systems	5.1, 5.2, 5.5, 5.9,5.10
2. Term 2 - Week 4	30	In-class Test Participating with safety	5.1, 5.,5.8, 5.9, 5.10
3. Term 2 - Week 10	20	Tag Gridiron	5.1, 5.,5.8, 5.9, 5.10
4. Term 3 - Week 10	30	Coaching Aus Sport Assessment	5.3, 5.5, 5.6, 5.7, 5.8, 5.9
5. Term 4 – Week 3	N/A	Australian sporting identity	5.3, 5.4, 5.10
Total	**100**		

PHYSICAL AND SPORTS STUDIES – OBJECTIVES AND OUTCOMES

A student:

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.

TAS (Technological and Applied Studies)

DESIGN & TECHNOLOGY ACCELERATED 200 HOURS (Year 9)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 2 - Week 2	25	Educational Toy Design	5.3, 5.4, 5.5, 5.6
2. Term 2 – Week 4	15	Half Yearly Exam	5.1, 5.3, 5.4, 5.5
3. Term 3 - Week 7	35	Sustainable Architecture	5.2, 5.6, 5.7, 5.8, 5.9, 5.10
4. Term 4 - Week 4	25	Designer Case Study, Presentation and Market Stall	5.1, 5.3, 5.4, 5.6
Total	**100**		

DESIGN & TECHNOLOGY ACCELERATED 200 HOURS – OBJECTIVES AND OUTCOMES

A student:

5-1 analyses and applies a range of design concepts and processes

5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and Environments

5-4 analyses the work and responsibilities of designers and the factors affecting their work

5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design

5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

5-8 selects and applies management strategies when developing design solutions

5-9 applies risk management practices and works safely in developing quality design solutions

5-10 selects and uses a range of technologies competently in the development and management of quality design solutions.

COMPUTING TECHNOLOGY 100 hours (Year 9)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 - Week 10	25	Website Design Project	CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-DES-01	Designing for User Experience
2.Term 2 - Week 5	20	In-class topic test	CT5-SAF-01, CT5-DAT-01, CT5-THI-01, CT5-DES-01	Designing for User Experience; Developing Apps and Web Software
3.Term 2 - Week 10	25	JavaScript Coding Project	CT5-THI-01, CT5-DES-01, CT5-DAT-02, CT5-OPL-01	Developing Apps and Web Software
4.Term 4 - Week 3	30	2D Game Design Project	CT5-DPM-01, CT5-OPL-01, CT5-COL-01, CT5-COM-01	Creating games and simulations
Total	**100**			

COMPUTING TECHNOLOGY 100 HOURS – OBJECTIVES AND OUTCOMES

A student:

CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing

CT5-DPM-01 applies iterative processes to define problems and plan, design, develop an evaluate computing solutions

CT5-COL-01 manages, documents and explains individual and collaborative work practices

CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

CT5-COM-01 communicates ideas, processes and solutions using appropriate media

CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions

CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data

CT5-DES-01 designs and creates user interfaces and the user experience

CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object oriented programming language

CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology

FOOD TECHNOLOGY 100 hours (Year 9)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 - Week 8	25	Research Submission/ Essay and practical assessment	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10, 5-13	"Food Selection and Health"; Food habits, diet related disorders, nutritional requirements
2.Term 2 - Week 5	25	Project Folio and practical assessment	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	"Food Product Development": Design, develop and produce a food product innovation
3.Term 3 - Week 6	25	Project Folio and practical assessment	5-1, 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-13	" Food Product Development": Food additives and emerging technologies
4.Term 4 - Week 3	25	Project Folio and practical assessment	5-8, 5-9, 5-10, 5-11, 5-12	"Food Service and Catering": Evaluate a catering event. recipe modification
Total	**100**			

FOOD TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

5-3 describes the physical and chemical properties of a variety of foods

5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

5-5 applies appropriate methods of food processing, preparation and storage

5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

5-7 justifies food choices by analysing the factors that influence eating habits

5-8 collects, evaluates and applies information from a variety of sources

5-9 communicates ideas and information using a range of media and appropriate terminology

5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

5-11 plans, prepares, presents and evaluates food solutions for specific purposes

5-12 examines the relationship between food, technology and society

5-13 evaluates the impact of activities related to food on the individual, society and the environment.

IT – ENGINEERING 100 hours (Year 9)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 4	10	Intro to Engineering	5-1, 5-3, 5-5	Graphic materials
2.Term 2 – Week 5	30	Project & Folio	5-1, 5-2, 5-3, 5-5, 5-7, 5-8	Structures – Bridge building, design, simulation, testing
3.Term 3 – Week 4	30	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-5, 5-7, 5-8	Transport – CO2 Racer
4.Term 4 – Week 3	30	Project & Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10	Control System/Mechanism. Hydraulics or Pinball
Total	**100**			

IT – ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

5-2 applies design principles in the modification, development and production of projects

5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5-6 identifies and participates in collaborative work practices in the learning environment

5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of Construction

5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

IT – MULTIMEDIA 100 hours (Year 9)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	20	Vector Landscapes and Folio	5-1, 5-2, 5-3, 5-4, 5-8	Adobe Illustrator
2.Term 2 – Week 5	20	Animation Project and Folio	5-1, 5-2, 5-3, 5-5, 5-7, 5-8	Animation
3.Term 3 – Week 4	30	Website Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	Website / Dreamweaver
4.Term 4 – Week 3	30	Video Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10	Video / Premier Pro
Total	**100**			

IT - MULTIMEDIA – OBJECTIVES AND OUTCOMES

A student:

5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

5-2 applies design principles in the modification, development and production of projects

5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5-6 identifies and participates in collaborative work practices in the learning environment

5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

IT – TIMBER 100 hours (Year 9)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 10	20	Project and Folio	5-1, 5-2, 5-3, 5-4, 5-8	Trivet, Mallet, Bowl
2.Term 2 – Week 5	20	Half-yearly Examination	5-1, 5-2, 5-3, 5-5, 5-7, 5-8	Exam
3.Term 3 – Week 4	30	Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5.10	Jewellery Box or Jamaican Drum
4.Term 4 – Week 3	30	Project and Folio	5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9, 5-10	Tripod Table
Total	**100**			

IT - TIMBER – OBJECTIVES AND OUTCOMES

A student:

5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

5-2 applies design principles in the modification, development and production of projects

5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5-6 identifies and participates in collaborative work practices in the learning environment

5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

TEXTILES TECHNOLOGY 100 hours (Year 9)

Assessments 2025

Task number **Date**	**Weighting** **%**	**Task description**	**Outcomes** **assessed**	**Component**
1.Term 1 – Week 10	30	Practical Project & Portfolio	5-1, 5-2, 5-4, 5-8, 5-9, 5-10, 5-11, 5-12	In the Bag Project
2.Term 2 – Week 4	20	Topic Test	5-3, 5-5, 5-6, 5-7	Design
3.Term 3 – Week 8	30	Practical Project & Portfolio	5-1, 5-2, 5-4, 5-8, 5-9, 5-10, 5-11, 5-12	The World is a Stage
4.Term 4 – Week 2	20	Research Project	5-3, 5-5, 5-6, 5-7	Designer Case Study
Total	**100**			

TEXTILES TECHNOLOGY – OBJECTIVES AND OUTCOMES

A student:

5-1 explains the properties and performance of a range of textile items

5-2 justifies the selection of textile materials for specific end uses

5-3 explains the creative process of design used in the work of textile designers

5-4 generates and develops textile design ideas

5-5 investigates and applies methods of colouration and decoration for a range of textile items

5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

5-7 evaluates the impact of textiles production and use on the individual consumer and society

5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work

5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items

5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects

5-11 demonstrates competence in the production of textile projects to completion

5-12 evaluates textile items to determine quality in their design and construction.

Visual Arts

VISUAL ARTS

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	10	► Written Task (hand-in)	5.7, 5.8., 5.9, 5.10	Art Criticism/ Art History
	20	► Body of Work ► VAPD (classwork)	5.1,5.2,5.3,5.4,5.6	Artmaking
2. Term 2 – Week 4	20	► Written Task (in-class)	5.7, 5.8, 5.10	Art Criticism/ Art History
3. Term 2 – Week 10	20	► Body of Work ► VAPD (classwork)	5.1, 5.2, 5.4, 5.5, 5.6	Art Making
4. Term 3 – Week 10	10	► Written Task (hand-in)	5.7,5.8,5.10	Art Criticism/ Art History
	20	► Body of Work ► VAPD (classwork)	5.1,5.2,5.4,5.5,5.6	Art Making
Total	**100**			

Total made up of: 60% Art making, 40% Art criticism/Art history

VISUAL ARTS - OBJECTIVES AND OUTCOMES

A student:

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist-artwork-world audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts, and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings.

Higher Order Thinking
H.O.T.S. (Higher Order Thinking – STEM)

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
Term 1 – Week 10	30	Research Task and Presentation	CC1, CC2, CC3, CC4	• Problem solving & conceptual learning • Knowledge & understanding of higher order thinking and problem solving
Term 2–Week 5 Term 2 -Week10	30	PART 1 – Product design and Engineering Journal PART 2 – Presentation of Finished Product	CC1, CC2, CC3, CC4	• Research • Problem solving & design • Knowledge & understanding of H.O.T principles and processes
Term 3 – Week 10	40	Collaborative product, presentation and peer evaluation	CC1, CC2, CC3, CC4	• Research • Problem solving & design • Knowledge & conceptual understanding of H.O.T principles and processes
Term 4 – Week 2	N/A	Group Task	CC1, CC2, CC3, CC4	• Research • Problem solving & design • Knowledge & conceptual understanding of H.O.T principles and processes
Total	**100**			

Note: Students will be awarded a Grade for A – E for this course that aligns with NESA's performance band descriptions

H.O.T.S – OBJECTIVES AND OUTCOMES

OBJECTIVES:

- Students develop critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.
- Students develop increasingly sophisticated understanding of the processes for encountering problems, unfamiliar information and new ideas.
- Students respond to the challenges of the twenty-first century in creative, innovative, enterprising and adaptable ways with confidence and skills.

OUTCOMES:

A student:

CC1 poses questions, identifies and clarifies information and ideas, organises and processes information

CC2 imagines possibilities and connects ideas through considering alternatives, seeking solutions and putting ideas into action

CC3 engages in metacognition, reflects on actions and processes, and transfers knowledge into new contexts to create alternatives and open up new possibilities

CC4 identifies, considers and assess the logic and reasoning behind choices. Students apply logic and reasoning to their choices, differentiate components of decisions made and actions taken and assess ideas to design a course of action, and evaluate procedures and outcomes based off criteria.

YEAR 9 ASSESSMENT TIMETABLE 2025

Term 1 2025

Week	Weighting %	Subject	Task
4	10	IT – Engineering	Intro to Engineering
6	20	PASS (Physical & Sports Studies)	CrossFit Fundamentals / Body Systems
7	25	History/Geography	Source Portfolio & Feature Article: Industrial Revolution
	20	PDHPE	Mental Wellness In Class Test
8	30	Dance	Performance Task
	25	Food Technology	Research Submission/Essay and Practical Assessment
	25	History - Elective	Source Based Analysis
	20	Languages	Dialogue/Interview and/or Written Paper
	10	Mathematics Accelerated	Assignment
	20	Music	Composition
9	25	Commerce	Research & Hand In Task
	25	English	Multimodal: Shakespeare
	10	Mathematics	Assignment
	20	Science	In Class Task: Global Patterns
10	25	Computing Technology	Website Design Project
	25	Drama	Performance
	30	H.O.T.S.	Research Task & Presentation
	20	IT – Multimedia	Vector Landscapes and Folio
	20	IT – Timber	Project and Folio
	30	Textiles Technology	Practical Project & Portfolio: In the Bag Project
	30	Visual Arts	Written Task (hand-in): (10%) and Body of Work VAPD (classwork): (20%)

Term 2 2025

Week	Weighting%	Subject	Task
2	25	D&T Accelerated 200 hours	Educational Toy Design
3	30	PDHPE	Dance Composition
4	25	Commerce	In-Class Presentation: Employment & Work Futures
	15	D&T Accelerated 200 hours	Half Yearly Exam
	20	History - Elective	Skills Test
	30	Mathematics	Written Task
	30	Mathematics Accelerated	Half Yearly Exam
	30	PASS	In-class Test Participating with Safety
	20	Textiles Technology	Topic Test
	20	Visual Arts	Written Task (in-class)
5	25	English	Imaginative: Poetry
	25	Food Technology	Project Folio and Practical Assessment
	20	Computing Technology	In-class Topic Test
	15	H.O.T.S.	Part 1 – Product design and Engineering Journal
	30	IT - Engineering	Project and Folio
	20	IT - Multimedia	Animation Project & Folio
	20	IT – Timber	Half-Yearly Examination
	25	Languages	Half Yearly Task – based on language content taught
	30	Science	Common Test: Global Patterns and Atomic Theory
6	25	Drama	Performance
7	25	History/Geography	In-Class Source Analysis: Australians at War
8	40	Dance	Research task and performance task
	30	Music	Performance (20%), Examination (10%)
9	20	PDHPE	Respect in Relationships
10	25	Computing Technology	JavaScript Coding Project
	15	H.O.T.S.	Presentation of Finished Product
	20	PASS	Tag Gridiron
	20	Visual Art	Body of Work, VAPD (classwork): Art Making

Term 3 2025

Week	Weighting %	Subject	Task
2-3	20	Science	Investigation & Experimental Report (in class)
3	25	History – Elective	Source Portfolio and Creative Component
4	25	Drama	Study of a Text
	30	IT – Engineering	Project and Folio
	30	IT – Multimedia	Website Project & Folio
	30	IT – Timber	Project and Folio
	30	Mathematics	Written Task
	30	Mathematics Accelerated	Written Test
5	25	English	Critical: Fiction
6	30	Dance	Composition task and logbook
	25	Food Technology	Project Folio and Practical Assessment
7	35	D&T Accelerated 200 hrs	Sustainable Architecture
	30	Languages	Class Task incorporating one or more skills
8	25	History/Geography	In Class Test: Urban Places/Skills
	30	Textiles Technology	Practical Project & Portfolio: The World is a Stage
9	30	Music	Composition Task (10%), Viva Voce (20%)
10	25	Commerce	Investment Portfolio: Investing
	40	H.O.T.S.	Collaborative Product, Presentation and Peer Evaluation
	30	PASS	Coaching Assessment
	30	PDHPE	Inclusive Games
	30	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) VAPDS (classwork): Art Making (20%)

Term 4 2025

Week	Weighting %	Subject	Task
2	25	English	Comprehension: Modern Drama
	N/A	H.O.T S	Group Task
	25	Languages	Class Task - based on interacting, understanding and/or creating texts
	30	Mathematics Accelerated	Written Test
	30	Science	Common Test: Respond, Maintain, Defend
	20	Textiles Technology	Research Project: Designer Case Study
3	25	Commerce	Promoting and Selling
	25	Drama	Making a Film
	25	Food Technology	Project Folio and Practical Assessment
	30	Computing Technology	2D Game Design Project
	30	History	Major Research Project
	25	History/Geography	Research Presentation: Sustainable Biomes
	30	IT – Engineering	Project and Folio
	30	IT – Multimedia	Video Project & Folio
	30	IT – Timber	Project and Folio
	30	Mathematics	Written Task
	N/A	PASS	Australian Sporting Identity
4	25	D&T Accelerated 200 hours	Designer Case Study, Presentation and Market Stall
	20	Music	Performance