

# YEAR 9

## ASSESSMENT BOOKLET

Important information for students in **2024**



### **Cronulla High School**

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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## PRINCIPAL'S INTRODUCTION

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As your child enters Stage 5 of secondary learning it is important to understand the processes which have been put in place since 2011 when the School Certificate Examinations and the School Certificate were abolished. In its place, an exit credential, a Record of School Achievement (RoSA), has been introduced for students leaving school after successfully completing Year 10 or the Preliminary Course (Year 11).

To receive the RoSA students are required to study courses in each year in years 7 – 10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education. Students are also to have studied courses in Languages, Technological and Applied Studies and Creative Arts in Year 7 and 8 as well as two 200-hour courses in Years 9 and 10.

Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors and which will be determined by a combination of formal assessment tasks and informal teacher assessment. In Mathematics grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2) to reflect different achievement in different levels of courses.

Note: a RoSA is only issued where a student is successful in meeting minimum course requirements in ALL mandatory courses, including sport. Students in Years 9 and 10 must follow courses approved by NESA and taught by the school, and demonstrate sustained and diligent effort as well as achieve some or all course outcomes in each course.

Failure to demonstrate diligent and sustained effort, follow school assessment policies, or maintain an attendance rate of a minimum of 85% will result in the receipt of 'N' determination warning letters. These letters detail the problem and indicate how students can redeem themselves. As a guide, two course warning letters which remain unresolved can result in the student receiving an 'N' determination in that subject.

### **HSC Minimum Standard**

Recognising that literacy and numeracy skills are essential for success in life after school, a minimum standard of literacy and numeracy is required to receive the HSC from 2024.

Students must show that they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. However, since students master skills at different rates, there are multiple opportunities available to pass these online tests, from Year 10 until a few years after Year 12.

### **What does meeting the minimum standard mean?**

This means that your child has the basic reading, writing and maths skills needed for everyday tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application

### **How will my child meet the standard?**

By passing online tests of basic reading, writing and numeracy skills:

- Minimum standard reading test – 45 multiple choice questions

- Minimum standard numeracy test – 45 multiple choice questions
- Minimum standard writing test – up to a 500 word response to one question based on a visual or text prompt.

Your child's school enrolls them in the tests. They don't have to sit or pass tests all at once. After passing an online test, they don't have to sit it again.

### **What if my child doesn't pass the tests by Year 12?**

Your child will have many opportunities to meet the HSC minimum standard, including after they leave school. Importantly, students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC results
- Receive an ATAR
- Receive a Record of School Achievement testamur

The self-discipline and self-management developed in Years 9 and 10 form excellent preparation for the HSC, ongoing study pathways through TAFE or for entering the workforce. We are committed to helping all our students achieve to their potential and we all look forward to a successful and productive year.

**Tony Ibrahim**  
**Principal**

## ASSESSMENT PROCEDURES IN YEAR 9

### WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about students learning. The central purpose of assessment is to provide information on student achievement as well as to set the direction for ongoing learning programs. Formal assessment tasks are used across all subjects so as to provide a basis for comparing evidence of a student's achievements both against other students and predetermined levels of achievement.

### WHEN WILL I BE ASSESSED?

- Assessment can commence from the beginning of the school year.
- This is a program to be followed, which will outline the **approximate weeks** when assessment tasks are due. The school calendar (available via the school website) is an additional means of knowing when tasks are scheduled.
- At least 10 school days' notice will be given of the **specific date** that a formal assessable task is to be either submitted for marking or will take place. Circumstances may arise that will lead to a change in the due date for an assessment task. In this case, teachers would give students appropriate notice of any change in date.
- **Assessment Period** – During predetermined Assessment Weeks for each year, you will sit a number of exams or assessment tasks. Assessment Period dates are published in the school diary and school calendar every year.

### TO WHOM AND WHEN DO I SUBMIT MY ASSESSMENT TASK?

Your class teacher, at a time designated by the class teacher on or before the **day the task is due**. If your teacher is away that day, you must submit it to the Head Teacher of that subject. You must **only** submit the tasks/assignments to your **Class teacher or Head Teacher** of the relevant faculty. If for any reason both are absent on the day then the task is to be submitted to a Deputy Principal.

### WHAT HAPPENS IF I AM ABSENT WHEN THE ASSESSMENT TASK IS SET?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

### WHAT IF I DO NOT COMPLETE ASSESSMENT TASKS?

The school expects that all students will **complete all formal assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the subject teacher and Head Teacher as a matter of urgency.

**In Year 9, if an assessment task is not submitted or undertaken by or on the due date and stated time, zero marks may be awarded for that task.** Students seeking consideration should collect and complete an **"Illness or Misadventure Claim"** form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school's website.

**Please note it is not automatic that the student will receive any concession for their absence. There needs to be evidence of genuine illness or genuine misadventure which prevented the student submitting or doing the task at the prescribed time.**

**These rules apply as well for students who are absent for in class assessment tasks.**

## WHAT HAPPENS IF I AM ABSENT WHEN AN ASSESSMENT TASK IS ON OR DUE?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student's absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence**. A general note from home is unlikely to be considered sufficient. In the case of illness, a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

### Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in-class task or a submitted task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the maximum awarded marks will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the awarded task marks will be imposed.
- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the maximum awarded marks will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the maximum awarded marks will be imposed.
- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a submitted task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student. Where a student has failed to complete an assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task, an N Determination Warning letter or a Parent Advice Letter will be sent home by the class teacher.

## GRADES FOR SCHOOL REPORTS

### GRADES FOR YEAR 9 SCHOOL REPORTS

The table below indicates the assessment mark required for the allocation of grades for mid-year school reports, consistent with school reporting procedures in Years 7, 8 and 9.

Final Grade
A – 100 to 85
B – 84 to 70
C – 69 to 50
D – 49 to 30
E - 29 to 0

Teachers will collect assessment information from formal and informal assessment of learning about student achievement and relate it to the specific descriptors. The grade the student receives will relate to the best overall description of a student's achievement given in the Course Performance Descriptors.

Individual course performance descriptors of achievement have been developed from the NESA general performance descriptors as set out below.

GRADE	PERFORMANCE LEVEL
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	Failed to meet minimum course requirements.

## ILLNESS OR MISADVENTURE CLAIM PROCEDURES

### ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “Illness or Misadventure Claim” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

**For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.**

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**
3. **Approved leave must be supported by attaching the Certificate of Exemption which will be provided by the Principal once the Application for Exemption has been approved.**

**N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.**

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence**.

**The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.**

### TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

### Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any hand-outs or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, hand-outs or assignments.





## CRONULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name:..... Year: ..... Roll Class: .....

Parent's name:..... Daytime parent contact number: .....

Exam or Assessment task affected:.....

..... Due date of task: ..... / ..... / .....

Subject:..... Class Teacher's name:.....

Type of claim ☐ Illness ☐ Misadventure ☐ Approved leave

Describe your reasons for submitting this claim:

(Any supporting evidence, such as a doctor's certificate, a letter from a parent or Certificate of Exemption, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

.....

.....

.....

.....

State what outcome you hope to achieve by submitting this claim:

.....

.....

.....

Parent or Guardian's Signature:..... Date: ..... / ..... / .....

### INSTRUCTIONS:

- This claim form, along with any supporting evidence, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

### Office use only – to be completed by Head Teacher

Day & Date claim received by Head Teacher: Mo Tu We Th Fr ..... / ..... / .....

Head Teacher's name: ..... Signature:.....

☐ Accepted ☐ Not accepted

If not accepted, please provide an explanation and return a photocopy to the student:

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## WHAT IS PLAGIARISM?

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**Plagiarism is a form of theft.** Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

### What is **NOT** acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopedias, internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.
- The use of Artificial Intelligence software to create work which the student then submits as their own.

### What **IS** acceptable

- Using published texts – short stories, essays, poems, and media items etc – as **MODELS** for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you **HOW** something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does **NOT** make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to **ADVISE** you but they must **NOT** do the work for you.

### How do I avoid it?

The full proof way to avoid plagiarism is to include **ALL** sources of information in a reference list (bibliography) at the end of your assignment. In-text citations are not necessary for Years 7-10.

Always cite the following; Internet, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work and other people's ideas.

Requirements and guidelines are set out below and are also available on Cronulla HS Library Moodle page under "Referencing and Bibliographies".

### Prevent Plagiarism – create a bibliography

#### Guidelines

A general guide for the number of resources is **1 per 100 words** of the assignment. Resources must be from a variety of sources.

Junior (Years 7-10) Bibliographies need to be **listed alphabetically**. They may contain subheadings for each source, for example, "Book", "Website", "Media" etc. Each citation must be in correct **APA format** (see samples on Library Moodle page)

## Referencing tools available within the school

### Library Moodle → Referencing and Bibliographies

- Student samples – both Junior and Senior
- Full Referencing Guide for all text types
- Cite This For Me – Online Bibliography building tool

### School website → Learning → Library

#### **Cite This For Me –**

*Cite This For Me* is an intuitive bibliography building tool, creating citations for referencing lists online that can be easily transferred to a student's referencing list. **APA** formatting must be selected. For books, an efficient method is by entering the ISBN number found on the library enquiry tool or book into the search bar. Take note of the manual entry mode for more obscure texts. A link for this can be found on Library Moodle under "Referencing and Bibliographies". For websites, the URL will be entered to generate the citation.

#### **Infobase Research database –**

For all research items sourced through Infobase, our subscription database, an **APA citation tab** is available under the article's title. When copying and pasting these citations from Infobase, the title of the resource needs to be manually italicised after pasting.

## Referencing formats

At Cronulla HS, we use **APA** (American Psychology Association) referencing format. This format is most common in the first choice universities. It is important to select the **APA** option in Infobase and *Cite This For Me* to elicit the correct citation.

Some other referencing formats include Harvard, MLA and Chicago Manual of Style. Infobase, particularly, does not always offer an APA option. In these cases the source must be entered into *Cite This For Me*, available through the Library Moodle page. Some examples of APA formatted citations are below;

#### **Book**

- Lumby, J. (2001). *Who cares? The changing health care system*. Sydney, Australia: Allen & Unwin.

#### **Book chapter**

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). Amsterdam, Netherlands: Rodopi.

#### **Journal article**

- Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

More examples of citation entries are available through Library Moodle under "Referencing and Bibliographies". A bibliography sample is included in this booklet.

## How do I acknowledge quotations in my work?

Quotations must have “quotation marks” around them followed by a basic in-text citation (i.e the name of the resource in brackets) stating where the quotation came from. This in-text citation will be developed further in senior years. At this stage, they are only needed to cite direct quotations.

For example,

Plagiarism, as Bryman notes, is ‘a notoriously slippery notion.’ (p.115)

Plagiarism is ‘a notoriously slippery notion’ (Bryman p. 115).

More examples and a complete guide to in-text citations may be found on the Library Moodle page under “Referencing and Bibliographies”

## What happens if I Plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

## WHAT IS MALPRACTICE?

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Any failure to comply with the rules as set out in this policy or of NESAs will be judged to be malpractice. This will result in zero marks being awarded for the entire assessment task or definable parts of an assessment task as appropriate.

### Examples of malpractice may include, but are not limited to:

- Copying someone else’s work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date
- Assisting another student to engage in malpractice eg notifying them of details of a common task
- The use of Artificial Intelligence software to create work which the student then uses as their own

In the event of malpractice the relevant Faculty Head Teacher will investigate and issue an appropriate consequence. Students will be informed of this in writing through an N Determination Warning Letter.

## BIBLIOGRAPHY

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### Years 7-10 Bibliography Sample

#### Website/Online

Bose-Einstein statistics. (2009). In *Encyclopedia of Physical Science*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein equation. (2002). In *Dictionary of Atomic and Nuclear Physics*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein: Theory of Relativity. (2008). In *Complete Dictionary of Scientific Biography* (Vol. 4, pp. 319-333). Detroit: Charles Scribner's Sons. Retrieved from <http://go.galegroup.com>

Energy. (2017). In *Encyclopædia Britannica*. Retrieved from <http://library.eb.com.au>

#### Print or Ebook

D'Amassa, Don. *Encyclopedia of Science Fiction, Second Edition*. Literary Movements. New York: Facts On File, 2013. February 25, 2016.

<http://ebooks.infobaselearning.com/View.aspx?ISBN=9781438140629&InstID>

Glenn, J. (1996). *Scientific genius: The twenty greatest minds*. Rowayton, CT: Saraband.

Reid, S. (2000). *Albert Einstein*. Oxford: Heinemann Library.

#### Multimedia

Corbet. (n.d.). Albert Einstein: A voice for the oppressed [Albert Einstein]. Retrieved May 21, 2016, from <https://www.theguardian.com/books/2015/jun/12/five-reasons-we-should-celebrate-albert-einstein>

**Note: Ensure hyperlink is removed from URLs and the tail of the URL (highlighted here in italicised, red font, following .com) are removed.**

## YEAR 9-10 CLASS STRUCTURES

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**During Years 9 – 10 the class structures are as follows:**

- Students are in the same core classes for English, History/ Geography and PD/H/PE. There is one Extension Class, two Shadow Classes and the remaining classes are mixed-ability
- Maths classes are streamed, according to which students complete the Mathematics 5.1, 5.2 or 5.3 course
- Science classes are structured with one Extension Class and each following class streamed

From Semester 2 2024, student NAPLAN and Check-In Assessment results will contribute to Year 8-10 class placements, along with their school assessment tasks. Incorporating both internal and external assessment data into class structures will assist us in placing students according to their natural ability, literacy and numeracy skills and also their application to assessment tasks.

Outcomes	Task	Due	Description	Weight %
EN5-RVL-01. EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	1	Term 1 Week 8	Powers of Persuasion: Persuasive Writing Task	25
EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	2	Term 2 Week 6	Literary Journeys Novel Study: Group Multi-Modal Presentation	25
<b>Half Yearly Assessment - class ranks determined</b>				<b>Sub-Total</b>
EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	3	Term 3 Week 7	Representations of First Nations People in Texts: Critical Essay Response	25
All outcomes	4	Term 4 Exam Period	“Written in the Stars”: Critical Study of Romeo and Juliet: Yearly Examination – Multiple Choice, Short Answer and Extended Response Analysis	25
<b>Yearly Assessment</b>				<b>Total</b>
				<b>100</b>

Outcomes	Task	Due	Description	Weight %
EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	1	Term 1 Week 8	Powers of Persuasion: Persuasive Writing Task	25
EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	2	Term 2 Week 6	Literary Journeys Novel Study: Group Multi-Modal Presentation	25
<b>Half Yearly Assessment - class ranks determined</b>			<b>Sub-Total</b>	<b>50</b>
EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	3	Term 3 Week 7	Representations of First Nations People in Texts: Critical Essay Response	25
All outcomes	4	Term 4 Exam Period	“Written in the Stars”: Critical Study of Romeo and Juliet: Yearly Examination – Multiple Choice, Short Answer and Extended Response Analysis	25
<b>Yearly Assessment</b>			<b>Total</b>	<b>100</b>

## MATHEMATICS 2024 – CORE

Outcomes	Due	Description	Weight %
MA5-FIN-C-01 MA5-IND-C-01 MAO-WM	Term 1	Term 1 Test  *This will include 2-3 topics which have been covered since the beginning of term. -	15
MA5-EQU-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-FIN-C-01 MA5-IND-C-01 MAO-WM	Term 2	Half Yearly Examination  *Semester 1 content.	30
Half Yearly Assessment			45
MA5-DAT-C-01 MA5-TRG-C-02 MA5-ARE-C-01 MA5-MAG-C-01 MAO-WM	Term 3	Term 3 Test  *This will include 2-3 topics which have been covered since the beginning of term 3. -	15
MA5-DAT-C-01 MA5-TRG-C-02 MA5-ARE-C-01 MA5-MAG-C-01 MA5-GEO-C-01 MA5-PRO-C-01 MAO-WM	Term 4	Yearly Examination  *Semester 1 and 2 content.	40
Yearly Assessment			100

The total of all exams will be used to determine overall achievement in Year 9.



## MATHEMATICS 2024 – INTERMEDIATE

Outcomes	Due	Description	Weight %
MA5-FIN-C-01 MA5-MAG-C-01 MA5-ALG-P-01 MA5-IND-C-01 MAO-WM	Term 1	Term 1 Test  *This will include 2-3 topics which have been covered since the beginning of term. -	15
MA5-EQU-C-01 MA5-EQU-P-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-FIN-C-01 MA5-MAG-C-01 MA5-IND-C-01 MAO-WM	Term 2	Half Yearly Examination  *Semester 1 content	30
Half Yearly Assessment			45
MA5-DAT-C-01 MA5-TRG-C-02 MA5-ARE-C-01 MA5-ARE-P-01 MA5-MAG-C-01 MAO-WM	Term 3	Term 3 Test  *This will include 2-3 topics which have been covered since the beginning of Term 3.	15
MA5-DAT-C-01 MA5-TRG-C-02 MA5-ARE-C-01 MA5-ARE-P-01 MA5-MAG-C-01 MA5-GEO-C-01 MA5-PRO-C-01 MAO-WM	Term 4	Yearly Examination  *Semester 1 and 2 content	40
Yearly Assessment			100

The total of all exams will be used to determine overall achievement in Year 9.

## MATHEMATICS 2024 - ADVANCED

Outcomes	Due	Description	Weight %
MA5-FIN-C-01 MA5-MAG-C-01 MA5-ALG-P-01 MA5-IND-C-01 MAO-WM	Term 1	Term 1 Test  *This will include 2-3 topics which have been covered since the beginning of term. -	15
MA5-EQU-C-01 MA5-EQU-P-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-FIN-C-01 MA5-MAG-C-01 MA5-IND-C-01 MAO-WM	Term 2	Half Yearly Examination  *Semester 1 content	30
Half Yearly Assessment			45
MA5-DAT-C-01 MA5-TRG-C-02 MA5-ARE-C-01 MA5-ARE-P-01 MA5-MAG-C-01 MAO-WM	Term 3	Term 3 Test  *This will include 2-3 topics which have been covered since the beginning of term 3.	15
MA5-DAT-C-01 MA5-TRG-C-02 MA5-ARE-C-01 MA5-ARE-P-01 MA5-MAG-C-01 MA5-GEO-C-01 MA5-PRO-C-01 MAO-WM	Term 4	Yearly Examination  *Semester 1 and 2 content.	40
Yearly Assessment			100

The total of all exams will be used to determine overall achievement in Year 9.

## SCIENCE 2024

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS8, WS9, LW2	1	Term 1 Week 8	Ecosystems Task	20
WS7.1, 7.2 PW1, PW3	2	Term 2 Week 6-7	Skills Test	25
<b>Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)</b>				<b>45</b>
WS4, WS9 ESI	3	Term 3 Week 5	Research Task	25
WS4 WS7.1, 7.2 WS8, WS9 CW1, CW3 ESI	4	Term 4 Exam Period	Yearly Exam	30
<b>Yearly Assessment</b>				<b>Total</b>
				<b>100</b>

## SCIENCE EXTENSION 2024

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS 8, WS 9, LW2	1	Term 1 Week 8	Ecosystems Task	20
WS7.1, 7.2 PW1, PW3	2	Term 2 Week 6-7	Skills Test	25
Extension Activities				GRADE A - E
<b>Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)</b>				<b>45</b>
WS4, WS9 ES1	3	Term 3 Week 5	Research Task	25
WS4, WS7.1, 7.2 WS 8, WS 9 CW1, CW3 ES 1	4	Term 4 Exam Period	Yearly Exam	30
Extension Activities				GRADE A - E
<b>Yearly Assessment</b>				<b>Total</b>
				<b>100</b>

Outcomes	Task	Due	Description	Weight %
GE5.1, 5.2, 5.3, 5.5, 5.6	1	Term 3 Week 8	Task 1 Class Based Assessment	35
GE5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Term 4 Exam Period	Task 2 Yearly Exam	35
<b>Semester Assessment</b> <b>(Assessment expressed as percentage for reporting purposes)</b>				<b>70</b>
	3	Ongoing	Literacy Task	10
	4	Ongoing	Numeracy Task	10
	5	Ongoing	Bookwork	10
<b>Semester Class Assessment</b> <b>Total</b>				<b>30</b> <b>100</b>

## GEOGRAPHY EXTENSION 2024

Outcomes	Task	Due	Description	Weight %
GE5.1, 5.2 ,5.3 ,5.5, 5.6,	1	Term 3 Week 8	Class Based Assessment 1	35
GE5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Term 4 Exam Period	Yearly Exam Assessment 2	35
<b>Semester Assessment (Assessment expressed as percentage for reporting purposes)</b>				<b>70</b>
GE5.5, 5.6 ,5.7, 5.8, 5.9, 5.10	3	Term 3	Extension Project/Challenge	Grade A-E
	4	Ongoing	Literacy Task	10
	5	Ongoing	Numeracy Task	10
	6	Ongoing	Bookwork	10
<b>Semester Class Assessment</b>				<b>30</b>
<b>Total</b>				<b>100</b>

The extension activity set for Year 9 will run over the course of Term 3 and will allow students to demonstrate and develop their geographical knowledge and skills. Students will be allocated some class time, however students are expected to undertake the majority of the task challenge at home.

Outcomes	Task	Due	Description	Weight %
5.1,5.2,5.4,5.5,5.6,5.7,5.8,5.9,5.10	1	Term 1 Week 8	Class Based Assessment 1	35
5.1,5.2,5.4,5.5,5.6,5.7,5.8,5.9,5.10	2	Term 2 Exam Period	Examination Assessment 2	35
<b>Semester Assessment Sub-Total</b>				<b>70</b>
	3	Ongoing	Literacy Task	10
	4	Ongoing	Numeracy Task	10
	5	Ongoing	Bookwork	10
<b>Semester Class Assessment Total</b>				<b>30 100</b>

Outcomes	Task	Due	Description	Weight %
5.1,5.2,5.4,5.5,5.6,	1	Term 1 Week 8	Class Based Assessment 1	35
5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Term 2 Exam Period	Examination Assessment 2	35
<b>Semester Assessment</b>				<b>70</b>
5.6, 5.7, 5.8, 5.9, 5.10	3	Term 1	Extension Project/Challenge	Grade A-E
	4	Ongoing	Literacy Task	10
	5	Ongoing	Numeracy Task	10
	6	Ongoing	Bookwork	10
<b>Semester Class Assessment</b>				<b>30</b>
<b>Total</b>				<b>100</b>

The extension activity set for Year 9 will run over the course of Term 1 and will allow students to demonstrate and develop their historical knowledge and skills. Students will be allocated some class time, however, students are expected to undertake the majority of the task challenge at home.



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2024

Outcomes	Task	Due	Description	Weight %
PD 5.4, 5.10, 5.11	Athlete Analysis	Term 1 Set Week 3  Term 1 Due Week 7	Students perform and analyse a range of athletic skills	25
PD 5.4, 5.5, 5.7	The Machine Inside - Moodle Quiz	Term 2 Set Week 3  Term 2 Due Week 6-7	Appraises and justifies choices of actions when solving complex movement challenges	25
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> <b>50</b>
PD 5.4, 5.5, 5.11	Practical Assessment	Term 3 Set Week 2  Term 3 Due Week 8-9	Develop, implement and evaluate movement concepts and strategies	25
PD 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10	Yearly Exam	Term 4 Exam Period	Yearly Examination	25
<b>Yearly Assessment</b>				<b>Total</b> <b>100</b>

Outcomes	Task	Due	Description	Weight %
CS5-9, CS5-12	Preparing for Parenthood	Term 1 Set Week 6 Due Week 10	Interview and research task	25
CS5-8, CS5-11	Conception to Birth	Term 2 Set Week 1  Term 2 Due Week 4	ICT Presentation	25
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> <b>50</b>
CS5-2, CS5-4	Play and the Developing Child	Term 3 Set Week 4  Term 3 Due Week 8	Research Task (Toys)	25
CS5-2, CS5-9	Health and Safety in Childhood	Term 4 Set Week 1  Term 4 Due Week 4	Quiz and Practical Scenario	25
<b>Yearly Assessment</b>				<b>Total</b> <b>100</b>

Outcomes	Task	Due	Description	Weight %
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	1	Term 1 Week 9	Focus Area: Consumer & Financial Decisions. Research Assignment	15
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	2	Term 2 Week 7	Focus Area: Consumer & Financial Decisions + Law, Society & Political Involvement. Mid-Course Examination	25
<b>Semester 1 Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> <b>40</b>
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	3	Term 3 Week 6	Focus area: Travel. Presentation & Oral Report	30
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5	Term 4 Exam Period	Yearly Examination	30
<b>Semester 2</b>				<b>Sub-Total</b> <b>60</b>
<b>Yearly Assessment</b>				<b>Total</b> <b>100</b>



Outcomes	Task	Due	Description	Weight %
5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.3.1, 5.3.3	1	Term 1 Week 9	The Elements of Drama Performance and Reflection	30
5.1.1, 5.1.2 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	2	Term 2 Week 9	Physical Theatre A: Performance – 30% B: Essay Reflection – 10%	40
<b>Total Half Yearly Assessment</b> <b>To be converted to a percentage mark for reporting purposes</b>				<b>70</b>
5.3.1, 5.3.2, 5.3.3	3	By Term 3 Week 9	Theatre Review	30
<b>Yearly Assessment Totals</b>				<b>100</b>

Outcomes	Task	Due	Description	Weight %
<b>Part A:</b> FT5-6, FT5-7, FT5-8, FT5-13  <b>Part B:</b> FT5-1, FT5-7	1	Term 1 Week 8 - 9	<b>Unit 1: Food Specific Needs</b> <b>Part A:</b> Funtiki World Tour /70 <b>Part B:</b> Funtiki World Tour Practical /30	25
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> 25
<b>Part A:</b> FT5-11, FT5-13  <b>Part B:</b> FT5-1, FT5-2, FT5-10	2	Term 2 Week 7-8	<b>Unit 2: Food Product Development</b> <b>Part A:</b> Movie Snack Founder /50 <b>Part B:</b> Snack Founder Practical /30	25
<b>Part A:</b> FT5-7, FT5-8, FT5-12, FT5-3  <b>Part B:</b> FT5-11	3	Term 3 Week 8-9	<b>Unit 3: Food Selection and Health</b> <b>Part A:</b> Hello Eats /50 <b>Part B:</b> Hello Eats Practical /30	25
<b>Part A:</b> FT5-2 FT5-4,  <b>Part B:</b> FT5-1, FT5-2, FT5-10	4	Term 4 Week 4-5	<b>Unit 4: Food Service and Catering</b> <b>Part A:</b> Yumtown /70 <b>Part B:</b> Yumtown Practical /30	25
<b>Yearly Assessment</b>				<b>Total</b> 100

## INDUSTRIAL TECHNOLOGY – ENGINEERING 2024

- Industrial Technology Wood is predominantly competency based and assessment is ongoing.
- An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period

**IND5-1:** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5-2:** applies design principles in the modification, development and production of projects.

**IND5-3:** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5-4:** Selects, justifies and uses a range of relevant and associated materials for specific applications.

**IND5-5:** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

**IND5-6:** Identifies and participates in collaborative work practices in the learning environment.

**IND5-7:** Applies and transfers skills, processes and materials to a variety of contexts and projects.

**IND5-8:** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

**IND5-9:** Describes, analyses and uses a range of current, new and emerging technologies and their various applications.

**IND5-10:** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Outcomes	Task	Due	Description	Weight %
IND5-2, IND5-4, IND5-6, IND5-7	1	Term 1 Week 9	Structures Report	10
IND5-1, IND5-2, IND5-3, IND5-6	2	Term 2 Week 5	Project 1	30
IND5-1, IND5-5, IND5-8	3	Term 2 Week 6	Half Yearly Quiz	10
Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)				50
IND5-2, IND5-6, IND5-9, IND5-10	4	Term 3 Week 9	Mechanisms Report	10
IND5-1, IND5-3, IND5-4, IND5-4	5	Term 4 Week 3	Project 2	20
IND5-1, IND5-5, IND5-7, IND5-8	6	Term 4 Exam Period	Yearly examination	20
Yearly Assessment				Total
				100

Outcomes	Task	Due	Description	Weight %
IND5-2, IND5-3, ND5-4	1	Term 1 Week 7	Digital Graphics	25
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-9	2	Term 2 Week 6	Video Production	25
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> <b>50</b>
IND5-2, IND5-3, IND5-4, IND5-7	3	Term 3 Week 5	ePublications	25
IND5-2, IND5-3, IND5-4, IND5-6, IND5-8, IND5-10	4	Term 4 Week 4	Website Design	25
<b>Yearly Assessment</b>				<b>Total</b> <b>100</b>



## INDUSTRIAL TECHNOLOGY – TIMBER 2024

- Industrial Technology Wood is predominantly competency based and assessment is ongoing.
- An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period

**IND5-1:** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

**IND5-2:** applies design principles in the modification, development and production of projects.

**IND5-3:** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

**IND5-4:** Selects, justifies and uses a range of relevant and associated materials for specific applications.

**IND5-5:** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

**IND5-6:** Identifies and participates in collaborative work practices in the learning environment.

**IND5-7:** Applies and transfers skills, processes and materials to a variety of contexts and projects.

**IND5-8:** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

**IND5-9:** Describes, analyses and uses a range of current, new and emerging technologies and their various applications.

**IND5-10:** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Outcomes	Task	Due	Description	Weight %
IND5-1, IND5-4, IND5-5, IND5-8, IND5-10	1	Term 2 Week 4	Assignment 1	10
IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9	2	Term 2 Week 2	Practical Project 1 (Cutting Board)	20
<b>Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes)</b>				<b>Sub-Total 30</b>
IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9	3	Term 3 Week 2	Practical Project 2 (Woven stool)	30
IND5-1, IND5-4, IND5-5, IND5-8, IND5-10	4	Term 3 Week 9	Assignment 2	10
IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9	5	Term 4 Week 4	Practical Project 3 (Stepladder)	20
IND5-1, IND5-9, IND5-10	6	Term 4 Exam Period	Yearly Examination	10
<b>Yearly Assessment</b>				<b>Total 100</b>

Outcomes	Task	Due	Description	Weight %
LJA5-2C, LJA5-3C, LJA5-4C,	1	Ongoing	Homework and quizzes	10
LJA5-1C, LJA5-5U, LJA5-9U	2	Term 1 Week 7	In Class Task	10
LJA5-6U,	3	Term 1 Week 10	Kana test	5
LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	4	Term 2 Exam Period	Half Yearly Exam	25
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>50</b>
<b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				
LJA5-2C, LJA5-3C, LJA5-4C	5	Ongoing	Homework and Quizzes	10
LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U,	6	Term 3 Week 4	In Class Task	15
LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	7	Term 4 Exam Period	Yearly Exam	25
<b>Yearly Assessment</b>			<b>Total</b>	<b>100</b>

## MARINE AND AQUACULTURE STUDIES 2024

Students who study Marine and Aquaculture will develop a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments. Outcomes include:

### **MAR5-3**

identifies, describes and evaluates the effects humans have had on the marine environment

### **MAR5-5**

assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment

### **MAR5-9**

selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

### **MAR5-10**

demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

### **MAR5-11**

identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

### **MAR5-12**

identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

### **MAR5-14**

recalls aspects of the marine environment using relevant conventions, terminology and symbols

Outcomes	Task	Due	Description	Weight %
MAR5-11, MAR5-12	1	Term 1 Week 8	Assignment 1 (Water Safety Presentation Task)	20
MAR5-13, MAR5-14	2	Term 2 Week 6	Assignment 2 (Dangerous Marine Creatures)	20
<b>Half Yearly Assessment</b>			<b>Sub-Total</b>	<b>40</b>
<b>(Half Yearly Assessment/ expressed as percentage for reporting purposes)</b>				
MAR5-9, MAR5-10, MAR5-13	3	Term 3 Week 10	Task 3 Practical- task #1 and Folio	40
MAR5-9, MAR5-10	4	Term 4 Exam Period	Task 4 Practical task #2 and Folio	20
<b>Yearly Assessment</b>			<b>Total</b>	<b>100</b>

COMPONENT/DOMAIN		Weight %
C1	Performance	25
C2	Composition	25
C3	Aural	25
C4	Musicology	25
Total		100

Outcomes	Task	Due	Description	C1	C2	C3	C4	Weight %
5.4, 5.5, 5.6, 5.10	1	Term 1 Week 9	Composition representing Topic 1		20			20
5.1, 5.2, 5.3, 5.7, 5.8	2	Term 2 Week 6	Lecture Demonstration – performance and analysis representing Topics 1 and 2	10		5	5	20
5.1, 5.2, 5.3	Ongoing		Class Tasks	5				5
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>								<b>45</b>
5.7, 5.8, 5.9	3	Term 3 Week 10	Musicology Research Essay representing Topic 3			5	10	15
5.1, 5.2, 5.3	4	Term 4 Exam Period	Yearly Examination – Performance and Written Examination representing Topics 1, 2, 3 and 4	10				10
5.7, 5.8, 5.9, 5.10						15	10	25
5.4, 5.5, 5.6, 5.11, 5.12	Ongoing		Class Tasks		5			5
<b>Yearly Assessment</b> <b>Total</b>				<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Outcomes	Task	Due	Description	Weight %
5.1, 5.7, 5.8, 5.9, 5.10	Participating with Safety	Term 1 Set Week 4  Term 1 Due Week 9	Students will analyse and assess risk factors in physical activity settings.	25
5.5, 5.6, 5.7, 5.8, 5.9	Coaching Task	Term 2 Set Week 1  Term 2 Due Week 6-8	Students organise, implement and participate in group coaching sessions. Students reflect and analyse on the experience.	25
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> <b>50</b>
5.1, 5.2, 5.9, 5.10	Body System Topic Test	Term 3 Conducted Weeks 7-8	Complete an on-line Moodle Exam	25
5.3, 5.4, 5.5, 5.7, 5.9, 5.10	Lifestyle, Leisure and Recreation Task	Term 3 Set Week 9  Term 4 Due Week 3	Students research and report on local facilities which promote a healthy lifestyle.	25
<b>Yearly Assessment</b>				<b>Totals</b> <b>100</b>

The Visual Arts Course is divided into two components:

- a) Art making (60%)
- b) Art Criticism and Art History (40%)

Outcomes	Task	Due	Description	Weight %
5.7, 5.9, 5.10	1	Term 1 Week 9	Critical Historical Task	20
5.1, 5.2, 5.3,5.4, 5.5, 5.6	2	Term 2 Week 6	Visual Arts Diary and Body of Work	20
<b>Half Yearly Assessment</b> <b>(Half Yearly Assessment expressed as percentage for reporting purposes)</b>				<b>Sub-Total</b> <b>40</b>
5.1, 5.2, 5.3,5.4, 5.5, 5.6	3	Term 4 Week 2	Visual Arts Process Diary and Body of Work	40
5.7, 5.9, 5.10	4	Term 4 Exam Period	Open Book Assessment	20
<b>Yearly Assessment</b>				<b>Totals</b> <b>100</b>