



2025 YEAR 9

ASSESSMENT GUIDE



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YHS Assessment Guidelines and Procedures - Year 9

Overview - Stage 5

The following outlines the school and NSW Education Standards Authority (NESA) assessment requirements for satisfactory course completion in Stage 5.

Course completion requirements

For a student to be considered to have satisfactorily completed a course there must be sufficient evidence that they have:

- Followed the course developed or endorsed by NESA.
- Applied themselves with diligence and sustained effort to the tasks and experiences provided in the course by the school;
- Regular attendance throughout the school year. This is critical to enable a student to achieve the course outcomes and do well.

A students' performance in class, and in formative and summative, will be used to determine whether they have satisfactorily completed a particular course.

Formative Assessment

- Formative assessments:
 - are ongoing assessment that provide immediate feedback to students and teachers on their progress and understanding of the course material.
 - are designed to help students identify areas of strength and areas that need improvement.
 - help teachers identify areas where students are having difficulty or need additional support or instruction.
 - promote active learning by engaging students in the learning process, enhancing their understanding and retention.
 - provide students with a sense of accomplishment and progress, which can boost their motivation and engagement in the learning process.
 - encourage students to reflect on their learning and think about their thinking (metacognition).
 - provides valuable data for teachers that can inform their instructional decisions.
 - create a supportive learning environment where students feel comfortable to take risks, making mistakes and seeking help.

Students are required to actively participate in formative assessments, which may include (but not limited to) class discussions, group work, quizzes, class learning tasks, homework tasks etc.

- Resubmission of a formative assessment task
A student may be required to resubmit a task for several reasons:
 - unsatisfactory attempt
 - incomplete task
 - individual circumstances: personal or external circumstances that can impact initial performance.
 - learning and improvement: allowing a student to learn from their mistake and improve their understanding.
 - growth mindset: student abilities and intelligence can be developed through effort and practice.
 - mastery of learning objectives
 - accountability and responsibility: students are held accountable for their learning and encourages them to take responsibility for their academic progress.

Summative Assessment

- Summative assessment:
 - allow students to apply their knowledge and skills in different contexts.
 - require students to use higher order thinking skills such as critical thinking, problem-solving, analysis and synthesis.
 - go beyond simple recall of information and encourage students to think deeply, make connections, and demonstrate their understanding in meaningful ways.
- Resubmission of a summative assessment task
A student may be required to resubmit a task for several reasons:
 - Unsatisfactory attempt
 - Incomplete task

Unsatisfactory progress

- Formative assessment
 - Where a student is not applying themselves to their learning tasks with sustained effort or due diligence the class teacher will issue a letter of concern, contact parent/guardians and monitor application to learning. Continued instances will result in a parent meeting and escalation through the monitoring system
- Summative assessment
 - Where a summative assessment task has not been submitted by the due date, an illness or misadventure form is required and discussion with the classroom teacher to determine a resolution. Where no illness or misadventure form is submitted, the class teacher will issue a letter of concern, contact parent/guardians and completion of the task at an alternative time eg. Lunch time. The task will receive a zero mark.

Student Responsibilities

- Students are expected to:
 - complete all assessments honestly and with integrity.
 - properly cite and reference any sources used in their work to avoid plagiarism.
 - make satisfactory attempts at all learning tasks both assessable and non-assessable.
 - reflect and act on feedback to improve their performance.
- Plagiarism, cheating and any form of academic dishonesty will not be tolerated and may result in disciplinary action.

YEAR 9 ENGLISH

Task	Outcomes	Focus Area	Due Date
Task 1	<p>EN5-URB-01: Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-ECB-01: Use processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p> <p>EN5-ECA-01: Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</p>	<p>Unit: Things that make you think</p> <p>Persuasive speech</p>	<p>Term 1 Week 9</p> <p>To be completed: in class and at home</p>
Task 2	<p>EN5-RVL-01: Uses a range of personal, creative and critical strategies to interpret complex texts</p> <p>EN5-URA- 01: Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01: Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p>	<p>Unit: Close study of text</p> <p>Supporting and justifying with evidence</p>	<p>Term 2 Week 8</p> <p>To be completed: in class.</p>
Task 3	<p>EN5-RVL-01: Uses a range of personal, creative and critical strategies to interpret complex texts</p> <p>EN5-URB-01: Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-ECB-01: Use processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>	<p>Exam skills</p>	<p>To be completed: in class.</p>
Task 4	<p>EN5-URA-01: Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01: Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-ECB-01: Use processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>	<p>Unit: Sci-fi speculative fiction</p> <p>Viewing and justifying</p>	<p>Term 4 Week 6</p> <p>To be completed: in class</p>

YEAR 9 MATHEMATICS CORE

Task	Outcomes	Focus Area	Due Date
Task 1	<p>MA4-INT-C-01: compares, orders and calculates with integers to solve problems</p> <p>MA4-FRC-C-01: represents and operates with fractions, decimals and percentages to solve problems</p> <p>MA5-FIN-C-01: solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-DAT-C-02: displays and interprets datasets involving bivariate data</p>	<p>Units: Project</p> <p>Skills: Working with Integers, learning about income and wages, analysing data</p> <p>Weight: 25%</p>	To be completed: in class
Task 2	<p>MA5-TRG-C-01: applies trigonometric ratios to solve right-angled triangle problems</p> <p>MA5-TRG-C-02: applies trigonometry to solve problems, including bearings and angles of elevation and depression</p>	<p>Units: Project</p> <p>Skills: apply Pythagoras' theorem to solve practical problems, solve problems in a variety of contexts using trigonometric ratios in right-angled triangles</p> <p>Weight: 25%</p>	To be completed: in class
Task 3	<p>MA4-ANG-C-01: applies angle relationships to solve problems, including those related to transversals on sets of parallel lines</p> <p>MA5-GEO-C-01: identifies and applies the properties of similar figures and scale drawings to solve problems</p> <p>MA4-ARE-C-01: applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems</p> <p>MA5-ARE-C-01: solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>MA4-VOL-C-01: applies knowledge of volume and capacity to solve problems involving right prisms and cylinders</p>	<p>Units: Project</p> <p>Skills: interpret scales on maps, photographs, plans or drawings and apply this to solve problems involving scale drawings, apply formulas to find the area of triangles, rectangles, parallelograms, trapeziums, rhombuses, kites, circles and sectors</p> <p>Weight: 25%</p>	To be completed: in class
Task 4	<p>MA4-PRO-C-01: solves problems involving the probabilities of simple chance experiments</p> <p>MA5-PRO-C-01: solves problems involving probabilities in multistage chance experiments and simulations</p>	<p>Units: Project</p> <p>Skills: compare theoretical and experimental probabilities using results from simulations, determine the probabilities of outcomes for multistage experiments involving dependent and independent events</p> <p>Weight: 25%</p>	To be completed: in class

YEAR 9 MATHEMATICS STANDARD

Task	Outcomes	Focus Area	Due Date
Task 1	<p>MA4-INT-C-01: compares, orders and calculates with integers to solve problems</p> <p>MA4-FRC-C-01: represents and operates with fractions, decimals and percentages to solve problems</p> <p>MA4-RAT-C-01: solves problems involving ratios and rates, and analyses distance-time graphs</p> <p>MA5-FIN-C-01: solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-ALG-C-01: simplifies algebraic fractions with numerical denominators and expands algebraic expressions</p> <p>MA5-EQU-C-01: solves linear equations of up to 3 steps, limited to one algebraic fraction</p>	<p>Units: Integers, Financial Mathematics, Algebra and Equations</p> <p>Skills: Working with Integers, learning about Financial Mathematics and solving Equations</p> <p>Weight: 30%</p>	To be completed: in class
Task 2	<p>MA5-TRG-C-01: applies trigonometric ratios to solve right-angled triangle problems</p> <p>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</p>	<p>Unit: Trigonometry</p> <p>Skills: Uses trigonometry to calculate the unknown angles and unknown distances in authentic problems</p> <p>Weight: 20%</p>	To be completed: in class and at home
Task 3	Any outcomes may be assessed in the formal examination.	<p>Unit: n/a</p> <p>Skills: Study Skills</p> <p>Weight: 30%</p>	Term 3 Week 7 (as per examination timetable)
Task 4	<p>MA5-GEO-C-01: identifies and applies the properties of similar figures and scale drawings to solve problems</p> <p>MA5-ARE-C-01: solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>MA5-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders</p>	<p>Unit: Properties of Geometrical Figures and Measurement</p> <p>Skills: Solving problems involving similar figures and are and volume</p> <p>Weight: 20%</p>	To be completed: in class

YEAR 9 MATHEMATICS ADVANCED

Task	Outcomes	Focus Area	Due Date
Task 1	<p>MA5-FIN-C-01: solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-FIN-C-02: solves financial problems involving compound interest and depreciation</p> <p>MA5-ALG-P-01: simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions</p> <p>MA5-ALG-P-02: selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions</p> <p>MA5-IND-P-01: applies the index laws to operate with algebraic expressions involving negative-integer indices</p> <p>MA5-EQU-P-01: solves linear inequalities</p>	<p>Unit: Financial Mathematics and Algebra and Equations</p> <p>Skills: Learns about financial problems and how to solve equations</p> <p>Weight: 20%</p>	To be completed: in class
Task 2	<p>MA5-TRG-C-01: applies trigonometric ratios to solve right-angled triangle problems</p> <p>MA5-TRG-C-02: applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p>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</p>	<p>Unit: Trigonometry</p> <p>Skills: Uses trigonometry to calculate the unknown angles and unknown distances in authentic problems</p> <p>Weight: 20%</p>	To be completed: in class and at home
Task 3	Any outcomes may be assessed in the formal examination.	<p>Unit: n/a</p> <p>Skills: Study Skills</p> <p>Weight: 30%</p>	Term 3 Week 7 (as per examination timetable)
Task 4	<p>MA5-PRO-C-01: solves problems involving probabilities in multistage chance experiments and simulations</p> <p>MA5-DAT-C-01: compares and analyses datasets using summary statistics and graphical representations</p> <p>MA5-DAT-P-01: plans, conducts and reviews a statistical inquiry into a question of interest</p> <p>MA5-GEO-C-01: identifies and applies the properties of similar figures and scale drawings to solve problems</p> <p>MA5-GEO-P-01: establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes</p> <p>MA5-ARE-C-01: solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>MA5-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders</p>	<p>Unit: Probability and Statistics</p> <p>Skills: Works with probability; Analysis and representation of data; uses similar figures to find unknowns; solves problems in measurement</p> <p>Weight: 30%</p>	To be completed: in class

YEAR 9 COMMERCE

Task	Outcomes	Focus Area	Due Date
Task 1	<p>COM5-2: analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>COM5-4: analyses key factors affecting decisions</p> <p>COM5-7: researches and assesses information using a variety of sources</p> <p>COM5-9 : works independently and collaboratively to meet individual and collective goals within specified timeframes</p>	<p>Unit: Consumer and financial decisions</p> <p>Skills: Researching and conducting an enquiry</p> <p>Weighting: 25%</p>	<p>Term 1 Week 10</p> <p>To be completed: at home</p>
Task 2	<p>COM5-1: applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-6: develops and implements plans designed to achieve goals</p> <p>COM5-7: researches and assesses information using a variety of sources</p> <p>COM5-8: explains information using a variety of forms</p>	<p>Unit: Running a Business</p> <p>Skills: Supporting and justifying using evidence</p> <p>Weighting: 25%</p>	<p>Term 2 Week 4</p> <p>To be completed: at home</p>
Task 3	<p>COM5-1: applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-3 examines the role of law in society</p> <p>COM5-5 evaluates options for solving problems and issues</p> <p>COM5-8 explains information using a variety of forms</p>	<p>Unit: Consumer and financial decisions, Running a Business, Promoting and selling</p> <p>Skills: Study Skills</p> <p>Weighting: 25%</p>	<p>Term 3 Week 9</p> <p>To be completed: in class</p>
Task 4	<p>COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>COM5-5 evaluates options for solving problems and issues</p> <p>COM5-8 explains information using a variety of forms</p> <p>COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes</p>	<p>Unit: Employment and work futures</p> <p>Skills: Persuasive writing</p> <p>Weighting: 25%</p>	<p>Term 4 Week 4</p> <p>To be completed: in class</p>

YEAR 9 SCIENCE

Task	Outcomes	Focus Area	Due Date
Task 1	<p>SC5-7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.</p> <p>SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations.</p> <p>SC5-10PW: applies models, theories and laws to explain situations involving energy, force and motion.</p> <p>SC5-11PW: explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.</p>	<p>Unit: Life In the Antarctic</p> <p>Skills: Researching and conducting an enquiry</p> <p>Weighting: 20%</p>	<p>Ongoing Term 1</p> <p>To be completed: in class</p>
Task 2	<p>SC5-8WS: applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.</p> <p>SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations</p> <p>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</p>	<p>Unit: Materials</p> <p>Skills: Supporting and justifying using evidence</p> <p>Weighting: 20%</p>	<p>Ongoing Term 2</p> <p>To be completed: in class</p>
Task 3	<p>SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations.</p> <p>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</p> <p>SC5-14LW: analyses interactions between components and processes within biological systems</p>	<p>Unit: How to Build A Planet</p> <p>Skills: Researching and presenting</p> <p>Weighting: 20%</p>	<p>Ongoing Term 3</p> <p>To be completed: in class</p>
Task 4	Any outcomes may be assessed in the formal examination.	<p>Unit: n/a</p> <p>Skills: Study Skills</p> <p>Weighting: 20%</p>	Term 3 Week 7 (as per examination timetable)
Task 5	<p>SC5-7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-14LW: analyses interactions between components and processes within biological systems</p> <p>SC5-15LW: explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>Unit: Young Doctors</p> <p>Skills: Persuasive writing</p> <p>Weighting: 20%</p>	<p>Ongoing Term 4</p> <p>To be completed: in class</p>

YEAR 9 GEOGRAPHY

Task	Outcomes	Focus Area	Due Date
Task 1	<p>GE 5.1 Explains the diverse features and characteristics of a range of places and environments.</p> <p>GE 5.5 assesses management strategies for places and environments for their sustainability.</p> <p>GE 5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.</p> <p>GE 5.8 communicates geographical information to a range of audiences using a variety of strategies.</p>	<p>Unit: Sustainable Biomes</p> <p>Skills: Research skills and conducting an inquiry</p> <p>Weighting: 40%</p>	<p>Term 1 Week 10 Term 2 Week 5</p> <p>To be completed: in class and at home</p>
Task 2	<p>GE5.2 Explains processes and influences that form and transform places and environments</p> <p>GE5.3 Analyses the effect of interactions and connections between people, places and environments</p> <p>GE5.5 Assesses management strategies for places and environments for their sustainability.</p> <p>GE5.7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.</p>	<p>Unit: Changing places and sustainable biomes</p> <p>Skills: Study skills - completing an examination</p> <p>Weighting: 60%</p>	<p>Term 3 Week 9 Term 4 Week 4</p> <p>To be completed: in class</p>

YEAR 9 HISTORY

Task	Outcomes	Focus Area	Due Date
Task 1	<p>HT5-4: Explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>	<p>Research:</p> <ul style="list-style-type: none"> Student is able to identify key words from the question to direct their research <p>Collating:</p> <ul style="list-style-type: none"> Student can gather information from a wide range of credible sources Student can effectively summarise information to address the research/inquiry question <p>Research Findings:</p> <ul style="list-style-type: none"> Student can present their research findings in the appropriate format, including a detailed bibliography 	<p>Term 2 Week 7</p> <p>To be completed: in class & at home</p>
Task 2	<p>HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>HT5-3 Explains and analyses the motives and actions of past individuals and groups in this historical context that shaped the modern world and Australia</p> <p>HT5-4 Explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-7 Explains different context, perspectives and interpretations of the modern world and Australia</p>	<p>Studying Content:</p> <ul style="list-style-type: none"> Student can identify key concepts and themes within the content being studied. Student engages with the material critically and identifies relevant sections. <p>Source Analysis:</p> <ul style="list-style-type: none"> Student can evaluate the credibility and reliability of different sources. Student identifies bias, perspective, and purpose within each source. Student can extract and analyse evidence from sources, making connections to the topic. <p>Extended Response:</p> <ul style="list-style-type: none"> Student can clearly structure an extended response with an introduction, body paragraphs, and a conclusion. Student uses relevant evidence from multiple sources to support their arguments. 	<p>Term 4 Week 5</p> <p>To be completed: in class & at home</p>

YEAR 9 PDHPE

Task	Outcomes	Focus Area	Due Date
Task 1	PD5.1 Assesses their own and others' capacity to reflect on and respond positively to challenges	Unit: Overcoming Adversity Skills: Research skills and conducting an inquiry Mode: Writing Weighting: 15%	Term 1 Week 7
Task 2	PD5.6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.	Unit: Get Your Head In The Game Skills: Supporting and justifying using evidence Mode: Written/typed Weighting: 15%	Term 2 Week 3
Task 3	PD5.4 Adopts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5.5 Appraises and justify choices of actions when solving complex movement challenges PD5.11 Refines and applies movement skills and concepts and perform innovative movement sequences	Unit: Practical - Skills: Team work, technical ability, tactics Mode: Practical Weighting: 20%	Ongoing Semester 1
Task 4	PD5.1 Assesses their own and others' capacity to reflect on and respond positively to challenges PD5.3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5.4 Adopts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5.5 Appraises and justify choices of actions when solving complex movement challenges PD5.8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity	Unit: Respectful Relationships & Term 1 & Term 2 Skills: Summary Skills Sheet (Exam Prep) Mode: Reading/writing Weighting: 15%	Term 3 Week 5
Task 5	PD5.1 Assesses their own and others' capacity to reflect on and respond positively to challenges PD5.3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5.4 Adopts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5.5 Appraises and justify choices of actions when solving complex movement challenges PD5.8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity	Unit: All Units (term 1, 2, & 3) Skills: Persuasive writing (Formal Exam) Mode: Reading/Writing Weighting: 15%	Term 3 Week 7
Task 6	PD5.4 Adopts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5.6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5.11 Refines and applies movement skills and concepts and perform innovative movement sequences	Unit: Practical - Skills: Team work, technical ability, tactics, safe participation Mode: Practical Weighting: 20%	Ongoing Semester 2

YEAR 9 FOOD TECHNOLOGY

Task	Outcomes	Focus Area	Due Date
Task 1	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 FT5-9: Communicates ideas and information using a range of media and appropriate terminology FT5-13: Evaluates the impact of activities related to food on the individual, society and the environment	Unit: Food and Selection Health Task Skills: Researching and collating. Weighting: 20%	Term 1 Week 10 To be completed: in class
Task 2	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 FT5-10: 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	Unit: Practical Cookery Skills Skills: Practical skills, selecting, describing and justifying Weighting: 30%	Term 2 Week 7 Ongoing To be completed: in class
Task 3	FT5-6: Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities 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 FT5-12: Examines the relationship between food, technology and society	Unit: Food and Selection Health Task Skills: Researching, collating, supporting and justifying using evidence. Weighting: 20%	Term 3 Week 4 To be completed: in class
Task 4	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 FT5-10: 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	Unit: Practical Cookery Skills Skills: Practical skills, planning, preparing and presenting Weighting: 30%	Term 4 Week 6 Ongoing To be completed: in class

YEAR 9 INDUSTRIAL TECHNOLOGY- METAL

Task	Outcomes	Focus Area	Due Date
Task 1	<p>IND5-9: Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10: Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>Unit: Metal Industry Report</p> <p>Skills: Researching and collating.</p> <p>Weighting: 20%</p>	<p>Term 1 Week 8</p> <p>To be completed: in class</p>
Task 2	<p>IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-6: Identifies and participates in collaborative work practices in the learning environment</p>	<p>Unit: Practical Project - Number Sign</p> <p>Skills: Practical skills, supporting and justifying using evidence</p> <p>Weighting: 30%</p>	<p>Term 2 Week 8 Ongoing</p> <p>To be completed: in class</p>
Task 3	<p>IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-2: Applies design principles in the modification, development and production of projects</p> <p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-5: Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-8: Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p>	<p>Unit: Practical Project - Toolbox</p> <p>Skills: Practical skills. Development of a supporting folio and presenting</p> <p>Weighting: 30%</p>	<p>Term 3 Week 9 Ongoing</p> <p>To be completed: in class</p>
Task 4	<p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4: Selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-6: Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-7: Applies and transfers skills, processes and materials to a variety of contexts and projects</p>	<p>Unit: Practical Project - Workshop Tool</p> <p>Skills: Practical skills. Development of a supporting folio and presenting</p> <p>Weighting: 20%</p>	<p>Term 4 Week 6 Ongoing</p> <p>To be completed: in class</p>

YEAR 9 INDUSTRIAL TECHNOLOGY- TIMBER

Task	Outcomes	Focus Area	Due Date
Task 1	<p>IND5-9: Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10: Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>Unit: Timber Industry Report</p> <p>Skills: Researching and conducting an enquiry</p> <p>Weighting: 20%</p>	<p>Term 1 Week 10</p> <p>To be completed: in class</p>
Task 2	<p>IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-6: Identifies and participates in collaborative work practices in the learning environment</p>	<p>Unit: Practical Project - Bar Stool</p> <p>Skills: Practical skills, supporting and justifying using evidence</p> <p>Weighting: 30%</p>	<p>Term 2 Week 6 Ongoing</p> <p>To be completed: in class</p>
Task 3	<p>IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4: Selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5: Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6: Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-8: Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p>	<p>Unit: Practical Project - Desktop Box</p> <p>Skills: Practical skills. Development of a supporting folio and presenting</p> <p>Weighting: 50%</p>	<p>Term 4 Week 6 Ongoing</p> <p>To be completed: in class</p>

YEAR 9 INDUSTRIAL TECHNOLOGY- MULTIMEDIA

Task	Outcomes	Focus Area	Due Date
Task 1	<p>IND5-9: Describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10: Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>	<p>Unit: Timber Industry Report</p> <p>Skills: Researching and conducting an enquiry</p> <p>Weighting: 20%</p>	<p>Term 1 Week 10</p> <p>To be completed: in class</p>
Task 2	<p>IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-6: Identifies and participates in collaborative work practices in the learning environment</p>	<p>Unit: Practical Project - Bar Stool</p> <p>Skills: Practical skills, supporting and justifying using evidence</p> <p>Weighting: 30%</p>	<p>Term 2 Week 6 Ongoing</p> <p>To be completed: in class</p>
Task 3	<p>IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p>IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4: Selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5: Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6: Identifies and participates in collaborative work practices in the learning environment</p> <p>IND5-8: Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p>	<p>Unit: Practical Project - Desktop Box</p> <p>Skills: Practical skills. Development of a supporting folio and presenting</p> <p>Weighting: 50%</p>	<p>Term 4 Week 6 Ongoing</p> <p>To be completed: in class</p>

YEAR 9 MUSIC

Task	Outcomes	Focus Area	Due Date
Task 1	<p>5.1: Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating understanding of the musical concepts</p> <p>5.4: Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p>	<p>Unit: The Blues</p> <p>Skills: Performance and Composition</p> <p>Milestones: Researching and conducting an enquiry</p> <p>Weighting: Performance 10% Composition 10%</p>	<p>Ongoing Term 1</p> <p>To be completed: In class</p>
Task 2	<p>5.1: Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating understanding of the musical concepts</p> <p>5.5: Notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6: Uses different forms of technology in the composition process</p>	<p>Unit: Mozart is a Freak</p> <p>Skills: Performance and Composition</p> <p>Milestones: Supporting and justifying using evidence</p> <p>Weighting: Composition 20% Performance 10%</p>	<p>Ongoing Term 2</p> <p>To be completed: In class</p>
Task 3	<p>5.2: Performs repertoire in a range of styles and genres demonstrating a interpretation of musical notation and the application of different types of technology</p> <p>5.7: Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from the different stylistic, social, cultural and historical contexts</p> <p>5.8: Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p>	<p>Unit: Australian Music</p> <p>Skills: Performance and Aural</p> <p>Milestones: Study Skills</p> <p>Weighting: Aural 30% Performance 10%</p>	<p>Ongoing Term 3</p> <p>To be completed: In class</p>
Task 4	<p>5.3: Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p>	<p>Unit: Concepts of Music / MADD</p> <p>Skills: Performance</p> <p>Milestones: Persuasive writing</p> <p>Weighting: Performance 20%</p>	<p>Ongoing Term 4</p> <p>To be completed: In class</p>

YEAR 9 PHYSICAL ACTIVITY AND SPORT STUDIES

Task	Outcomes	Focus Area	Due Date
Task 1	PASS 5 - 3: Discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS 5 - 4: Analyses physical activity and sport from personal, social and cultural perspectives	Unit: Australian Sporting Identity Skills: Research skills and conducting an inquiry Mode: Writing/typed Weighting: 15%	Term 1 Week 7
Task 2	PASS 5 - 5: Demonstrates actions and strategies that contribute to active participation and skillful performance PASS 5 - 6: Evaluates the characteristics of participation and quality performance in physical activity and sport	Unit: Fundamentals Of Movement Skill Development Skills: Supporting and justifying using evidence Mode: Written/typed Weighting: 15%	Term 2 Week 5
Task 3	PASS 5 - 7: Works collaboratively with others to enhance participation, enjoyment and performance PASS 5 - 9: Performs movement skills with increasing proficiency	Unit: Australian Sports / Indigenous Games Skills: Teamwork, technical ability, tactics Mode: Practical Lessons Weighting: 20%	Ongoing Semester 1
Task 4	PASS 5 - 1: Discusses factors that limit and enhance the capacity to move and perform PASS 5 - 2: Analyses the benefits of participation and performance in physical activity and sport PASS 5 - 8: Displays management and planning skills to achieve personal and group goals PASS 5 - 10: Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	Unit: Physical Fitness Skills: Examination Mode: Reading/writing Weighting: 15%	Term 3 Week 7
Task 5	PASS 5 - 6: Evaluates the characteristics of participation and quality performance in physical activity and sport PASS 5 - 10: Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	Unit: Technology, Participation and Performance Skills: Persuasive writing (Formal Exam) Mode: Reading/Writing Weighting: 15%	Term 4 Week 4
Task 6	PASS 5 - 7: Works collaboratively with others to enhance participation, enjoyment and performance PASS 5 - 9: Performs movement skills with increasing proficiency	Unit: Fitness Testing / Recreational Games Skills: Team work, technical ability, tactics, safe participation Mode: Practical Lessons Weighting: 20%	Ongoing Semester 2

YEAR 9 VISUAL ARTS

Task	Outcomes	Focus Area	Due Date
Task 1	5.9- Demonstrates how the frames provide different interpretations of art	Task: Surrealism Research & Analysis Unit: Surrealism Skills: Historical research and referencing Weighting: 10%	Term 1, Week 9 To be completed: in class
Task 2	5.1- Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 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	Task: Surreal Drawing & Visual Arts Process Diary Unit: Surrealism Skills: Pen & ink drawing Justifying their work using critical and historical evidence Weighting: 20%	Term 2, Week 5 To be completed: in class and at home
Task 3	5.8- Uses their understanding of the function of and relationship between artist - artwork - world - audience in critical and historical interpretations of art 5.10- Demonstrates how art criticism and art history construct meanings	Task: Analysis of an artwork Unit: Natural Forms Skills: Study Skills Identifying the verb in a question Weighting: 20%	Term 3, Week 4 To be completed: in class
Task 4	5.1- Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 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.	Task: Ceramic Sculpture & Visual Arts Process Diary Unit: Natural Forms Skills: Ceramic sculpture Weighting: 30%	Term 3, Week 10 To be completed: in class
Task 5	5.8- Uses their understanding of the function of and relationship 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	Task: Yearly Exam Skills: Study Skills Persuasive writing Weighting: 10%	Term 4, Week 4 To be completed: in class



YOUNG HIGH SCHOOL

ASSESSMENT TASK SPECIAL CONSIDERATIONS

Application for special consideration.....

If illness, accident, misadventure or special circumstances prevent a student from completing a set task on or by the due date, the school must be advised immediately the situation is known. For requests which require an extension of time this form must be submitted as soon as the requirement is known but at least two days prior to the due date. For absence on the date of a task this form must be submitted on your first day of return. This form must be completed and returned to the Head Teacher of the subject affected.

STEP ONE:

1. Name: _____ Year: _____ Roll Class: _____

2. Course: _____ Teacher: _____

3. Assessed Task Title and Number:

4. Due Date: _____ / _____ / _____

5. Reason for this application:

☐ Absence

☐ Non-completion

☐ Under-achievement

Due to:

☐ Illness

☐ Accident / Misadventure

☐ Procedure

Details: Attach supporting documents such as medical certificates.

If the reason is a confidential or personal issue, the signature and endorsement of the Principal, Deputy Principal or Counsellor may be substituted for details in this part.

(Medical Certificate from _____ (Doctor) Attach a copy)

We have referred to the Assessment Guidelines Booklet in preparation of this appeal.

Signature of student

____ / ____ / ____
Date

Signature of Parent / Guardian

STEP TWO:

Subject / Faculty: _____ / _____

1. Class Teacher's Recommendation:

☐ Supported

☐ Not Supported

STEP THREE:

Decision:

☐ Extension of time without penalty

New Completion Date: ____ / ____ / ____

☐ Set a substitute task

☐ Estimate given based on evidence

☐ Insufficient cause demonstrated - zero marks awarded

NOTE: The task is to be completed for demonstration of course outcomes- DUE:

Head Teacher's Comments:

Signature of student

Signature of Head Teacher

STEP FOUR:

Right of Appeal:

A student has the right of appeal if they feel aggrieved by the decision made in Step 3. To appeal this decision the student must present a written response stating the grounds for appeal.

HAND this form to:

Year 12: Principal

Year 11, 10, 9, 8 & 7 Deputy Principal:

Review of Appeal Decision:

☐ Supported

☐ Not Supported

Signature of Senior Executive

____ / ____ / ____
File Date



YOUNG HIGH SCHOOL STUDENT APPEAL FORM

Application for an appeal on a grading decision..... STEP

ONE:

1. Name: _____ Year: _____ Roll Class: _____

2. Course: _____ Teacher: _____

3. Assessed Task Title and Number:

Details: Attach supporting documents

We have referred to the Assessment Guidelines Booklet in preparation of this appeal.

Signature of student

____ / ____ / ____
Date

Signature of Parent / Guardian

STEP TWO:

The student must present this written response stating the grounds for appeal to: Year

12: Principal

Year 11, 10, 9, 8 & 7: Deputy Principal:

Review of Appeal Decision:

☐ Supported

☐ Not Supported

Signature of Senior Executive

____ / ____ / ____
File Date

A decorative background featuring a light blue sky with white clouds. A red mountain range is visible in the distance. In the foreground, there are yellow dashed lines representing a path or a fence. The overall style is clean and modern.

The image features a decorative background with blue and red geometric shapes and yellow lines. The word "NOTES" is written in blue at the top left, followed by a horizontal blue line and a series of horizontal black lines for writing.



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