

YEAR 9

**Assessment Policy Course Assessment Schedules**

2025

# Introduction

This booklet is issued to all Year 9 students at Lake Macquarie High School, Term 1, 2025. It has been prepared to provide students and their parents/caregivers with information regarding assessment of Year 9 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each Board Developed and Board Endorsed course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Students are required to complete all school-based assessment tasks, and other set tasks for all courses. The purposes of internal assessment are to:

* + Assist student learning
  + Evaluate and improve teaching and learning programs
  + Assess student achievement in the course
  + Provide evidence of the satisfactory completion of a course.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork, homework and projects. The assessment requirements are determined by NESA and are set out in the syllabus for each Stage 4 or 5 subject. Final assessment grades (A-E) are determined with reference to [NESA Assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment) and [NESA Awarding Grades](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades).

# Satisfactory Completion of Course

Schools are required to indicate that students have met the following criteria in order to be awarded the Record of School Achievement.

Satisfactory completion of a course involves:

* + *Following the course developed and endorsed by the NESA; and*
  + *Applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
  + *Achieving some or all of the course outcomes.*

Whilst NESA does not stipulate a specific minimum attendance requirement, Lake Macquarie High School has determined that an attendance rate below 90% would make it difficult for a student to meet course completion criteria.

# 

# Procedures relating to the Submission of Tasks

## Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher during the designated period time on the assessment task notification. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request, and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Computer failure will NOT be accepted as a reason for failing to submit an assessment task. It is expected that all computer-generated work is saved in more than one format and/or a backup copy made. In the event of computer/printer failure, the student is required to submit the work as saved electronically. Hard copies of the task in progress may also be required.

## Procedures for illness, late or non-submission of an Assessment Task

##### Student’s responsibilities when absent:

If there is an unforeseen illness or misadventure on the day which has prevented the submission of the assessment task, the student will complete an Illness/Misadventure Appeal Form within the first two days back at school. The student must submit the task on their return to school and will be informed of the result of the ill/misadventure form once it has been processed by the Head Teacher. The illness/misadventure form must be accompanied by a written explanation from a parent/carer, medical professional or other appropriate documentation.

If a student knows about an absence prior to the due date, then he/she needs to have already applied for an extension/alternate date with their classroom teacher and/or Head Teacher using the Illness/Misadventure Appeal Form. If it has been granted, the task is able to be submitted on the new due date without penalty.

Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a written explanation from a parent/carer or some formal documentation for other absences.

## Late submissions

### Zero marks will be considered:

* When a student fails to make a **genuine attempt** at the task and has no grounds for illness or misadventure. The student may be required to make a genuine attempt at the task or an alternative task and a written warning lettermay be sent outlining the necessary action and time frame.
* In cases of **proven malpractice.** The student may be required to make a satisfactory attempt at the task or an alternative task and a written lettermay be sent outlining the necessary action and time frame.
* When a student completes or submits the task **later** than the specified date, submits an Illness/Misadventure Appeal Form but the **appeal is rejected**. The student has the right to appeal. A written lettermay be sent, indicating the reasons for the penalty.
* When a student completes or submits the task **later** than the specified date or period but **does not submit an Illness/Misadventure Appeal Form**.

When a student **fails to complete or submit the task** and does not submit an Illness/Misadventure Appeal Form the student will still be required to complete/submit the task (or an alternative task) and a written lettermay be sent outlining the necessary action and time frame.

A Head Teacher may accept late submissions of assessments without penalty if the student is absent from school with an acceptable reason on the submission date.

If circumstances prevent the administering of a substitute task the Head Teacher may give approval for an estimate mark to be given. An estimate is based on the marks the student is awarded in all other assessment tasks for that course. Final marks will be calculated at the completion of all assessment tasks.

1. **Alleged Malpractice in Assessment Tasks or Examinations**

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is the act of copying. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student’s own work. Unsanctioned use of AI or Generative Large Language Model (GLLM) will also be treated in terms of malpractice/plagiarism.

Malpractice includes but is not limited to:

* Copying part or all of someone else’s work and presenting it as your own
* Using material directly from books, journals, CDS, or the internet without giving its source
* Building on someone else’s ideas without giving their source
* Buying, stealing or borrowing someone else’s work and presenting it as your own
* Submitting work that someone else, like a parent, tutor, or subject expert, substantially contributed to
* Paying someone to write or prepare material
* Breaching school exam rules
* Cheating in an exam
* Using non-approved aids in an assessment task
* Giving false reasons for not handing in work by the due date
* Helping another student to engage in malpractice
* Using someone else’s words, ideas, designs or works in projects and performance tasks without giving their source

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher or Deputy Principal who will deal with the incident as per Lake Macquarie High School’s Malpractice Policy.

## Disability Provisions

A student may be granted disability provisions if they have:

* Visual or auditory difficulties
* Learning difficulties
* Fine motor difficulties
* Illnesses such as diabetes
* Ongoing injuries that will impact on their ability to complete an assessment task
* Psychological difficulties.

##### Parents/guardians are responsible for providing all documentation to the Learning and Support Teacher to support a disability provisions application or consideration.

Successful applicants will be granted provisions that are appropriate as determined by the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks or large print examination papers.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NESA, then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

## Responsibilities of the Teacher

* Refer to the school calendar and published assessment schedule when planning the assessment and/or submission date.
* Notify the relevant Head Teacher of the proposed date for inclusion on the school calendar.
* Provide students with advanced task notification of the assessment/due date. (Two weeks recommended.)
* Provide the students with course outcomes to be assessed, assessment criteria and weightings.
* Notify the students in advance of the task, the exam rules, and consequences of malpractice.
* Ensure that the administration of the task minimises any opportunity for malpractice. eg actively supervise the students, ensure seating plan minimises copying or sharing of work in written exams, ensure that non-essential materials are in bags and secure, mobile phones are off and in Yondr Pouch.
* Report any suspected malpractice to the Head Teacher and/or the Deputy Principal.

## Responsibilities of the Student

* Record dates of tasks/submission in school diary or personal organiser.
* Notify the teacher of potential clashes with other school events.
* Make a genuine effort to prepare thoroughly and complete any task or submission.
* Complete tasks on the due date or submit Illness/Misadventure Appeal Form in accordance with school policy.
* Comply with the examination rules and instructions provided by the teacher for the task.
* Report any suspected malpractice or cheating to the supervising teacher.

## Procedures for submitting assessments at Lake Macquarie High School (Years 7-9)

Was the task submitted on or before the due date?

**YES**

**NO**

Student eligible for full marks and assessed according to marking criteria.

**YES**

Did the student complete an Illness/Misadventure Appeal Form which was approved?

**NO**

**Zero marks will be awarded and parents notified.**

A close-up of a form

Description automatically generatedA close-up of a document

Description automatically generated

# Rules for Examination/Assessment Tasks

To ensure fair and proper administration of examination/assessment tasks, the following rules will apply for all examinations/assessment tasks. Consequences may apply for students who breach these rules.

#### Examinations

1. You are expected to provide the required equipment such as calculators, rulers, pens etc. Blue or black pens must be used for writing answers. Pencils or other coloured pens are not to be used unless specified in the examination directions. Specified equipment only may be taken into the exam room. Students will be notified beforehand if they are required to bring other specific equipment.
2. There is to be no borrowing or sharing of equipment (unless approved by the exam/task supervisor as part of a group task).
3. Materials or equipment such as mobile phones, cameras and notebooks, study notes or any other materials that may be considered as malpractice and which are not required for the examination or task are to remain in bags in a location determined by the supervising teacher. Mobile phones must be turned off, in Yondr pouch and placed in bags outside of the exam room. Students should not enter the exam with writing on any part of their person.
4. You may bring a bottle of water in a clear bottle with no labelling. No other food or drink is permitted unless required for a medical condition***;*** in these cases, approval to bring other food or drink into an examination must have been approved by the principal or his/her delegate at least 24 hours prior to the exam/task.
5. You can wear your watch into your examinations, but once you sit down you will have to take it off and place it in clear view on your desk. Programmable watches, including smartwatches, will not be allowed in the examination room.
6. All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.
7. It is your responsibility to make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.
8. You must NOT bring any of the following into the examination room:
   * a mobile phone or smartwatch
   * any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
   * paper or any printed or written material (including your examination timetable)
   * dictionaries, except where permitted in Languages examinations
   * correction fluid or correction tape

#### Conduct During Examinations

1. Students should not speak with each other upon entering the exam room, or at any other time during the examination. Any communication should only be with the supervising teacher/exam supervisor.
2. Students are to follow all instructions given by the supervising teacher and must always conduct themselves in a courteous manner. Students should not behave in any way which is likely to disturb the work of another student or adversely affect the conduct of the examination or task.
3. Any student who is disruptive will have that behaviour noted on his/her paper. Further disruption will result in the confiscation of the paper. The student will then be asked to leave the room and report to the relevant Head Teacher or Deputy Principal. In these circumstances, the examination or task may be treated as a non-serious attempt.
4. Students will only be permitted to go to the toilet in urgent circumstances. Students must raise their hand and not move from their desk until permission is given by an exam supervisor.

# Official Notice – Written Warning Letters

### Purpose

Warning letters are sent to provide students with the opportunity to redress a situation which may place their assessment results at risk. Specifically, there must be sufficient evidence to indicate that a student has met NSW NESA requirements for the satisfactory completion of each course of learning. Students should have:

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

### When are these warning letters sent?

Warning letters are sent when a student fails to meet one or more of the NSW NESA requirements for the satisfactory completion of their learning and assessments.

The school uses a range of procedures to monitor student progress and ensure that students receive early warning when they are not meeting requirements for the satisfactory completion of a course. These warning letters may be result from:

* + - Teacher e.g. incomplete classwork, homework or bookwork.
    - Department/Faculty e.g. non- serious attempt at an assessment task, malpractice, late or non- submission of an assessment task.
    - Mid- term reviews.
    - Learning Support Team meetings where particular issues are identified e.g. prolonged or repeated absences which prevent students meeting course completion criteria.
    - Concerns over the half-yearly report

While the NESA does not stipulate a specific attendance requirement, in accordance with the NESA policy, the school has determined that an attendance rate below 90% would make it difficult for a student to meet course completion criteria. A warning letter would be sent in these circumstances.

### What information is provided in an official written warning letter?

* + - the course completion criteria which the student is failing to meet
    - the nature of the problem and the time frame
    - the action required by the student to rectify the situation and the new time frame.

### How does a student rectify the problem?

By completing and submitting the task as required in the warning letter. Please note that students who receive warning letters are at risk of receiving a Basic or Limited grade on their half-yearly/yearly report, even in circumstances where they have completed the action

### What happens if the student does not respond to the warning letter?

The student is at risk of receiving a Basic or Limited grade on their half-yearly/yearly report. In certain circumstances, the student may also not be entitled to receive a Record of School Achievement (RoSA).

### Notification of a Basic or Limited Grade

If a student does not make attempts to address the situations outlined in a written warning letter, parents will receive official notification from the school through half-yearly or yearly student reports.

## Student Right of Appeal

Students have the right to **appeal to the Principal** for a review of the following:

* + - Illness/Misadventure Appeal decision
    - Malpractice decision
    - An unresolved dispute over an assessment task
    - A final grade

Appeals will be heard by a panel which will make a recommendation to the Principal.

## Variation To Policy

The Principal reserves the right to alter the school assessment policy should exceptional circumstances present themselves. In such cases, advice from NESA will guide variations.

# Supplementary Material

## National Assessment Program Literacy & Numeracy (NAPLAN) Dates

Please visit <https://www.nap.edu.au/> or more information 2025 NAPLAN dates:

* + 12th-24th March

## NESA Online Resources

[NESA Home Page](https://www.nsw.gov.au/education-and-training/nesa)

[NESA Common Grade Scale](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades)

[NESA Assessment](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment)

[NESA ACE Manual](https://ace.nesa.nsw.edu.au/)

**Text Types**

|  |  |  |  |
| --- | --- | --- | --- |
| **Text Type** | **Purpose** | **Structure** | **Language Features** |
| Information Report | To classify and/or describe. | * General Statement or Classification * Description | * Technical language * Present Tense * Factual |
| Recount | To retell past events. | * Orientation * Series of Events * Conclusion | * Descriptive language * Past Tense * Time words connect events * Description of: what, where, when, why, who and how? |
| Narrative | To entertain by telling a story | * Orientation * Series of Events * Complication * Resolution * Conclusion | * Time dependent * Past Tense * Action and descriptive language used, e.g. adverbs and adjectives * Thinking and feeling verbs * Direct and indirect speech |
| Procedure | To instruct someone on how to do something. | * Statement of Goal * Materials outlined * Steps taken outlined * Discussion of results | * Steps taken outlined * Separate actions per line * Present Tense * Verb at the beginning of each statement |
| Explanation | To explain how or why something occurs. | * General Statement about the topic * Explanation of sequence | * Technical Language * Cause and Effect * Action verbs used * Past Tense |
| Exposition | To put forward an argument either for/against something. | * Preview of Issue * Arguments are provided for one side only | * Past Tense * Technical language * Words that link arguments used, e.g. first, second. * Words that show Contrast used, e.g. on the other hand, however |
| Response/Review | To respond to an event. | * Context of event * Description of event * Judgment of event | * Words which express judgments * Descriptive Language * Present tense |
| Discussion | To examine both sides of an issue and to come to a decision. | * Preview of Issue * Arguments are provided for * Arguments are provided against * Recommendation made or alternative given | * Past Tense * Technical language * Words that link arguments used, e.g. first, second. |

**Key Verbs**

|  |  |
| --- | --- |
| Account | Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analysis/evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 9 Assessment Calendar 2025** | | | | |
| **WEEK** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  | MATHEMATICS  SCIENCE |  | MATHEMATICS  MUSIC  PASS  SCIENCE  CHILD STUDIES |
| 4 |  | HISTORY MUSIC  MATHEMATICS ADV  ENGLISH  ENGLISH ADVANCED  VISUAL ARTS | DESIGN AND TECHNOLOGY | ENGLISH  ENGLISH ADVANCED  GEOGRAPHY  VISUAL ARTS  MATHEMATIS ADV |
| 5 |  | FOOD TECHNOLOGY  MATHEMATICS  MATHEMATIS ADV  PDHPE  PASS |  | FOOD TECHNOLOGY  DESIGN AND TECHNOLOGY  MARINE & AQUACULTURE  MATHEMATICS  MATHEMATIS ADV  PDHPE  PASS |
| 6 | MARINE & AQUACULTURE |  | MARINE & AQUACULTURE |  |
| 7 |  |  | MATHEMATICS  MUSIC  PASS |  |
| 8 | MUSIC  VISUAL ARTS |  | GEOGRAPHY  INDUSTRIAL TECHNOLOGY  MATHEMATIS ADV  VISUAL ARTS |  |
| 9 | CHILD STUDIES  MATHEMATICS  PDHPE  PASS  HISTORY | CHILD STUDIES | FOOD TECHNOLOGY  PDHPE  SCIENCE  CHILD STUDIES  VISUAL ARTS |  |
| 10 | FOOD TECHNOLOGY  INDUSTRIAL TECHNOLOGY  MATHEMATICS ADV  DESIGN AND TECHNOLOGY  SCIENCE | INDUSTRIAL TECHNOLOGY | ENGLISH  ENGLISH ADVANCED |  |
| 11 |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 CHILD STUDIES 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 9 | Planning a Nursery | Preparing for Parenthood | Home/ School | 30% |
| 2 | 9 | My Baby Egg | New Beginnings | School | 20% |
| 3 | 9 | Planning a Baby Shower | All about Family | Home | 30% |
| 4 | 3 | Examination | Let’s Play | School | 20% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| YEAR 9 DESIGN AND TECHNOLOGY 2025 | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 10 | Task 1 – Product and Folio | Sublimation Tumbler and Accompanying Design Folio | School | 30% |
| 3 | 4 | Task 2– Prototype, Product and Folio | Laser Cut Money Box, Prototype and Accompanying Design Folio | School | 40% |
| 4 | 5 | Task 3 – Product and Poster | Handmade Paper Project | School | 30% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 ENGLISH 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  | | | |
| 2 | 4 | Essay Reflection | Power and Ambition | School/ Home | 30% |
| 3 | 10 | Multimodal | Shakespeare | School/ Home | 30% |
| 4 | 4 | Yearly Examination | All texts | School | 40% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 ENGLISH ADVANCED 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  | | | |
| 2 | 4 | Portfolio | Investigation Journal | School/ Home | 50% |
| 3 | 10 | Essay | Tragedy on the Poetry | School | 20% |
| 4 | 4 | Yearly Examination | Modes of Writing | School | 30% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 FOOD TECHNOLOGY 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 10 | Knowledge And Skill Development | Food Service And Catering | School | 25% |
| 2 | 5 | Knowledge And Skill Development | Food Selection And Health | School | 25% |
| 3 | 9 | Knowledge And Skill Development | Food In Australia | School | 25% |
| 4 | 5 | Knowledge And Skill Development | Food For Special Occasions | School | 25% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 HISTORY 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK  WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 9 | Research | Overview and Movement of People | Home | 50% |
| 2 | 4 | Essay | Australians at War | School | 50% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 GEOGRAPHY 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK  WEIGHTING |
| TERM | WEEK |  |  | | |
| 3 | 8 | Research/Comparison | Environmental Change and Management | Home/  School | 50% |
| 4 | 4 | Information Report | Changing Places | School | 50% |

* + **NB: Some classes will study Geography in Semester 1 and History in Semester 2 depending upon the timetable**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| YEAR 9 INDUSTRIALTECHNOLOGY ENGINEERING 2025 | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 10 | Task 1  Practical & Folio | Core Module 1 Materials | School | 25% |
| 2 | 10 | Task 2  Practical & Folio | Core Module 1 Engineered Structures | School | 25% |
| 3 | 8 | Task 3  Practical & Folio | Engineered Products &  Mechanisms | School | 25% |
| 4 | 6 | Task 4  Practical & Folio | Specialised Module - Transport | School | 25% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 MATHEMATICS 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 9 | Assignment | Geometrical Representations | School/  Home | 20% |
| 2 | 3 | Maths online class task | Working with Triangles, Prisms and Cylinders | School | 20% |
| 2 | 5 | Semester 1 Portfolio | All Topics | School/  Home | 10% |
| 3 | 7 | Assignment | Index Law, Financial Mathematics | School/ Home | 20% |
| 4 | 3 | End of course Examination | Constant Rates of Change, Making Predictions. | School | 20% |
| 4 | 5 | Semester 2 Portfolio | All Topics | School/  home | 10% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 STAGE 5 MATHEMATICS ADVANCED 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 10 | Class Task | Coordinate Geometry; Surds | School | 20% |
| 2 | 4 | Class Task | Surface Area and Volume; Trigonometry | School | 20% |
| 2 | 5 | Semester 1 Portfolio | All Topics | School/  Home | 10% |
| 3 | 8 | Class Task | Equations and Inequations | School | 20% |
| 4 | 4 | End of course Examination | Equations; Logarithms | School | 20% |
| 4 | 5 | Semester 2 Portfolio | All Topics | School/  Home | 10% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 MARINE AND AQUACULTURE TECHNOLOGY 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 6 | Practical Task | Core 1 – Introduction to Marine and Aquaculture  Technology | School | 30% |
| 3 | 6 | Student Project | Personal Interest Project | Home/  School | 50% |
| 4 | 5 | Yearly Examination | All Modules | School | 20% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 MUSIC 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK  WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 8 | Performing | Getting the Band Back Together | School | 25% |
| 2 | 4 | Depth Study | Lights Camera Action | School | 25% |
| 3 | 7 | Composing | The Art of Songwriting | School | 25% |
| 4 | 3 | Listening & Elements of Music | Popular Music | School | 25% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 9 | 1 | Assignment  Eat, Sleep, Play, Repeat | School/ Home | 25% |
| 2 | 5 | 2 | Semester 1 Practical Skills Assessment | School | 25% |
| 3 | 9 | 3 | Examination  This is Me | School | 25% |
| 4 | 5 | 4 | Semester 2 Practical Skills Assessment | School | 25% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/  HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 9 | Examination | Body systems and Energy for Physical Activity | School | 25% |
| 2 | 5 | Practical | Footy Codes | School | 25% |
| 3 | 7 | Coaching Workshops/Practical Presentation | Coaching | Home/  School | 25% |
| 4 | 5 | Practical | Racquet Sports | School | 25% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 SCIENCE 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/  HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 10 | Practical Task | Energy | School | 25% |
| 2 | 3 | Knowledge Test | Disease | School | 25% |
| 3 | 9 | Research Task | Materials | School | 25% |
| 4 | 3 | Skills Test | Environmental Sustainability | School | 25% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 9 VISUAL ARTS 2025** | | | | | |
| DATE | | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  | | |
| 1 | 8 | Critical and Historical Studies  Research Task | The Archibald | School/  Home | 20% |
| 2 | 4 | Artmaking: Body of Work | Famous Faces | School | 30% |
| 3 | 8 | Critical and Historical Studies  Case Study | Landscapes | School/  Home | 20% |
| 4 | 4 | Artmaking: Body of Work | Landscapes | School | 30% |