



*Assessment Booklet*

**YEAR 9 2024**



[Blank Page]

## Contents

Assessment Booklet	1
2024 Year 9 Assessment Procedures	4
Year 9 Assessment Calendar - 2024	14
Active for Life Year 9 2024 Assessment Schedule	16
Automotive Studies Year 9 2024 Assessment Schedule	17
Commerce Year 9 2024 Assessment Schedule	18
Computing Technology Year 9 2024 Assessment Schedule	19
English Year 9 2024 Assessment Schedule	20
Food Technology Year 9 2024 Assessment Schedule	21
Game On Year 9 2024 Assessment Schedule	22
Geography Semester 1 Year 9 2024 Assessment Schedule	23
Geography Semester 2 Year 9 2024 Assessment Schedule	24
Graphics Technology Year 9 2024 Assessment Schedule	25
History Semester 1 Year 9 2024 Assessment Schedule	26
History Semester 2 Year 9 2024 Assessment Schedule	27
Industrial Technology - Engineering Year 9 2024 Assessment Schedule	28
Industrial Technology - Multimedia Year 9 2024 Assessment Schedule	29
Industrial Technology - Timber Year 9 2024 Assessment Schedule	30
iSTEM Year 9 2024 Assessment Schedule	31
Japanese Year 9 2024 Assessment Schedule	32
Law and Order Year 9 2024 Assessment Schedule	33
Mathematics Year 9 2024 Assessment Schedule	34
Medical Science Year 9 2024 Assessment Schedule	37
Music Year 9 2024 Assessment Schedule	38
PDHPE Year 9 2024 Assessment Schedule	39
Photographic and Digital Media Year 9 2024 Assessment Schedule	40
Physical Activity and Sports Study Year 9 2024 Assessment Schedule	41
Print Making Year 9 2024 Assessment Schedule	42
Psychology Year 9 2024 Assessment Schedule	43
Science Year 9 2024 Assessment Schedule	44
Textiles Technology Year 9 2024 Assessment Schedule	46
Visual Arts Year 9 2024 Assessment Schedule	47
Visual Design Year 9 2024 Assessment Schedule	48
Work Education Year 9 2024 Assessment Schedule	49

\* VET Subject Assessment Schedules at the back of the booklet

## An Introduction to Stage 5

Stage 5 of the curriculum encompasses Years 9 and 10. The NSW Education Standards Authority (NESA) dictates the program of studies for all students in New South Wales schools in Years 7 - 10. At this stage of the curriculum electives are introduced, giving students more ownership of their studies. At the end of Stage 5, the school will submit a grade to NESA for each of the completed mandatory and elective courses. If a student leaves school before the completion of the Higher School Certificate, the Record of School Achievement (RoSA) can be requested from NESA and it will include these submitted grades.

In Years 9 and 10 mandatory studies are:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education
- Geography
- History

### Stage 5 Leaders:

<ul style="list-style-type: none"><li>• Ms E McEwan and Ms D Nguyen (Year 9 Year Advisors)</li><li>• Ms S Pinzin (Year 9 Deputy Principal)</li><li>• Mr P Wood and Ms M Reilly-Brown (Year 10 Year Advisors)</li><li>• Mr N Train (Year 10 Deputy Principal)</li><li>• Mr D Martin (Head Teacher Wellbeing)</li><li>• Mr M Staines (Head Teacher Curriculum and Assessment)</li></ul>	<h3>Stage 5 Homepage</h3> <p>The Year 9 Homepage is located on Level 4 <b>(Magenta Level)</b></p> <p>The Year 10 Homepage is located on Level 6 <b>(Green Level)</b></p>
---	--

If you would like to get in contact with any of the Stage 5 Leaders, please contact Arthur Phillip High School either by phone or email and request the attention of the relevant staff member.

T: (02) 8855 8100

E: [arthurphil-h.schools@det.nsw.edu.au](mailto:arthurphil-h.schools@det.nsw.edu.au)

Respect

Success

Responsibility

# An Introduction to Assessment:

This handbook will provide you with a guide to the successful attainment of your Year 10 RoSA (Record of School Achievement). The successful completion of Stage 5 and a Year 10 RoSA is the step all students must take to move onto the Higher School Certificate (HSC), which is the highest educational award in NSW schools.

For each of your assessment tasks that you are issued, you will get information including:

- a description of each task and its requirements
- task weighting (how much the task is worth)
- when it is due (it may be a class task or take home task)
- a marking criteria (how it will be marked)

After each task, you will be given detailed feedback on your strengths, as well as how you can improve. Your assessment tasks are outlined in this booklet.

## What is Assessment?

“Assessment is the process of identifying, gathering and interpreting information about a student’s learning. The purpose of assessment is to provide information on student achievement and progress.”

- Principles for assessment and reporting in NSW schools, 1996

## The Record of School Achievement requires you to complete the following:

- A. Follow the course developed by NESA. [1] [SEP]
- B. Apply yourself with diligence and sustained effort to the set tasks and experiences.
- C. Achieve some or all of the course outcomes.

## There are four key elements to success in schooling:

1. **Consistency**- regularly and diligently undertake the work required of you in class and at home.
2. **Application**: show a focused approach to your studies and take a genuine interest in widening your knowledge and developing your skills.
3. **Attitude**- have a positive attitude towards school and the learning you undertake everyday in class.
4. **Attendance**- attend school as much as possible, and arrive to each class on time.

Students must develop a work ethic that reflects a serious commitment to their studies to maximise their potential. If students need any help with school or other matters, please make contact with the Year Advisor.

# Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until, and including, some results from Year 12. The RoSA is useful to students who leave school before the end of Year 12, because they can show it to potential employers or places of further education.

**To be eligible for a RoSA, students must:**

**i) Follow the course developed or endorsed by NESA.**

- The school will provide a program of study designed to satisfy the requirements of the syllabus issued for each subject. Students must ensure the program of study is adhered to through to completion.

**ii) Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.**

- Students must attend school on a regular basis, being absent on as few occasions as possible. All absences must be explained with a parental/carer note that provides an acceptable reason. Excessive absence (more than 20%) jeopardises student achievement of a RoSA due to reduced ability to achieve the course outcomes and complete the course work.
- In addition to the assessment tasks, the marks that determine a student's grade will come from other homework, book work, excursions, activities and assignments that form part of the course and must also be seriously attempted.

**iii) Achieve some or all of the course outcomes.**

- Students must make a genuine and serious attempt at assessment tasks. These tasks are used to determine the level of achievement of course outcomes for each student and therefore, the final grade in each course. Where an assessment task is not attempted or where the attempt is non-serious, students place their RoSA in jeopardy.
- Students must have completed/submitted tasks adding up to at least 50% of the marks for a course otherwise an 'N' Determination may result. **An 'N' Determination in a Stage 5 mandatory subject (English, Mathematics, Science, History, Geography and PDHPE) will result in the student not receiving a RoSA. An 'N' Determination in a 200-Hour elective subject may have the same result.**

**iv) Sit for and make a serious attempt at Assessment.**

- Students must sit for and make a serious attempt on every course assessment. Any absence must be supported by a medical certificate or other appropriate documentation.
- Students must attempt each exam paper in a genuine and serious way. Not completing all sections of the paper, writing or drawing defamatory or silly things may be viewed as non-serious attempts.

## RoSA Grades A-E

To be eligible to earn a grade in a subject, students MUST adhere to the above outlined requirements (i-iv).

Grades are:

- Based on student achievement in their assessment work
- Monitored by NESA for fairness and consistency
- Submitted to NESA by the school in Term 4

# APHS Assessment Expectations (Students and Parents/Carers)

All stakeholders in a student's education have a responsibility for aspects of assessment. Success can best be achieved when ALL stakeholders carry out their responsibilities. The information below outlines the roles and responsibilities for:

- The Student
- The Parent/Carer

## Roles and Responsibilities: The Student

- Attempt **all** assessment tasks to the best of their ability and **submit/complete tasks by the due date**.
- Organise a **study and homework schedule** to promote success in assessment tasks.
- Familiarise themselves with the **course assessment schedules** available within this handbook and seek advice from teachers/Head teachers to clarify any assessment issues.
- Show responsibility and **follow up with their teachers after an absence** to ensure they are aware of assessment tasks notified in their absence. **Absence is not an excuse for missing tasks.**
- If required, provide documentary evidence to support an illness or misadventure claim (for example, a medical certificate)
- Ensure assignments are all their own work (**no plagiarism**) and that the work of others is appropriately presented and referenced. **There will be consequences for plagiarised work.**
- **Reflect on the feedback** provided to inform future improvement and success.

## Roles and Responsibilities: The Parent/Carer

- Encourage students to organise, plan, complete and submit work on time.
- Provide a space for effective study and school work.
- Liaise with the school when a child is experiencing difficulties.
- Be informed about their child's assessment program.

# Important information for the Submission of Tasks

## APHS Stage 5 Assessment Policy:

The consequences for not meeting deadlines are :

- Submitted late - Zero mark awarded and ROSA Course Warning Letter sent by Head Teacher.
- Students who produce a doctor's certificate or appropriate supporting documentation may receive full marks once reviewed by the Year Group Deputy Principal, in consultation with the Subject Head Teacher.

## How do I correctly submit tasks?

When tasks are due to be submitted or completed, the following conditions apply:

- If the task is required to be submitted to the teacher in person, the task must be **handed directly to the class teacher or to the Subject Head teacher** if the teacher is absent. A completed task **cannot be delivered by leaving it on the teacher's desk or submitting it to any other person.**
- Submitting assessment tasks online:** It is the student's responsibility to read the assessment task notification and understand where the teacher requires students to submit their work (Google Drive/Turnitin etc). If you do not have access to the Google Classroom, speak to your teacher/subject Head Teacher.
- Students must be **officially present all day** when handing in, or completing a task – coming to school merely for the relevant period, then leaving, will be noted by the teacher as being submitted on the next full day of attendance.

## What if I am present at school but fail to complete/submit the task?

When a task is carried out in class time (e.g. speech, a practical exam, class test) and a student fails to do the task, the teacher will award a **zero mark and a Course Warning letter for an N Determination will be issued**. The teacher will still require the task, or a substitute task to be completed in order to satisfy course requirements and to provide appropriate feedback.

When a task is to be completed out of class time (e.g. assignment, project etc.) and a student fails to submit it, he/she will receive **zero marks and a Course Warning letter for an N Determination will be issued** for the task. The teacher will still require the task, or a substitute task to be completed in order to provide appropriate feedback.

## What if I am absent from school on the assessment submission due date?

Students who are prevented from submitting/attending an assessment task (including a practical examination) on the due date due to **illness or unforeseen misadventure** will need to complete an **Illness/Misadventure form**. For this to be approved, a student must complete and submit it online within **48 hours of the task due date**.

The **Illness/Misadventure Application form** can be found by clicking on the '**Assessment**' icon at the **APHS Student Hub**. To support your **Illness/Misadventure Application** application, you will need to upload a **Doctor's Certificate**. **A letter from a parent/caregiver does not satisfy this requirement.**



**Long term absences:** Students who are absent long term will need a justifiable explanation with evidence and must seek approval from the Principal. If leave is granted, it is the student's responsibility to email his/her teacher of course/assessment requirements and complete the task to the best of his/her ability by the due date or negotiate a time with the teacher to complete the task upon return to school.

**Student Grievances:** Where students find they have grievances concerning assessment practices, the student and/or parent/carer should contact the Subject Head Teacher.

### What if I submit the task by the due date, but my teacher deemed it to be a Non-Serious Attempt?

Students who do not make a serious attempt at the assessment task will be awarded a **zero mark** and a **Course Warning letter for an N Determination will be issued**. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have **zero marks** awarded. Please contact your Subject Head Teacher via email if you require further information.

### What if I engage in Malpractice?

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving **zero marks** and a **Course Warning letter for an N Determination will be issued**.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Buying, stealing, borrowing or using another person's work in part or full and presenting it as your own. **This includes, but is not limited to the use of Artificial Intelligence (AI) technology.**
- Building on the ideas of another person without reference to the source.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Using non-approved aids during an assessment task, i.e. mobile phone.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

**In the case of suspected plagiarism**, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence may include, but is not limited to the student:

- Providing evidence of, and explaining the process of their work. This may include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

# Course Warnings for an N Determination:

## What is a Course Warning?

The awarding of the Record of School Achievement (RoSA) and the Higher School Certificate (HSC) is a worthy goal for students from Years 9 to 12. These credentials can be used as a means of accessing post-school training and other career opportunities. It is for these reasons, and to maintain the integrity of the system, that (NESA) has put in place for all schools strict guidelines regarding students' satisfactory completion of courses.

To satisfy the Course Completion Criteria in every subject, students are required to:

- **Complete coursework, homework and assessment tasks**
- **Demonstrate sustained diligence and application in class**

**If a student is in danger of not completing these requirements**, an official **Course Warning letter for an N Determination will be sent home**. **Written warnings** are both **emailed and mailed** home. Written warnings are sent home as soon as possible, in order for actions to be taken by the student and his/her parents/carers to rectify the situation.

NESA insists that a student must be given the opportunity to **resolve** Course Warnings (complete an assessment task/coursework and hand it in at a later date). Students are given the opportunity to resolve Course Warnings because:

- The task is used as evidence that a student has satisfied the requirements of a course.
- It supports ongoing learning, and demonstrates that a student can achieve the intended outcomes.

**Note:** Resolving a task does not, however, withdraw or void the warning. The student will still receive zero marks.

## What do I need to do if I receive a Course Warning?

1. Each Course Warning letter will state the **action required by the student to RESOLVE** their warning letter (see the table below). **Read this information CAREFULLY.**

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action required by student	Date to be completed by (if applicable)

2. Return the Course Warning letter slip to the Homebase SASS staff, **signed** by a parent/carer and the student.

---

**Acknowledgement of Official Warning**  
Please return to the school office

I have received the letter dated \_\_\_\_\_ advising me that \_\_\_\_\_ is in danger of not meeting the course completion requirements for \_\_\_\_\_, and am aware that this is the \_\_\_\_\_ official warning.

This course is mandatory for the award of the Record of School Achievement..

I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

3. Submit the task by the **Course Warning Due Date** to the classroom teacher. The Course Warning letter will state the due date, and this date is at least **four weeks** from the date the letter is sent home.

**Practical assessments/projects:**

You are to report to your classroom teacher at the negotiated room to perform/submit the task.

**Please be aware that you may be required to complete this task during a recess break.**

4. Allow up to **2 weeks** for the Subject Head Teacher and Classroom teacher to review your assessment task and provide constructive feedback.

**Once steps 1 - 4 have been successfully completed, then your warning letter will appear RESOLVED on sentral. Students who resolve their warning letters will receive a mark of **zero**, as the task was not completed by the initial due date and/or breached assessment protocols and/or did not submit the task at all.**

**What if I completed/submitted the online *Illness/Misadventure Application* within 48 hours of the task due date but still received a Course Warning letter?**

Upon review of your online ***Illness/Misadventure Application*** by the **Subject Head Teacher** of the course, he/she will determine if special consideration is awarded/approved and will then remove your Course Warning via Sentral.

**What if I fail to resolve my Course Warning/s?**

If students do not fulfil a course's requirements, they may receive an **'N' determination**.

- **NESA requires TWO warnings for a student, in order for an N Determination** to be made by the Principal at the end of the course. A warning is NOT issued for disciplinary reasons. It is NOT intended as a 'stain' on a student's character or record. Simply, it is a concern that the student is not meeting course outcomes and that he/she may be in danger of not satisfactorily meeting course requirements.
- Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem. If a student receives an 'N' determination in a mandatory curriculum requirement course, they **will not be eligible for the RoSA**.

## NAPLAN (Year 9)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008. NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year.

**NAPLAN is made up of tests in the four areas (or ‘domains’) of:**

- **reading**
- **writing**
- **language conventions (spelling, grammar and punctuation)**
- **numeracy**

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

For more information, please visit: <https://www.nap.edu.au/home>

## HSC Minimum Standard of Literacy and Numeracy

**What is the HSC minimum standard?**

Since 2021, students in NSW have had to meet a minimum standard of literacy and numeracy to be eligible for the HSC credential. The HSC minimum standard is a practical level of reading, writing and numeracy used in everyday life, for work and further study.

Students will need to complete a series of short online reading, writing and numeracy tests and achieve a minimum Level 3 or 4 to meet the minimum standard. You can attempt each test twice a year starting in Year 10.

The standard has been introduced to help improve the literacy and numeracy of students, and ensure that they have the basic skills required for life after school.

Since 2021 it has been compulsory to complete the online tests. If a student doesn't meet the minimum standard, they will not be able to receive a HSC. However, they don't need to meet the HSC minimum standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement (RoSA)

You can read more about the standards here: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You can also read about what each short test will involve and look at example questions here: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

## Study Hall

Students who require support for homework and/or assessment are encouraged to attend the Study Hall. It is free of charge and there are staff members to assist with various subjects.

Students who have **not resolved their Course Warnings** are advised to attend the study hall, in order for them to receive support to complete assessment tasks and coursework.

When	Where	Teacher/s
<ul style="list-style-type: none"> <li>Every Monday from 3:05 pm to 4:30 pm</li> </ul>	<ul style="list-style-type: none"> <li>Year 8 Homebase (Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated by Mr Staines</li> <li>Staffed by a variety of teachers from different subjects (on a rotational basis)</li> </ul>

## STRIVE Values

To fulfil my potential, I **STRIVE** to demonstrate:

Respect	Success	Responsibility
<ul style="list-style-type: none"> <li>Allow others to participate without distraction or disruption</li> <li>Recognise the rights of others and be polite</li> <li>Take care of personal, school and other individual's property</li> <li>Acknowledge other people's work</li> <li>Accept individual differences</li> <li>Be sensitive to other people's needs and feelings</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Work to the best of my ability</li> <li>Set myself goals and aim to achieve them</li> <li>Accept challenges</li> <li>Participate in school activities</li> <li>Participate without fear of failure</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for lessons</li> <li>Arrive on time to class and school</li> <li>Prepare for set tasks</li> <li>Seek and accept help when needed</li> <li>Meet due dates and produce my own work</li> <li>Use all available resources</li> <li>Take pride in myself and my school</li> </ul>

## Year 9 Assessment Calendar - 2024

### Term 1 - 2024

<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	
<b>WEEK 5</b>	Geography Semester 1;
<b>WEEK 6</b>	History Semester 1; Medical Science;
<b>WEEK 7</b>	
<b>WEEK 8</b>	English; Game On; PDHPE; Science;
<b>WEEK 9</b>	Automotive Studies; Commerce; Law and Order; Mathematics; Physical Activity and Sports Study; Physical Activity and Sports Study; Textiles Technology; Work Education;
<b>WEEK 10</b>	Computing Technology; Geography Semester 1; Graphics Technology; Industrial Technology - Timber; iSTEM; Japanese; Music; Psychology;
<b>WEEK 11</b>	Food Technology;

### Term 2 - 2024

<b>WEEK 1</b>	
<b>WEEK 2</b>	Industrial Technology - Multimedia;
<b>WEEK 3</b>	Active for Life; Photographic and Digital Media;
<b>WEEK 4</b>	Commerce; Food Technology; Industrial Technology - Engineering; Industrial Technology - Engineering; Mathematics; Visual Arts; Visual Design;
<b>WEEK 5</b>	Game On; Geography Semester 1; History Semester 1; Japanese; Law and Order; Medical Science; Music; Print Making; Psychology; Science; Work Education;
<b>WEEK 6</b>	
<b>WEEK 7</b>	
<b>WEEK 8</b>	
<b>WEEK 9</b>	Automotive Studies; English; Industrial Technology - Timber; PDHPE; Physical Activity and Sports Study; Textiles Technology;
<b>WEEK 10</b>	Active for Life; Graphics Technology; History Semester 1; Industrial Technology - Multimedia; iSTEM;

## Year 9 Assessment Calendar - 2024

### Term 3 - 2024

<b>WEEK 1</b>	
<b>WEEK 2</b>	
<b>WEEK 3</b>	
<b>WEEK 4</b>	Game On; Graphics Technology; Science;
<b>WEEK 5</b>	Computing Technology; Geography Semester 2;
<b>WEEK 6</b>	History Semester 2; Japanese; Medical Science;
<b>WEEK 7</b>	English; Food Technology; Mathematics; Psychology;
<b>WEEK 8</b>	Commerce; Law and Order; Physical Activity and Sports Study;
<b>WEEK 9</b>	Automotive Studies; Computing Technology; PDHPE; Work Education;
<b>WEEK 10</b>	Active for Life; Geography Semester 2; History Semester 2; Industrial Technology - Multimedia; iSTEM; Music;

### Term 4 - 2024

<b>WEEK 1</b>	Science;
<b>WEEK 2</b>	
<b>WEEK 3</b>	Commerce; Japanese; Mathematics; Photographic and Digital Media; Print Making; Visual Arts;
<b>WEEK 4</b>	English; Food Technology; Geography Semester 2; Graphics Technology; Industrial Technology - Engineering; Industrial Technology - Multimedia; Industrial Technology - Timber; Industrial Technology - Timber; Law and Order; Medical Science; Music; PDHPE; Psychology; Visual Design; Work Education;
<b>WEEK 5</b>	Active for Life; Automotive Studies; Computing Technology; Game On; History Semester 2; Textiles Technology;
<b>WEEK 6</b>	
<b>WEEK 7</b>	iSTEM;
<b>WEEK 8</b>	
<b>WEEK 9</b>	
<b>WEEK 10</b>	

## Arthur Phillip High School

### Assessment Schedule 2024

## Active for Life - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Practical Assessment of Skills	Reflection Journal	Practical Assessment of Skills	Story Entry	
<b>Topic</b>	Fitness	Goal Setting	Modified Sport	Living a Healthy Life	
<b>Timing</b>	Term 2 Week 3, 2024	Term 2 Week 10, 2024	Term 3 Week 10, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	AFL1.1, AFL1.2, AFL1.3	AFL1.5, AFL1.6	AFL1.1, AFL1.2, AFL1.4	AFL1.5, AFL1.6, AFL1.7, AFL1.8	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding about: -the contribution of physical activity and sport to individual, community and societal wellbeing	15	10	15	10	<b>50</b>
Skills in: -developing personal abilities to participate in physical activity and sport with confidence and enjoyment	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

#### A Student:

AFL1.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
AFL1.2	works collaboratively with others to enhance participation, enjoyment and performance
AFL1.3	performs movement skills with increasing proficiency
AFL1.4	discusses the nature and impact of historical and contemporary issues in physical activity and sport
AFL1.5	describes factors that influence life's choices and how choices impact our health
AFL1.6	evaluates experiences in life and what consequences can come from the decisions we make
AFL1.7	analyses factors that contribute to health for individuals
AFL1.8	describes factors that influence life's choices and how choices impact our health



## Arthur Phillip High School

### Assessment Schedule 2024

# Automotive Studies - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task					
Topic	Parts Of A Car & Its Ownership	Internals Of A Combustion Engine	Careers In Automotive	Types Of Motorsports	
Timing	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 3 Week 9, 2024	Term 4 Week 5, 2024	
Outcomes assessed	AS5-1	AS5-2, AS5-3	AS5-4	AS5-5	
Components					<b>Weighting %</b>
Total %	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

AS5-1	identifies and describes the various parts of a vehicle as well as its ownership and maintenance procedures
AS5-2	identifies, describes and understands the role of internal parts of a combustion engine
AS5-3	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
AS5-4	identifies the job opportunities, training and requirements of careers within the automotive sector
AS5-5	understands the various forms of motorsport (past and present) as well as their impacts on the car development and production

## Arthur Phillip High School

### Assessment Schedule 2024

# Commerce - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Test	Research Task	Research and Oral Presentation	Research Task	
<b>Topic</b>	Consumer and Financial Decisions	Running a Business	Employment and Work Futures	Running a Business / Promoting and Selling	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 4, 2024	Term 3 Week 8, 2024	Term 4 Week 3, 2024	
<b>Outcomes assessed</b>	COM5-1, COM5-2, COM5-5	COM5-2, COM5-5, COM5-7, COM5-9	COM5-1, COM5-2, COM5-5, COM5-7	COM5-1, COM5-3, COM5-8	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

## Arthur Phillip High School

### Assessment Schedule 2024

# Computing Technology - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Product and Design Portfolio	Product and Design Portfolio	Product and Design Portfolio	Product and Design Portfolio	
<b>Topic</b>	User Experience Design	Apps and Web Software	Games and Simulations - Part 1	Games and Simulations - Part 2	
<b>Timing</b>	Term 1 Week 10, 2024	Term 3 Week 5, 2024	Term 3 Week 9, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	CT5-COL-01, CT5-COM-01, CT5-DAT-01, CT5-DAT-02, CT5-DES-01, CT5-DPM-01, CT5-SAF-01, CT5-THI-01	CT5-COL-01, CT5-COM-01, CT5-DAT-01, CT5-DES-01, CT5-DPM-01, CT5-EVL-01, CT5-OPL-01, CT5-SAF-01, CT5-THI-01	CT5-COL-01, CT5-COM-01, CT5-DAT-01, CT5-DPM-01, CT5-EVL-01, CT5-OPL-01, CT5-SAF-01, CT5-THI-01	CT5-COL-01, CT5-COM-01, CT5-DAT-01, CT5-DPM-01, CT5-EVL-01, CT5-OPL-01, CT5-SAF-01, CT5-THI-01	
<b>Components</b>					<b>Weighting %</b>
Practical	20	20	5	5	<b>50</b>
Portfolio/Theory	15	15	10	10	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>15</b>	<b>15</b>	<b>100</b>

*A Student:*

CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-DES-01	designs and creates user interfaces and the user experience
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions

## Arthur Phillip High School

### Assessment Schedule 2024

# English - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Poetry Portfolio Hand in	Extended Response: Essay In class	Multimodal Presentation Hand in	Extended Creative Response: Short Story	
<b>Topic</b>	Poetry and Place	Representation in Shakespeare	Australian Identities	Genre Study: Short Stories	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 9, 2024	Term 3 Week 7, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	EN5-ECA-01, EN5-ECB-01, EN5-URA-01	EN5-ECA-01, EN5-URA-01, EN5-URB-01	EN5-ECA-01, EN5-RVL-01, EN5-URA-01	EN5-ECA-01, EN5-RVL-01, EN5-URC-01	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

EN5-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts
EN5-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN5-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN5-URB-01	examines and explains how texts represent ideas, experiences and values
EN5-URC-01	identifies and explains ways of valuing texts and the connections between them

## Arthur Phillip High School

### Assessment Schedule 2024

# Food Technology - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task	Practical Task	Research Task and Practic	Practical Task	
<b>Topic</b>	Food Selection and Health HelloEats	Food Practicals	Food in Australia	Food Practicals	
<b>Timing</b>	Term 1 Week 11, 2024	Term 2 Week 4, 2024	Term 3 Week 7, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	FT5-3, FT5-7, FT5-8, FT5-11, FT5-12	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

*A Student:*

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
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

## Arthur Phillip High School

### Assessment Schedule 2024

# Game On - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Group Presentation	Research and Algorithm Design	Full-coded game in Unity	JavaScript Game	
<b>Topic</b>	Game Proposal	Game Design Part 1	Game Design Part 2		
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 5, 2024	Term 3 Week 4, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	G5-4, G5-5, G5-6	G5-1, G5-2, G5-3, G5-6	G5-2, G5-3, G5-4, G5-5	G5-1, G5-2, G5-3	
<b>Components</b>					<b>Weighting %</b>
Practical	20		30	20	<b>70</b>
Portfolio/Theory		20	10		<b>30</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

**A Student:**

G5-1	selects and justifies the application of appropriate software programs to a range of tasks
G5-2	describes and applies problem-solving processes when creating solutions
G5-3	designs, produces and evaluates appropriate solutions to a range of challenging problems
G5-4	justifies responsible practices and ethical use of information and software technology
G5-5	applies collaborative work practices to complete tasks
G5-6	communicates ideas, processes and solutions to a targeted audience

## Arthur Phillip High School

### Assessment Schedule 2024

# Geography Semester 1 - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills Test	Research Task	Yearly Exam	
Topic	Changing Places	Changing Places	Sustainable Biomes	
Timing	Term 1 Week 5, 2024	Term 1 Week 10, 2024	Term 2 Week 5, 2024	
Outcomes assessed	GE5-7	GE5-2, GE5-3, GE5-5	GE5-2, GE5-3, GE5-7, GE5-8	
Components				<b>Weighting %</b>
Total %	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

*A Student:*

GE5-1	explains the diverse features and characteristics of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

## Arthur Phillip High School

### Assessment Schedule 2024

# Geography Semester 2 - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills Test	Research Task	Yearly Exam	
Topic	Changing Places	Changing Places	Sustainable Biomes	
Timing	Term 3 Week 5, 2024	Term 3 Week 10, 2024	Term 4 Week 4, 2024	
Outcomes assessed	GE5-7	GE5-2, GE5-3, GE5-5	GE5-2, GE5-3, GE5-7, GE5-8	
Components				<b>Weighting %</b>
Total %	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

*A Student:*

GE5-1	explains the diverse features and characteristics of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies



## Arthur Phillip High School

### Assessment Schedule 2024

# Graphics Technology - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Portfolio	Portfolio	Mini- Project	Product Design Major Project	
<b>Topic</b>	Instrument Drawing	Computer- Aided Drawing	Camera	Project Perfume	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Week 4, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	GT5-1, GT5-3, GT5-5, GT5-6, GT5-9, GT5-10, GT5-12	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-10, GT5-11	GT5-5, GT5-7, GT5-8, GT5-9, GT5-10	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-8, GT5-10, GT5-11	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**A Student:**

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

## Arthur Phillip High School

### Assessment Schedule 2024

# History Semester 1 - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	
Nature of Task	Source-based Quiz	Project	Yearly Exam	
Topic	The Industrial Revolution	Australia and World War One	All Course Work	
Timing	Term 1 Week 6, 2024	Term 2 Week 10, 2024	Term 2 Week 5, 2024	
Outcomes assessed	HT5-1, HT5-3, HT5-5, HT5-6	HT5-2, HT5-4, HT5-6, HT5-9	HT5-1, HT5-4, HT5-7, HT5-10	
Components				<b>Weighting %</b>
Total %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# History Semester 2 - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	
Nature of Task	Source-based Quiz	Project	Yearly Exam	
Topic	The Industrial Revolution	Australia World War One	All Course Work	
Timing	Term 3 Week 6, 2024	Term 3 Week 10, 2024	Term 4 Week 5, 2024	
Outcomes assessed	HT5-1, HT5-3, HT5-5, HT5-6	HT5-2, HT5-4, HT5-6, HT5-9	HT5-1, HT5-4, HT5-7, HT5-10	
Components				<b>Weighting %</b>
Total %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# Industrial Technology - Engineering - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Portfolio	Model	Portfolio	Model	
Topic	Structures	Structures	Mechanisms	Mechanisms	
Timing	Term 2 Week 4, 2024	Term 2 Week 4, 2024	Term 4 Week 4, 2024	Term 4 Week 4, 2024	
Outcomes assessed	IND5-2, IND5-4, IND5-6, IND5-8, IND5-10	IND5-1, IND5-3, IND5-5, IND5-7, IND5-9	IND5-4, IND5-5, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-6, IND5-7	
Components					Weighting %
Practical		30		30	60
Portfolio/Theory	20		20		40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

#### A Student:

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

## Arthur Phillip High School

### Assessment Schedule 2024

# Industrial Technology - Multimedia - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Game Art Graphics	Product Website	Video Group Task	Motion Graphics and Special Effects	
<b>Topic</b>					
<b>Timing</b>	Term 2 Week 2, 2024	Term 2 Week 10, 2024	Term 3 Week 10, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	IND5-2, IND5-5, IND5-7, IND5-10	IND5-1, IND5-5, IND5-8, IND5-9	IND5-1, IND5-3, IND5-5, IND5-6, IND5-7	IND5-3, IND5-4, IND5-5, IND5-7	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>

*A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# Industrial Technology - Timber - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Portfolio & Model	Portfolio & Model	Portfolio	Model	
<b>Topic</b>	Passive AMP	Tool Box	Spice Rack	Spice Rack	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 9, 2024	Term 4 Week 4, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	IND5-2, IND5-4, IND5-6, IND5-8, IND5-10	IND5-1, IND5-3, IND5-5, IND5-7, IND5-9	IND5-4, IND5-5, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-6, IND5-7	
<b>Components</b>					<b>Weighting %</b>
Practical		30		30	<b>60</b>
Portfolio/Theory	20		20		<b>40</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

#### *A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# iSTEM - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	- Introduction to Exolab (Complete exolab-10 lessons) - Design a space habitat in virtual reality	- Investigating sunlight Research Report - Google site entry	Research, design sketch, prototype and evaluation	Individual portfolio	
<b>Topic</b>	Exolab	F1 in Schools	F1 in Schools	F1 in Schools	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Week 10, 2024	Term 4 Week 7, 2024	
<b>Outcomes assessed</b>	ST5-1, ST5-2, ST5-3, ST5-8	ST5-4, ST5-7	ST5-3, ST5-6, ST5-7	ST5-8	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>15</b>	<b>35</b>	<b>100</b>

*A Student:*

ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

## Arthur Phillip High School

### Assessment Schedule 2024

# Japanese - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	In Class Test	Presentation and Speech	Online Blog Submission	In Class Examination	
<b>Topic</b>	Japan and I Nationality and Identity	Holidays and Special Events in Japan	Travel in Japan	Making Plans In My Free Time	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 5, 2024	Term 3 Week 6, 2024	Term 4 Week 3, 2024	
<b>Outcomes assessed</b>	ML5-CRT-01, ML5-INT-01, ML5-UND-01	ML5-CRT-01, ML5-INT-01	ML5-CRT-01	ML5-CRT-01, ML5-INT-01, ML5-UND-01	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

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



## Arthur Phillip High School

### Assessment Schedule 2024

# Law and Order - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Test	Scenario PEEL Paragraphs	Research Task	Yearly Exam	
<b>Topic</b>	Law and Order Concepts	Law in Action	Sports and the Law	Case Studies	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Week 8, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	COM5-1, COM5-2, COM5-5	COM5-2, COM5-5, COM5-7, COM5-9	COM5-1, COM5-2, COM5-5, COM5-7	COM5-1, COM5-3, COM5-8	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Arthur Phillip High School

Assessment Schedule 2024

**Mathematics - Stage 5 - Year 9**

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	In Class Written Task	In Class Written Task	Investigation Task and In Class Validation	In Class Written Task	
<b>Topic</b>	Algebra Equations Indices Trigonometry	Linear Relationships Perimeter	Statistics	Algebra Measurement Area and Volume	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 4, 2024	Term 3 Week 7, 2024	Term 4 Week 3, 2024	
<b>Outcomes assessed</b>	MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-02, MA4-ALG-C-01, MA4-LIN-C-01, MA0-WM-01	MA5-LIN-C-01, MA5-LIN-C-02, MA4-INT-C-01, MA0-WM-01	MA4-ANG-C-01, MA4-GEO-C-01, MA0-WM-01	MA5-ALG-C-01, MA5-ALG-P-02, MA4-ARE-C-01, MA4-LEN-C-01, MA4-VOL-C-01, MA0-WM-01	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

*A Student:*

MA0-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)

MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-C-02	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Adv)
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

## Arthur Phillip High School

### Assessment Schedule 2024

# Medical Science - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Take home Task - Ethical Scenarios	Practical Task - Anatomical Structures	Research & Analysis Task + In class essay	Creating Forensic Scenarios	
<b>Topic</b>	History & Ethics of Medical Science	Anatomy, Histology & Physiology	Treatment of diseases/ Drug therapy	Forensic Science	
<b>Timing</b>	Term 1 Week 6, 2024	Term 2 Week 5, 2024	Term 3 Week 6, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	MS1, MS2, MS3, SC5-3VA	MS3, MS4, MS6, SC5-3VA	MS3, MS5, MS6	MS3, MS6, MS7	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>30</b>	<b>25</b>	<b>100</b>

*A Student:*

MS1	appreciates and respects the difficulties presented in ethically complex scenarios in medicine and the medical field
MS2	applies knowledge of the four pillars of ethics to analyse a range of ethically complex medical scenarios
MS3	communicates scientific understanding using suitable language and terminology
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
MS4	applies knowledge and understanding of the anatomy, histology and physiology of body systems (circulatory, respiratory, skeletal, nervous, excretory and immune) to explain how the body functions
MS5	applies knowledge and understanding of diseases, diagnosis and drugs for treatments
MS6	communicates scientific understanding using suitable language and terminology
MS7	applies knowledge and understanding of forensic techniques and their application to solve crimes

## Arthur Phillip High School

### Assessment Schedule 2024

# Music - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	In Class Performance	In Class Listening Examination	Composition Submission	In Class Performance	
<b>Topic</b>	Australian Music	Australian Music	Music for Small Ensembles	Theatre Music	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 5, 2024	Term 3 Week 10, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	5.2, 5.3	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.1, 5.11, 5.12	
<b>Components</b>					<b>Weighting %</b>
Performing	25			25	<b>50</b>
Composing			25		<b>25</b>
Listening		25			<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

*A Student:*

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 technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
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
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
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Arthur Phillip High School

### Assessment Schedule 2024

## PDHPE - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task	Practical Skills and Website/Handbook	In Class Response	Practical Skills	
<b>Topic</b>	The best me I can be?	Practical Assessment  Relationships	Better Safe than Sorry	Practical Assessment	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 9, 2024	Term 3 Week 9, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	PD5-1, PD5-2, PD5-9	PD5-3, PD5-7, PD5-9, PD5-10	PD5-7, PD5-9	PD5-3, PD5-10	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	20	10	10	<b>50</b>
Skills in critical thinking, research, analysis and communicating	10	20	5	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>15</b>	<b>25</b>	<b>100</b>

#### *A Student:*

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

## Arthur Phillip High School

### Assessment Schedule 2024

# Photographic and Digital Media - Stage 5 - Year 9

Task number	Task 1	Task 2	
<b>Nature of Task</b>	Image Making and Art Studying Submission	Image Making and Art Studying Submission	
<b>Topic</b>	Camera Craft	Image Manipulation	
<b>Timing</b>	Term 2 Week 3, 2024	Term 4 Week 3, 2024	
<b>Outcomes assessed</b>	5.1, 5.4, 5.6	5.2, 5.3, 5.7, 5.8	
Components			Weighting %
Image Making	30	40	<b>70</b>
Historical/Critical	10	20	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>60</b>	<b>100</b>

*A Student:*

5.1	developing skills in a range of photographic and digital techniques
5.2	makes images that consider the relationships between the photographer, the world around them and the audience who view the images
5.3	makes images that have personal and/or cultural and/or contemporary meaning, that consider the formal qualities such as colour, balance and composition
5.4	investigates the world as a source of ideas, concepts and subject matter for works and selects appropriate techniques to make and refine images
5.5	makes informed choices to develop and extend concepts and different meanings in their works
5.6	applies their photographic knowledge and experiences to critically and historically interpret photographic works
5.7	uses their understanding of the relationships between the photographer, the world around them and the audience to analyse and interpret photographic images
5.8	interprets images from different points of view such as personal and/or cultural and/or contemporary and considers the formal qualities such as colour, balance and composition



## Arthur Phillip High School

### Assessment Schedule 2024

# Physical Activity and Sports Study - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Practical Assessment	Examination	Practical Assessment and Presentation	Report	
<b>Topic</b>	Physical Fitness	Body Systems and Energy for Physical Activity	World Games Technology In Sport	Sport for Specific Groups	
<b>Timing</b>	Term 1 Week 9, 2024	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 3 Week 8, 2024	
<b>Outcomes assessed</b>	PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-10	PASS5-4, PASS5-5, PASS5-6, PASS5-7, PASS5-10	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7	
<b>Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	10	20	10	10	<b>50</b>
Skills in critical thinking, research, analysis and communicating	10		30	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>100</b>

**A Student:**

PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

# Arthur Phillip High School

## Assessment Schedule 2024

### Print Making - Stage 5 - Year 9

Task number	Task 1	Task 2	
Nature of Task	Edition of Prints Online Test	Edition of Prints Online Test	
Topic	Landscape & the Built Environment	Identity	
Timing	Term 2 Week 5, 2024	Term 4 Week 3, 2024	
Outcomes assessed	5.1, 5.2, 5.4, 5.6	5.1, 5.3, 5.5, 5.6	
Components			Weighting %
Making	40	40	80
Studying	10	10	20
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

#### A Student:

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between the artist - artwork - world - audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual art
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks

## Arthur Phillip High School

### Assessment Schedule 2024

# Psychology - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research and Presentation	Case Study	Research Task and Report	Yearly Exam	
<b>Topic</b>	Core 1: What is Psychology	Option 4: Forensic Science	Core 2: Research Methods in Psychology	Option 8: Psychological Disorders and Constructs of Normality Core 1: What is Psychology Option 4: Forensic Science Core 2: Research Methods in Psychology	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 5, 2024	Term 3 Week 7, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	PSY5-1, PSY5-2, PSY5-8	PSY5-6, PSY5-8	PSY5-2, PSY5-5, PSY5-8	PSY5-1, PSY5-2, PSY5-4, PSY5-5, PSY5-6, PSY5-7, PSY5-8	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**A Student:**

PSY5-1	explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
PSY5-2	explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
PSY5-3	describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
PSY5-4	explains a range of psychological theories and identifies the application of these theories to everyday life
PSY5-5	demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
PSY5-6	recognises the applications and influence of psychology in popular culture and its importance to social factors
PSY5-7	examines suitable research methods including procedures and critical analysis when completing action based learning
PSY5-8	communicates psychological information and ideas using appropriate written, oral and visual forms

## Arthur Phillip High School

### Assessment Schedule 2024

# Science - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Presentation and Topic Test	Research Task and Topic Test	Practical/Secondary Data Task	Yearly Exam	
<b>Topic</b>	Electricity / Renewable Energy	Periodic Table	Acids	All topics	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 5, 2024	Term 3 Week 4, 2024	Term 4 Week 1, 2024	
<b>Outcomes assessed</b>	SC5-7WS, SC5-9WS, SC5-11PW	SC5-9WS, SC5-13ES	SC5-6WS, SC5-7WS	SC5-10PW, SC5-11PW, SC5-13ES, SC5-14LW, SC5-16LW	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>100</b>

*A Student:*

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16LW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## Arthur Phillip High School

### Assessment Schedule 2024

# Textiles Technology - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research and Practical Task	Research and Practical Task	Research and Practical Task	
<b>Topic</b>	Apparel Design: Funky Furnishings	Apparel Design: Onesie	Costume: Haute Couture Hoodies	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 9, 2024	Term 4 Week 5, 2024	
<b>Outcomes assessed</b>	TEX5-3, TEX5-4, TEX5-9, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-4, TEX5-5	TEX5-3, TEX5-4, TEX5-7, TEX5-8	
<b>Components</b>				<b>Weighting %</b>
Practical	20	10	20	<b>50</b>
Portfolio/Theory	10	20	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**A Student:**

TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

# Arthur Phillip High School

## Assessment Schedule 2024

### Visual Arts - Stage 5 - Year 9

Task number	Task 1	Task 2	
<b>Nature of Task</b>	Art Making and Art Studying Submission	Art Making and Art Studying Submission	
<b>Topic</b>	Portraiture Unpacked	The Art of Landscape	
<b>Timing</b>	Term 2 Week 4, 2024	Term 4 Week 3, 2024	
<b>Outcomes assessed</b>	5.1, 5.2, 5.3, 5.6, 5.8	5.2, 5.4, 5.5, 5.7, 5.9	
<b>Components</b>			<b>Weighting %</b>
Artmaking	30	30	<b>60</b>
Art Studying	20	20	<b>40</b>
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

#### A Student:

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

# Arthur Phillip High School

## Assessment Schedule 2024

### Visual Design - Stage 5 - Year 9

Task number	Task 1	Task 2	
Nature of Task	Product Design	Product Design	
Topic	Night Light	Stencil Art	
Timing	Term 2 Week 4, 2024	Term 4 Week 4, 2024	
Outcomes assessed	5.1, 5.2, 5.3, 5.7	5.2, 5.3, 5.6, 5.7, 5.8	
Components			Weighting %
Making	30	30	60
Studying	20	20	40
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

#### A Student:

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



## Arthur Phillip High School

### Assessment Schedule 2024

# Work Education - Stage 5 - Year 9

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Presentation	Investigation	PBL	Oral Presentation	
<b>Topic</b>	Career Profile	Workplace Safety	Community Project	Life Transitions	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Week 9, 2024	Term 4 Week 4, 2024	
<b>Outcomes assessed</b>	WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-9, WE5-10	WE5-1, WE5-2, WE5-3, WE5-4, WE5-7, WE5-9, WE5-10	WE5-4, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10	WE5-1, WE5-2, WE5-3, WE5-4, WE5-5, WE5-6, WE5-8, WE5-9, WE5-10	
<b>Components</b>					<b>Weighting %</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**A Student:**

WE5-1	analyses employment trends and changes in the nature of work
WE5-2	analyses current workplace issues and their implications
WE5-3	examines the roles of diverse organisations in the Australian community
WE5-4	evaluates the roles and responsibilities of individuals within the Australian community
WE5-5	explains the roles of education, employment and training organisations
WE5-6	assesses personal goals, attributes and values in the context of education, training and employment
WE5-7	explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5-8	assesses options for career development and managing transitions
WE5-9	selects and analyses relevant information from a variety of sources
WE5-10	selects and uses appropriate forms to communicate information about the world of work for different audiences