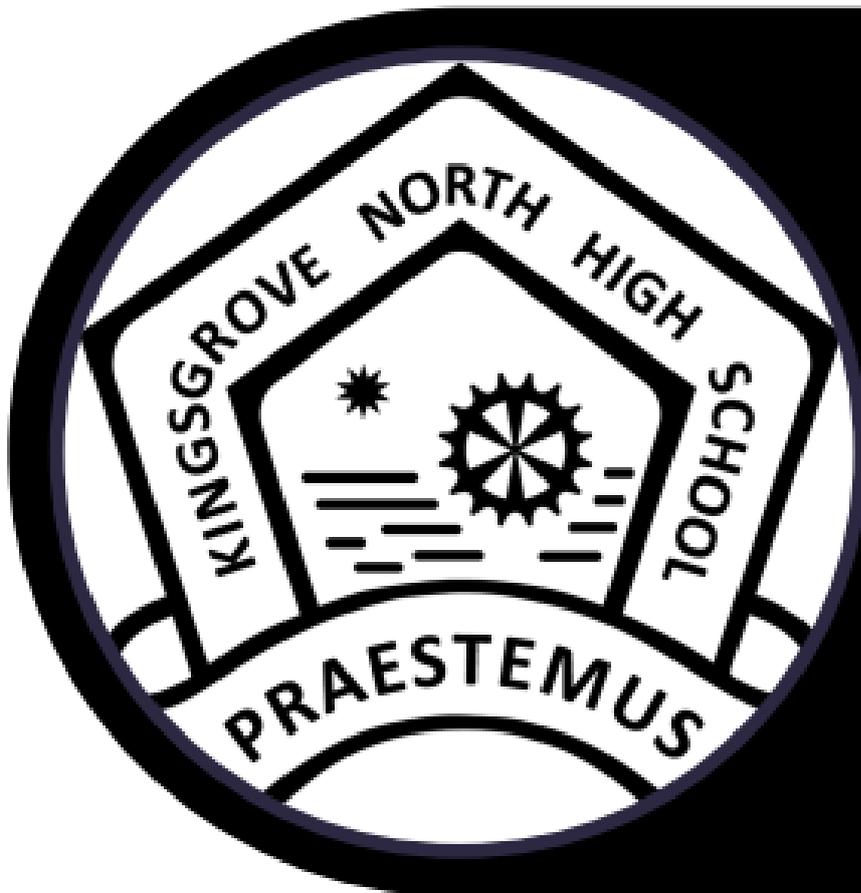


Year 9 Assessment Handbook

Kingsgrove North High School



2025

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General Information

1. INTRODUCTION

The purpose of this booklet is to outline the assessment policy of Kingsgrove North High School for Year 9. This document is developed to help students plan and prepare for assessments. Please read it carefully and ask your teachers if you have any concerns.

The Kingsgrove North High School Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

What is Assessment?

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Stage 5 course those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion of a course
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- report on the achievement by each student at the end of a course

School Assessment Policy

2. INTRODUCTION

Rationale

Kingsgrove North High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **New South Wales Educational Standards (NESA)** requirements.

Aim:

- Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks
- Consistent practices will be embedded across the school when formally assessing students.

Procedures

- All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied
- Students will receive a formal 'Notification of Assessment Task' at least **2 weeks** prior to the submission date
- Students are expected to submit tasks **by 8:50am** on the due date with the Assessment Cover Sheet attached to the front of the task, unless otherwise specified on the task
- Upon submission of a task, a student **must sign a register**, which is to be retained as proof of submission
- All students are expected to submit or sit for all assessment tasks by the due date
- An assessment task not submitted on time will be marked on a sliding scale:
 - **1st day late:** minus 10%
 - **2nd day late:** minus 20%
 - **3rd day late:** minus 30%; then 0 after three days (weekends count as one day).
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation such as a doctor's certificate. *Technological issues, family holidays and other non-emergencies are not justifiable reasons* for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
- All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
- If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least **one week** before the due date of the assessment.
- When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.

- Students who are deemed to make a **non-serious attempt** at any assessment task will be awarded **zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
- If a student fails to complete an assessment task then contact will be made with the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a **zero mark** and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
- For all in-class tests, mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process in writing via the form which can be found on the school website:
https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf
- All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.

**COURSE
INFORMATION**

Stage 5 Year 9 - Child Studies 2025

	Syllabus Weighting	TASK 1 Term 1, Week 9 2025	TASK 2 Term 2, Weeks 5-10 2025	TASK 3 Term 3, Week 9 2025	TASK 4 Term 4, Week 5 2025
Assessment Component	Type of Task	Financial Prep Assessment Task	Real Care Baby Stimulation Assessment Task	Video Stimulus Assessment Task	Yearly Exam
Knowledge and understanding of content	50%	10%	10%	20%	10%
Skills	50%	10%	20%	10%	10%
Outcomes		CS5-2, CS5-11	CS5-7, CS5-6, CS5-9, CS5-11	CS5-2, CS5-8, CS5-10	All outcomes assessed
TOTAL	100%	20%	30%	30%	20%

OUTCOMES

CS5-1	Identifies the characteristics of a child at each stage of growth and development	CS5-8	Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-2	Describes the factors that affect the health and wellbeing of the child	CS5-9	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-3	Analyses the evolution of childhood experiences and parenting roles over time	CS5-10	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-4	Plans and implements engaging activities when education and caring for young children within a safe environment	CS5-11	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-5	Evaluates strategies that promote the growth and development of children	CS5-12	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development
CS5-6	Describes a range of parenting practices for optimal growth and development		
CS5-7	Discusses the importance of positive relationships for the growth and development of children		

Stage 5 Year 9 - Chinese 2025

	Syllabus Weighting	TASK 1 Term 1, Week 3 2025	TASK 2 Term 4, Week 3 2025
Assessment Component	Type of Task	Half Yearly Listening, Speaking, Reading, Writing and Culture in class task	Yearly Listening, Speaking, Reading, Writing and Culture in class task
Interacting	30%	15%	15%
Understanding text	35%	15%	20%
Creating texts	35%	20%	15%
Outcomes		ML5-INT-01 ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-UND-01 ML5-CRT-01
TOTAL	100%	50%	50%

OUTCOMES

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 in a range of texts to demonstrate understanding

ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Related Life Skills outcome: MLLS-INT-01; MLLS-UND-01; MLLS-CRT-01

Stage 5 Year 9 – Commerce 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 4, 2025	TASK 3 Term 3, Week 6, 2025	TASK 4 Term 4, Week 4, 2025
Assessment Component	Type of Task	Individual Research task/essay	Shark Tank	Group Research Assignment	Yearly Examination
Knowledge and understanding	40%	5%	10%	5%	20%
Decision making and problem solving	30%	5%	10%	10%	5%
Research and communication	30%	10%	5%	10%	5%
Outcomes		5.1, 5.2, 5.5, 5.7	5.4, 5.6, 5.8, 5.9	5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.5, 5.8
TOTAL	100%	20%	25%	25%	30%

OUTCOMES

COM5-1	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts	COM5-6	Develops and implements plans designed to achieve goals.
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts	COM5-7	Researches and assesses information using a variety of sources
COM5-3	Examines the role of law in society	COM5-8	Explains information using a variety of forms.
COM5-4	Analyses key factors affecting decisions	COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timelines
COM5-5	Evaluates options for solving problems and issues		

Stage 5 Year 9 - English 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 10 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Critical Response	Creative Writing and Reflection	Persuasive Speech	In class test
Outcomes		EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-URB-01 EN5-ECA-01 EN5-RVL-01	EN5-ECA-01 EN5-URA-01 EN5-URC-01	EN5-ECA-01 EN5-URA-01
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Stage 5 Year 9 - Food Technology 2025

	Syllabus Weighting	TASK 1 Term 1 Week 10 2025	TASK 2 Term 3 Week 2 2025	TASK 3 Term 4 Week 4 2025	TASK 4 Semester Two Ongoing 2025
Assessment Component	Type of Task	Food Selection and Health (Website)	Food in Australia (Powerpoint/Practical)	Café Culture (Portfolio and practical)	Practical Component (In-class Practical Lessons)
Design Implementation and Evaluation	15%	10%		5%	
Research analysis and communication	20%	10%	5%	5%	
Experimentation and preparation	10%			5%	5%
Practical application	25%		10%	5%	10%
Knowledge and understanding	30%	5%	5%	10%	10%
Outcomes		FT5-6, FT5-8, FT5-9	FT5-5, FT5-7	FT5-11, FT5-12	FT5-1, FT5-2, FT5-5,
TOTAL	100%	25%	20%	30%	25%

OUTCOMES

FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product	FT5-7	Justifies food choices by analysing the factors that influence eating habits
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food	FT5-8	Collects, evaluates and applies information from a variety of sources
FT5-3	Describes the physical and chemical properties of a variety of foods	FT5-9	Communicates ideas and information using a range of media and appropriate terminology
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage	FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-5	applies appropriate methods of food processing, preparation and storage	FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	FT5-12	Examines the relationship between food, technology and society
		FT5-13	Evaluates the impact of activities related to food on the individual, society and the environment

Stage 5 Year 9 - Geography 2025

Assessment Component	Syllabus Weighting	TASK 1 Semester 1: Term 1, Week 4 2025	TASK 2 Semester 1: Term 1, Week 9 2025	Task 3 Semester 1: Term 2, Week 4, 2025
		Semester 2: Term 3, Week 4 2025	Semester 2: Term 3, Week 9 2025	Semester 2: Term 4, Week 4, 2025
	Type of Task	Sustainable Biomes PBL Part A	Sustainable Biomes PI Part B	Changing Places Topic Test
Develop knowledge and understanding	40%	15%	15%	10%
Acquire, process and communicate geographical information	40%	15%	10%	15%
Apply geographical tools	20%	10%	5%	5%
Outcomes		GE5.2, GE5.3, GE5.4, GE5.5, GE5.7	GE5.1, GE5.3, GE5.4, GE5.6, GE5.8	GE5.1, GE5.2, GE5.3, GE5.4, GE5.6
TOTAL	100%	40%	30%	30%

OUTCOMES

<p>GE5-1 Explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 Explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 Accounts for the perspectives of people and organisations on a range of geographical issues</p>	<p>GE5-5 Assesses management of places and environments for their sustainability</p> <p>GE5.6 Analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 Acquires and processes geographical information by selecting and using appropriate relevant geographical tools for inquiry</p> <p>GE5-8 Communicates geographical information to a range of audiences using a variety of strategies</p>
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Year 9 History 2025

Assessment Component	Syllabus Weighting	SEMESTER 1		SEMESTER 2	
		TASK 1	TASK 2	TASK 1	TASK 2
		Term 1, Week 8 2025	Term 2, Week 4 2025	Term 3, Week 8, 2025	Term 4, Week 4 2025
	Type of Task	Source Based Task	Inquiry Task	Source Based Task	Inquiry Task
Knowledge and understanding of content	40%	25%	15%	5%	10%
Source analysis skills	20%	15%	5%	5%	5%
Historical inquiry and research	20%		20%	10%	5%
Communication of historical understanding in appropriate forms	20%	10%	10%	10%	10%
Outcomes		HT5.1, HT5.2, HT5.6, HT 5.9	HT 5-3, HT5.4, HT5.5, HT5.7,HT5.8,HT5.10	HT5.1, HT5.2, HT5.6, HT 5.9	HT 5-3, HT5.4, HT5.5, HT5.7,HT5.8,HT5.10
TOTAL	100%	50%	50%	50%	50%

OUTCOMES

<p>HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>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</p> <p>HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process</p>	<p>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>
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Stage 5 Year 9 - Elective History 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 7 2025	TASK 3 Term 3, Week 7 2025	TASK 4 Term 4, Week 3 2025
Assessment Component	Type of Task	Historical Essay	Research Task	Podcast	Site Study
Knowledge and understanding of content	40%	10%	10%	10%	10%
Source analysis Skills	20%	5%	5%	5%	5%
Historical inquiry and research	20%		10%	5%	5%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
Outcomes		HTE5-4, HTE5-6 HTE5-7, HTE5-8	HTE5-3, HTE5-4, HTE5-7, HTE5-10	HTE5-4, HTE5-5, HTE5-6, HTE5-9	HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-9
TOTAL	100%	20%	30%	25%	25%

OUTCOMES

HTE5-1 Applies an understanding of history, heritage, archaeology and the methods of historical inquiry	HTE5-6 Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-2 Examines the ways in which historical meanings can be constructed through a range of media	HTE5-7 Explains different contexts, perspectives and interpretations about the past
HTE5-3 Sequences major historical events or heritage features, to show an understanding of continuity, change and causation	HTE5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-4 Explains the importance of key features of past societies or periods, including groups and personalities	HTE5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-5 Evaluates the contribution of cultural groups, sites and/or family to our shared heritage	HTE5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Stage 5 Year 9 - Industrial Technology Engineering 2025

	Syllabus Weighting	TASK 1 Term 1, Week 9 2025	TASK 2 Term 2, Week 4 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Practical Task	Design Folio	Practical Task	Yearly Examination
Knowledge and skills in the production of projects	60%	30%		30%	
Knowledge and understanding of course content	40%		25%		15%
Outcomes		IND5-1 IND5-3 IND5-7	IND5-4 IND5-5 IND5-8	IND5-2 IND5-3 IND5-6	IND5-1 IND5-9 IND5-10
TOTAL	100%	30%	25%	30%	15%

OUTCOMES

<p>IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-2 Applies design principles in the modification, development and production of projects</p> <p>IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications</p> <p>IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.</p>	<p>IND5-6 Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>
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Stage 5 Year 9 - Industrial Technology Metal 2025

	Syllabus Weighting	TASK 1 Term 1, Week 9 2025	TASK 2 Term 2, Week 4 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Week 3 2025
Assessment Component	Type of Task	Practical Task	Design Folio	Practical Task	Yearly Examination
Knowledge and skills in the production of projects	60%	30%		30%	
Knowledge and understanding of course content	40%		25%		15%
Outcomes		IND5-1 IND5-3 IND5-7	IND5-4 IND5-5 IND5-8	IND5-2 IND5-3 IND5-6	IND5-1 IND5-9 IND5-10
TOTAL	100%	30%	25%	30%	15%

OUTCOMES

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

Stage 5 Year 9 - Industrial Technology Timber 2025

	Syllabus Weighting	TASK 1 Term 1, Week 9 2025	TASK 2 Term 2, Week 4 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Week 3 2025
Assessment Component	Type of Task	Practical Task	Design Folio	Practical Task	Yearly Examination
Knowledge and skills in the production of projects	60%	30%		30%	
Knowledge and understanding of course content	40%		25%		15%
Outcomes		IND5-1 IND5-3 IND5-7	IND5-4 IND5-5 IND5-8	IND5-2 IND5-3 IND5-6	IND5-1 IND5-9 IND5-10
TOTAL	100%	30%	25%	30%	15%

OUTCOMES

<p>IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-2 Applies design principles in the modification, development and production of projects</p> <p>IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications</p> <p>IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.</p>	<p>IND5-6 Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>
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Stage 5 Year 9 - Graphics Technology 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 5 2025	TASK 3 Term 3, Week 10 2025	TASK 4 Term 4, Week 5 2025
Assessment Component	Type of Task	Design Folio	Half Yearly Examination	Design Folio	Research Project
Knowledge and skills in the production of drawings	80%	40%		40%	
Knowledge and understanding of course content	20%		10%		10%
Outcomes		GT5-1, GT5-3, GT5-5, GT5-10	GT5-2, GT5-4	GT5-6, GT5-7, GT5-9	GT5-8, GT5-11, GT5-12
TOTAL	100%	40%	10%	40%	10%

OUTCOMES

GT5-1 communicates ideas graphically using freehand sketching and accurate drafting techniques GT5-2 analyses the context of information and intended audience to select and develop appropriate presentations GT5-3 designs and produces a range of graphical presentations GT5-4 evaluates the effectiveness of different modes of graphical communications for a variety of purposes GT5-5 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications GT5-6 manages the development of graphical presentations to meet project briefs and specifications	GT5-7 manipulates and produces images using digital drafting and presentation technologies GT5-8 designs, produces and evaluates multimedia presentations GT5-9 identifies, assesses and manages relevant WHS factors to minimise risks in the work environment GT5-10 demonstrates responsible and safe work practices for self and others GT5-11 demonstrates the application of graphics to a range of industrial, commercial and personal settings GT5-12 evaluates the impact of graphics on society, industry and the environment
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Stage 5 Year 9 - iSTEM 2025

	Syllabus Weighting	TASK 1 Term 1 Week 9 2025	TASK 2 Term 2, Week 7 2025	TASK 3 Term 3, Week 9 2025	TASK 4 Term 4, Week 3 2025
Assessment Component	Type of Task	Scientific Research Portfolio	3D CAD/CAM Design	Aeronautical Task	Research Task
Skills	60%	15%	20%	20%	5%
Knowledge & Understanding	40%	10%	10%	10%	10%
Outcomes		ST5-1 ST5-2 ST5-4 ST5-6 ST5-7	ST5-2 ST5-3 ST5-4 ST5-6 ST5-8	ST5-1 ST5-2 ST5-6 ST5-8 ST5-10	ST5-2 ST5-3 ST5-4 ST5-8
TOTAL	100%	25%	30%	30%	15%

OUTCOMES

<p>ST5-1 Designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems</p> <p>ST5-2 Demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts</p> <p>ST5-3 Applies engineering design processes to address real-world STEM-based problems</p> <p>ST5-4 Works independently and collaboratively to produce practical solutions to real-world scenarios</p> <p>ST5-5 Analyses a range of contexts and applies STEM principles and processes</p>	<p>ST5-6 Selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems</p> <p>ST5-7 Selects and applies project management strategies when developing and evaluating STEM-based design solutions</p> <p>ST5-8 Uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences</p> <p>ST5-9 Collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions</p> <p>ST5-10 Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.</p>
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Stage 5 Mathematics – Year 9 Core and ALL Pathways 2025

	Syllabus Weighting	TASK 1 Term 1, Week 8 2025	TASK 2 Term 2, Week 5 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Open Book Topics Test Indices & Numbers of Any Magnitude	Half Yearly All Term 1 and 2 Topics	Formula Sheet Topics Test Financial Mathematics, Area and Surface Area & Volume	Yearly Exam All Topics
Concepts and Skills	50%	10%	15%	10%	15%
Working Mathematically	50%	10%	15%	10%	15%
Outcomes		MA5-MAG-C-01 MA5-IND-C-01	As per Term 1, as well as: MA5-ALG-C-01 MA5-EQU-C-01	MA5-FIN-C-01 MA5-ARE-C-01 MA5-VOL-C-01	As per Terms 1-3 as well as: MA5-TRG-C-01 MA5-TRG-C-02
TOTAL	100%	20%	30%	20%	30%

OUTCOMES

MA5-MAG-C-01	Numbers of Any Magnitude	MA5-ARE-C-01	Area and Surface Area A	Working Mathematically is across all topics MAO- Develops understanding and fluency in WM- mathematics through exploring and 01 connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly. (STD) Pathway Units for Standard (ADV) Pathway Units for Advanced
MA5-IND-C-01	Indices A	MA5-ARE-P-01	Area and Surface Area B (STD)(ADV)	
MA5-IND-P-01	Indices B (ADV)	MA5-VOL-C-01	Volume A	
MA5-IND-P-02	Indices C (ADV)	MA5-VOL-P-01	Volume B (STD)(ADV)	
MA5-ALG-C-01	Algebraic Techniques A	MA5-TRG-C-01	Trigonometry A	
MA5-ALG-P-01	Algebraic Techniques B (ADV)	MA5-TRG-C-02	Trigonometry B	
MA5-EQU-C-01	Equations A	MA5-TRG-P-01	Trigonometry C (STD)(ADV)	
MA5-EQU-P-01	Equations B (ADV)	MA5-TRG-P-02	Trigonometry D (ADV)	
MA5-FIN-C-01	Financial Mathematics A	MA5-PRO-C-01	Probability A	
		MA5-PRO-P-01	Probability B (ADV)	

Stage 5 Year 9 - Music 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 5 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Music for Small Ensembles	Baroque and Classical Music	Jazz Music	Musical Theatre
Musicology/Listening	25%		10%		15%
Performance	50%	10%	15%	15%	10%
Composition	25%	10%		15%	
Outcomes		5.2, 5.3, 5.4, 5.6	5.1, 5.3, 5.7, 5.9	5.1, 5.2, 5.4, 5.5	5.3, 5.7, 5.8
TOTAL	100%	20%	25%	30%	25%

OUTCOMES

Performing:

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of different types of technology
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

Composing:

- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 Uses different forms of technology in the composition process

Listening:

- 5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 Demonstrates an understanding of the influence and impact of technology on music

Value and Appreciation:

- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Stage 5 year 9 – Personal Development Health & Physical Education (PDHPE) 2025

	Syllabus Weighting	TASK 1 Term 1, Week 8 2025	TASK 2 Term 2, Weeks 3-10 2025	TASK 3 Term 3, Week 8 2025	TASK 4 Term 4, Weeks 3-10 2025
Assessment Component	Type of Task	Same but Different Video Stimulus Task	Practical Assessment- Ongoing in class Net/Court Games	A Stronger Me resilience Assessment Task	Practical Assessment Football Frenzy
Knowledge and understanding of content	50%	25%		25%	
kills	50%		25%		25%
Outcomes		PD5-3, PD5-10	PD5-4, PD5-5, 5-11	PD5-1,PD5-8, PD5-9	PD5-4, PD5-7,PD5-11
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

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

Stage 5 Year 9 - Physical Activity and Sport Studies (PASS) 2025

	Syllabus Weighting	TASK 1 Term 1, Weeks 4-8 2025	TASK 2 Term 2, Week 5 2025	TASK 3 Term 3, Week 3-10 2025	TASK 4 Term 4, Weeks 3-10 2025
Assessment Component	Type of Task	Fitness Testing Practical Assessment	Coaching Assessment Task	Striking and Fielding Practical Assessment	Practical Assessment Cultural Games
Knowledge and understanding of content	40%		15%	15%	10%
Skills	60%	25%	10%	10%	15%
Outcomes		PASS5-2, PASS5-9	PASS5-1, PASS5-8	PASS5-5, PASS5-9	PASS5-6, PASS5-8
TOTAL	100%	25%	25%	25%	25%

OUTCOMES

PASS5-1	Discusses factors that limit and enhance the capacity to move and perform	PASS5-6	Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport	PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport	PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives	PASS5-9	Performs movement skills with increasing proficiency
PASS5-5	Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance	PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Stage 5 Year 9 - Science 2025

	Syllabus Weighting	TASK 1 Term 1, Week 8 2025	TASK 2 Term 2, Week 3 2025	TASK 3 Term 3, Week 7 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Practical Skills Task	Student Research Project	Research Presentation	Yearly Exam
Values and Attitudes Knowledge and Understanding Skills	100%	20%	25%	25%	30%
Outcomes		5WS,6WS,7WS	4WS, 5WS, 6WS, 7WS, 8WS,9WS	7WS, 9WS, 14LW, 15LW	10PW,11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW
TOTAL	100%	20%	25%	25%	30%

OUTCOMES

4WS Develops questions or hypotheses to be investigated scientifically	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
5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively	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
6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively	14LW Analyses interactions between components and processes within biological systems
7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions	15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems	16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations	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
10PW Applies models, theories and laws to explain situations involving energy, force and motion	
11PW Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems.	

Stage 5 Year 9 - Visual Arts 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 7 2025	TASK 3 Term 3, Week 7 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Urban Landscape	Abstraction	Abstraction Portfolio	Collaborative Art
Art Making	60%	10%	15%	20%	15%
Art History & Art Criticism	40%	20%	10%		10%
Outcomes		5.1, 5.6, 5.7,5.8, 5.9, 5.10	5.1, 5.2, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6, 5.7	5.1,5.2,5.6
TOTAL	100%	30%	25%	20%	25%

OUTCOMES

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

Stage 5 Year 9 - Visual Design 2025

	Syllabus Weighting	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 6 2025	TASK 3 Term 3, Week 7 2025	TASK 4 Term 4, Week 4 2025
Assessment Component	Type of Task	Mixed Media Postcard Design	Lino Print Tea Towel and Typography	Architecture Web Design	Reusable Water Bottle Product Design
Art Making	60%	20%	15%		25%
Art History and Art Criticism	40%	10%	5%	20%	5%
Outcomes		5.1, 5.2, 5.5, 5.8, 5.9	5.3, 5.4, 5.5, 5.7	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.6, 5.7
TOTAL	100%	30%	20%	20%	30%

OUTCOMES

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

Assessment Planner Year 9 2025

Term 1			Term 2			
Week 3		Chinese - Half Yearly Listening, Speaking, Reading, Writing and Culture in class task	Week 3			
Week 4	PASS Weeks 4-8 Ongoing Fitness testing Practical Assessment	Geography – Sustainable Biomes PBL Part A	Week 4	Timber – Design Folio Task Engineering – Design Folio Task Elective History – News Report Science – Research Project	Metal – Design Folio Task History – Inquiry Task Commerce – Shark Tank	PDHPE Weeks 3-10 Ongoing Assessment Net/Court Games
Week 5			Week 5	Child Studies Weeks 5 – 10 Real Care Baby Simulation	PASS – Coaching Assessment Task Maths – Half Yearly Music – Baroque and Classical Music Geography – Topic Test Graphics Technology - Half Yearly	
Week 6			Week 6		Visual Design – Lino Print	
Week 7			Week 7		Visual Arts – Abstraction Elective History -Research Task iSTEM - 3D CAD/CAM Design	
Week 8		Science – Prac Skills Test History - Source Based Task Maths – Topics Test Elective History – Historical Essay Chinese – Research Task PDHPE – Video Stimulus Task Metal - Practical Task	Week 8			
Week 9		Child Studies – Financial Prep Task iSTEM – Scientific Research Portfolio Geography – Sustainable Biomes PBL Part B Timber – Practical Task Engineering - Practical Task	Week 9			
Week 10		English - Critical Response Music – Music for Small Ensembles	Visual Design – Mixed Media Postcard Metal – Practical Task	Week 10	English – Creative Writing and Reflection	

	Food Tech – Food Selection & Health Visual Arts – Urban Landscapes Elective History -Historical Essay	Commerce – Research Task Engineering – Practical Task Graphics Technology - Design Folio				
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Term 3				Term 4						
Week 1	Food Tech Semester 2 Ongoing In Class Practical Lessons			Week 1				PASS Weeks 3-10 Practical assessment Cultural Games PDHPE Weeks 3-10 Ongoing Practical assessment Football frenzy		
Week 2		Food Tech – Food in Australia		Week 2	iSTEM – Research task					
Week 3		PASS Weeks 3-10 Practical assessment Striking & Fielding		Week 3	Chinese- Yearly Listening , Speaking, Reading, Writing and Culture in class task Elective History- Site Study Metal - Yearly Exam iSTEM – Aeronautical Project		Food Tech Semester 2 Ongoing In Class Practical Lessons			
Week 4			Geography – Group Assignment – Sustainable Biomes PL part A		Week 4	English – In class test Music –Musical Theatre Visual Design – Reuseable Water Bottle Product Design Commerce – Yearly Exam			Timber – Yearly Exam Engineering – Yearly Exam Food Tech – Café Culture Science – Yearly Exam Photography – Research Task Maths – Yearly Exam History -Inquiry Task Visual Arts – Collaborative Art	
Week 5					Week 5	Geography – Topic Test Graphics Technology- Research Project			Child Studies – Yearly Exam	
Week 6			Commerce – Group Research Assignment		Week 6					
Week 7			Visual Arts – Abstraction Portfolio Elective History- Podcast Science – Research Visual Design – Architecture Web Design		Week 7					
Week 8			History- Source Based Task English – Persuasive Speech PDHPE – Assessment Task Music – Jazz Music Metal - Practical Task Timber – Practical Task Maths – Topic Test Engineering – Practical Task		Week 8					

Week 9			Child Studies – Video Stimulus Task	iSTEM- Aeronautical Task	Week 9			
Week 10			Geography – Sustainable Biomes P1 part B	Graphics Technology - Design Folio	Week 10			