

# YEARS 7 – 9 JUNIOR ASSESSMENT POLICY, SCHEDULE & MALPRACTICE POLICY



This handbook was developed in line with NES and ACE Manual guidelines

[educationstandards.nsw.edu.au/wps/portal/nesa/home](https://educationstandards.nsw.edu.au/wps/portal/nesa/home)  
[curriculum.nsw.edu.au/ace-rules](https://curriculum.nsw.edu.au/ace-rules)

(Ver 2 – Term 4 2024)

## Respect | Responsibility | Excellence

**IMPORTANT NOTE:**

The information contained in this **assessment policy, schedule and malpractice policy** is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teacher. General information and assistance with this assessment program can be obtained from the Deputy Principal

\*The assessment schedules presented in this handbook are accurate as of October 2024.



# Junior Assessment Policy, Schedules & Malpractice Policy

## CONTENTS

_Toc192593656	
TERM DATES .....	5
CONTACT DETAILS AND KEY FACULTY MEMBERS .....	6
WHAT IS ASSESSMENT? .....	8
EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS .....	9
NATURE AND NOTIFICATIONS OF ASSESSMENT TASKS .....	10
Excursions and Field Trips/Work Experience/School Business .....	10
Technology and Assessment Tasks .....	10
Oral/Performance/Practical Tasks .....	10
Academic Letter of Concern for students in Years 7, 8 and 9 .....	10
Disability Provisions .....	11
Life Skills .....	11
Submission of tasks .....	11
Use of Electronic Means for Preparation and Submission of Assessment Tasks .....	11
In class Assessment Tasks and Exams .....	12
Feedback on 'Draft' submission .....	12
Absence when a task is notified .....	12
Feedback on performance .....	12
Appeals on Assessment Tasks .....	13
ABSENCE DUE TO ILLNESS OR MISADVENTURE .....	13
Extension as a result of Misadventure .....	14
Prior knowledge of absence .....	14
Illness/Misadventure Checklist .....	14
Absence on the day an assessment task is to be submitted .....	14
Absence on the day an assessment task is to be conducted (exam, practical task, oral, test) .....	15
Assessment tasks may be due on a day when the class is not scheduled .....	15
Late submission of tasks .....	16
Lateness to task .....	16
Extensions .....	16
Limitations on assessment appeal applications .....	16
ZERO MARKS .....	17
MALPRACTICE POLICY .....	17
YEAR 7 – 9 ASSESSMENT TASK FLOWCHART .....	20
YEAR 7 ASSESSMENT SCHEDULE CALENDAR 2025 .....	21
English .....	22
HSIE .....	23
Mathematics .....	24
PDHPE .....	26
Science .....	27
CAPA – Music .....	28
CAPA – Visual Art .....	29
TAS – Technology Mandatory .....	30
YEAR 8 ASSESSMENT SCHEDULE CALENDAR 2025 .....	31
English .....	32
HSIE .....	33
Mathematics .....	34
PDHPE .....	36
Science .....	37

CAPA – Music.....	39
CAPA – Visual Art.....	40
Language - Japanese .....	41
Language - Spanish.....	42
TAS – Technology Mandatory .....	43
YEAR 9 ASSESSMENT SCHEDULE CALENDAR 2025 .....	44
English .....	46
HSIE.....	47
Mathematics .....	49
PDHPE.....	51
Science .....	52
CAPA – Music.....	54
CAPA – Photographic & Digital Media .....	55
CAPA – Visual Art.....	56
PDHPE – Outdoor Education 100 hour .....	57
PDHPE – Outdoor Education 200 hour .....	58
PDHPE – Physical Activity & Sports Studies 100 hour .....	59
PDHPE – Physical Activity & Sports Studies 200 hour .....	60
Science – Agriculture.....	61
Science – Marine Studies .....	62
Science – Psychology.....	63
Science – STEAM.....	64
TAS – Child Studies.....	66
TAS – Food Technology .....	67
TAS – Industrial Technology - Timber .....	68
APPENDIX 1 – Illness/Misadventure/Extension form .....	69
APPENDIX 2 – Student Agreement Form .....	69
APPENDIX 3 – Sample ‘Academic Letter of Concern’ .....	70
APPENDIX 4 – Sample WCS Assessment Task Proforma .....	71
APPENDIX 5 – Assessment Sign-on Sheet .....	74
APPENDIX 6 – Assessment Task Check .....	75
APPENDIX 7 – Request for Assessment Review/Appeal .....	76

## TERM DATES

Term 1	2025	11 weeks	6 February 2025 – 11 April 2025
Term 2	2025	10 weeks	30 April 2025 – 4 July 2025
Term 3	2025	10 weeks	22 July 2025 – 26 September 2025
Term 4	2025	10 weeks	14 October 2025 – 19 December 2025

## CONTACT DETAILS AND KEY FACULTY MEMBERS

### **Telephone**

(02) 4356 2888

### **Email**

[wadalba-c.school@det.nsw.edu.au](mailto:wadalba-c.school@det.nsw.edu.au)

### **Website**

[wadalba-c.schools.nsw.gov.au/](http://wadalba-c.schools.nsw.gov.au/)

### **Address**

1 Orchid Way  
Wadalba NSW 2259

### **Mailing Address**

PO Box 295  
Wyong NSW 2259

### **Social Media**



[facebook.com/WadalbaCommunitySchool](https://facebook.com/WadalbaCommunitySchool)



[instagram.com/wadalba\\_community\\_school/](https://instagram.com/wadalba_community_school/)





**Mrs Carlie Wells  
Principal**



**Mrs Deanna  
Beecroft  
Deputy Principal  
Years 7 & 10  
Secondary**



**Mr Matt Sawyer  
Deputy Principal  
Years 8 & 11  
Secondary**



**Mrs Rebecca Mace  
Deputy Principal (Rel.)  
Years 9 & 12  
Secondary**



**Mrs Samantha  
Martin  
Deputy Principal  
Inclusion & Support**



**Mr Brendan Hodges  
Head Teacher  
Administration**



**Miss Meredith Smees  
Head Teacher  
Administration (rel.)**



**Mr Zeke Newman  
Head Teacher  
Administration (rel.)**



**Mrs Felicity Way  
Head Teacher  
Teaching and Learning**



**Mr Liam Simmons  
Head Teacher  
Teaching and  
Learning**



**Mrs Alison Clark  
Head Teacher  
English (rel.)**



**Mr Trent Willis  
Head Teacher  
Mathematics**



**Mrs Shannon  
Cameron  
Head Teacher  
PDHPE**



**Mrs Emma Downey  
Head Teacher  
Science**



**Mrs Janelle Johnson  
Head Teacher  
CAPA**



**Mr Dean Hancock  
Head Teacher  
HSIE**



**Mrs Renae Newell  
Head Teacher  
VET**



**Mr Jesse Sant  
Head Teacher  
TAS (rel.)**



**Mrs Leah Pappin  
Head Teacher  
Wellbeing**



**Mrs Deb Fazzolari  
Head Teacher  
Inclusion**

## WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enables students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

See Sample – Appendix 4 – WCS Assessment Proforma.

### The Common Grade Scale and Standards Referenced Assessment

The Common Grade Scale A to E is used to report student achievement in junior secondary years in all NSW schools. It is also used in Stage 5, Years 9 and 10 where there is no course specific performance descriptors developed to assign grades for the Record of School Achievement (RoSA).

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

The Common Grade Scale describes performance at each of five grade levels. Within our school reports we use the language next to each grade.

<b>A Outstanding</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B High</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C Sound</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D Basic</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E Limited</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



## EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

Students must attend all classes to satisfactorily complete courses. A **minimum of 90% attendance** is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student Responsibilities include:

- Arrive before 8:20am and on time for all scheduled lessons.
- Remain at school during the day unless they bring a signed request from their parent/guardian. This is only available for emergency or other unexpected circumstances.
- Not truanting a lesson. Consequences include recess or after school detention.
- Follow the course developed or endorsed by NESA and NESA expects students to attempt all assessment tasks.
- Apply themselves with diligence and sustained effort to **ALL** the set tasks and experiences provided in the course, including classwork, assessments, projects, revision, homework and compulsory excursions.
- Achieve some or all of the course outcomes.
- In addition to the formal assessment program, students must also sit for and make a serious attempt throughout Exams.
- All work submitted must be the students' own work. (See "Malpractice Policy" section).
- The NSW Education Standards Authority.
- Students must submit work by the due date.
- Follow the process outlined in "Absence due to Illness/Misadventure" section if unable to submit by the due date.
- Make genuine attempts at assessment tasks. For courses that include school assessment marks, students must also sit and make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the Principal's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. Just completing the Multiple-Choice Section of an examination is not considered as making a serious attempt.
- Being aware of and following assessment requirements and procedures.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification –within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due. Further details are outlined below in the Attendance to school requirements.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. If there is a valid reason, an online 'Illness/Misadventure Form' (Appendix 1) needs to be completed within 5 school days with all supporting documentation must be submitted to the relevant Head Teacher otherwise a zero mark will be awarded.

Students who are absent on any day are responsible for ascertaining if an assessment task has been set or issued for any course missed on that day.

Students must make a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks or fail to submit tasks, will receive an 'academic letter of concern' letter. (See Appendix 3).

Students who transfer into the school after the commencement of the school year and have missed completing any scheduled assessment tasks for their chosen course will be given substitute tasks wherever possible. Consideration may be given to assessment tasks completed at a previous school. In exceptional circumstances where a substitute task cannot be completed an estimate may be given and **MUST** be in consultation with the relevant Deputy Principal.

## NATURE AND NOTIFICATIONS OF ASSESSMENT TASKS

Schools are required to develop an assessment program for each of their courses. This involves the following information:

- **Number of tasks** - identifying the number of tasks that will be used to measure students' achievement in each syllabus component
- **Weightings** - allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course.
- **Scheduling tasks** - scheduling the assessment tasks for the HSC courses.
- **Written advice to students.**
- **Advising the outcomes being assessed.**

### Excursions and Field Trips/Work Experience/School Business

Students must attend excursions, field trips, and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students involved in a school organised excursion, or school organised commitment, that is on the day of an Assessment Task in another subject, the student does NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

### Technology and Assessment Tasks

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances. Note: printing at school should only be a last resort and should be completed before the submission date/time.

### Oral/Performance/Practical Tasks

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

### Academic Letter of Concern for students in Years 7, 8 and 9

Students in Years 7 through to 9 not working with 'sustained diligence and effort' may be issued a 'Academic Letter of Concern' for not meeting school/course requirements if:

- Class work is incomplete over a prolonged period of time.
- Homework is incomplete over a prolonged period of time.
- Assessments, assignments, practical work, major works, competencies are incomplete.
- A 'Zero Mark' is awarded for any reason.
- Attendance is unsatisfactory, WCS expects at least 90% attendance to be maintained in courses.

The 'Academic Letter of Concern' process aims to give the student time to complete the mandatory course requirements and rectify the problem and notifying the parent(s)/guardians(s) of the school's concerns impacting their overall mark or grade for that subject. Please see Appendix 3 for a sample.

## Disability Provisions

If a student is entitled to disability provisions for examinations/assessment tasks, medical documentation must have been provided to our Learning and Support Team to ensure the appropriate provisions can be communicated with classroom teachers.

Please contact the school email address with your supporting documentation to the attention of the WCS LaST team - wadalba-c.school@det.nsw.edu.au

### Note the following unacceptable grounds for appeal:

The provisions of the appeals process do not cover disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (eg a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

## Life Skills

1. Stage 4 or 5 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 7–12 who cannot access related general education courses.
2. Principals must make decisions about accessing Stage 4 or 5 Life Skills courses:
  - a. based on the needs of the individual student, for each course, and
  - b. via [collaborative curriculum planning](#), and
  - c. involving the individual student (where appropriate), their parents/carers, and their teachers.
3. Life Skills courses are not appropriate options for students:
  - a. who do not have an intellectual disability or an imputed intellectual disability
  - b. experiencing significant unexpected and/or chronic health issues
  - c. performing below their cohort
  - d. who could access outcomes and content with appropriate adjustments and support
  - e. with emotional and/or behavioural needs.
4. A student studying Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Life Skills courses must continue studying Life Skills courses in the current stage of schooling.
5. A student studying any Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#).
6. In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Stage 6 Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:
  - a. has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes, and/or
  - b. transfers from interstate or overseas, and/or
  - c. has a deteriorating condition.

## Submission of tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by Google Classroom or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved. All tasks should be submitted with the students name and the task heading clearly displayed.

## Use of Electronic Means for Preparation and Submission of Assessment Tasks

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. This will be specified when the task is set. Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the “lost” work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student’s responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day).

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

All other tasks must be submitted in hard-copy format unless specified. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances. Printing at school should only be a last resort and should be completed before the submission date/time.

## **In class Assessment Tasks and Exams**

The following **MUST** be implemented:

- A clock must be clearly displayed in room / gym.
- Tasks, where possible, must be completed at the same room and time for all students and under the same conditions.
- Write the Examination name, start and finish times on the board.
- Write the Examination duration on the board, including reading time.
- Provide notice when there is 5 minutes before pens down.
- Seat students at an individual desk, where possible.
- Silence remains until the final examination paper is collected.
- Papers to be distributed face down on desks and instruct when to turn over.
- Do not write name until working time begins.
- Teachers are to remain active throughout the examination, actively walking around and watching students.
- Understand what constitutes as malpractice (see “Malpractice Policy” section)
- Approved provisions embedded in consultation with LST.
- No pencil cases / clear plastic sleeve only (HSC).
- Phones in Yondr Pouches, turned off and placed at front of room (if have them).
- Bags are to be stored at the front of the room / outside, or as identified by the Classroom Teacher.

## **Feedback on ‘Draft’ submission**

Where stipulated on the assessment task notification a draft is submittable for teacher feedback. Drafts can be submitted no later than three school days prior to the submission date by 5pm. For example, if a task is due on Friday 5th, the last day for draft submission would be the previous Monday 1<sup>st</sup>, or as stated on the notification. Students are permitted to receive feedback on a maximum of two drafts per assessment task - one form of written feedback and one form of verbal feedback. Written feedback must come before verbal feedback. Verbal feedback will only be given for amendments made to the original draft.

## **Absence when a task is notified**

If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Placement, illness, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks. However, if a student has been absent, they must submit an Assessment Task Appeal Application Form in order for an extension to be considered within 5 school days.

## **Feedback on performance**

Students are entitled to relevant feedback on their assessment tasks, in a timely manner (a general guide is a 2 week turn around. If additional time is required, Deputy Principal is to be consulted). This may take the form of; verbal feedback, written feedback (general or individualised) or any combination of these.

Students will receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being assessed. Students will be provided with their final course rank after the completion of the final school-based assessment.

## Appeals on Assessment Tasks

If a student feels that his or her mark or rank in an assessment task is incorrect, then it is their responsibility to firstly discuss their concern with the course teacher and/or Head Teacher concerned. If the issue is not resolved satisfactorily, the student may appeal to the WCS Assessment Review Panel for a review of the process. This must be done within 5 school days of receiving marks. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

Appeals are not to be based on the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

### NOTE:

- NESA procedures will determine the outcome.
- The Principals decision is final in all procedural matters.

## ABSENCE DUE TO ILLNESS OR MISADVENTURE

See Appendix 1 for link to *Illness/Misadventure form*.

### Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand); A doctor's certificate MUST be provided as evidence.

Misadventure (unforeseen Circumstances) – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, flood, fire alarm, isolation caused by a flood). A Statutory Declaration from MUST be uploaded as evidence.

If either is a result of an assessment task NOT being completed or submitted then students should submit an online illness/misadventure form for the assessment task has been adversely affected. The student must discuss with the Head Teacher of the relevant course an appropriate time-frame to complete the task, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST obtain a medical certificate for the relevant time period.

In the case of unforeseen circumstance, a student's mark and rank could be decided on one of the following:

- i. Alternate and comparable task
- ii. Re-do a section/s of the task

For all illness or injury or misadventure, the relevant Faculty Head Teacher, will verify the circumstances.

If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an alternative task, whichever is the higher. Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

If form is not upheld students must submit the task on the due date. Unless prior application for an illness/misadventure has been approved by the relevant Head Teacher / Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task or the mark the student gained. If the student is not satisfied with this outcome, an appeal can be taken to the relevant Deputy Principal.

## Extension as a result of Misadventure

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted.

**It is the student's responsibility to communicate with teachers and arrive at the best solution.** If granted an extension a maximum of 5 days is allowed. If more days is required, consultation with the Principal must be sought and an alternative arrangement will be negotiated.

On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course in writing.

## Prior knowledge of absence

Where a student knows in advance that they will be absent on the day of an assessment task, including Principal approved school activity or leave, the student must notify the Classroom Teacher, submit an online Illness/Misadventure and complete the work as specified by the approved form. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date will receive a mark of ZERO. One online form can be submitted for multiple courses.

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## Illness/Misadventure Checklist

**If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:**

- Submit an online Illness/Misadventure Form (*Appendix 1*) on the first day the student returns to school (and within 5 school days of the task).
- **If more than one assessment task is due, students can submit for multiple subjects on the one form.**

Students who miss a task will receive zero (0) marks until the task is completed and the illness/misadventure form is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered. This illness/misadventure will be reviewed at the completion of the assessment program. If upheld, marks may be adjusted as determined by the Assessment Review Team. In most cases students will be given an alternate and comparable task to complete. The online Illness/Misadventure form must be submitted within 5 school days (7 calendar days) of the task due date.

## Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Front Office before 8:20am on the due date, or carry out the following procedures:

- Notify the Front Office by telephone before 8:20am or in writing on the day that the assessment task is due.
- Provide the following information:
  - ✓ Name
  - ✓ Assessment task details
  - ✓ Course
  - ✓ Course teacher, and
  - ✓ Details of the illness/misadventure/extension.
- Before 8:20am on the day of their return to school, submit an online Illness/Misadventure/Extension Form within 5 school days (*Appendix 1*) and submit the task, or a mark of ZERO will be awarded. The student must provide facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary.



- **The online Illness/Misadventure form must be submitted within 5 school days of the task due date.**
  - Report to the class teacher or Head Teacher of the course immediately to complete an Illness/Misadventure request form (Appendix 1) and arrange a time for the handing in or completion of the task. The form is also available on the school website.
  - It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.
  - For hand in tasks, the assessment task must be submitted the first day the student returns to school.
  - In the case of missed examination/s or in class task, the completion of the task must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty or Deputy Principal.)
  - The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Head Teacher of that faculty and the Deputy Principal.
  - No incorrect or incomplete online Illness/Misadventure request form will be accepted for consideration.
  - For all extensions there is a maximum of 5 days allowed (more than 5 days will need to be approved by the Principal).

[Illness/Misadventure program | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace9/im-program](https://curriculum.nsw.edu.au/ace-rules/ace9/im-program)

### **Absence on the day an assessment task is to be conducted (exam, practical task, oral, test)**

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- Notify the Front Office by telephone by 8:20am on the day of the assessment task and give an anticipated date for their return to school.
- Before 8:20am on the day of their return to school (the first day the student is not covered by a medical certificate), submit an online Illness/Misadventure Form (*see Appendix 1*). The student must provide facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary.
- Be prepared to sit a substitute task, on the day of their return to school (the first school day) or where appropriate the Head Teacher and or Deputy Principal may authorise the substitute task to be given as soon as practicable after the student's return.
- In exceptional circumstances where a student cannot complete a substitute assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the Deputy Principal.

### **Assessment tasks may be due on a day when the class is not scheduled**

Specific instruction about the time and mode of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher with name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

#### **Students found to be completing assessment tasks by:**

- non-attendance at scheduled classes during the day;
- working on tasks during other course lessons;
- deliberate absence/s from the school; or
- working on tasks in collaboration with other students;
- engaging in Malpractice

**will be interviewed by the relevant Head Teacher and may receive a mark of zero (0) for all or parts of the task/s.**

## Late submission of tasks

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the online Illness/Misadventure/Extension Form is approved the student will receive a ZERO mark for that task.

## Lateness to task

Students need to be on time to class for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason the student must undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence (eg Sentral Attendance), the student will be allowed the normal length of time.

## Extensions

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension prior to the due date for submission of the task. Requests for extensions are to be made in writing using the 'Illness/Misadventure/Extension Form'. Please see Appendix 1.

## Limitations on assessment appeal applications

**You cannot submit an online Illness/Misadventure Form on the basis of:**

- Difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness.
- Loss of study time or facilities during.
- Long-term illnesses.
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination.
- Misreading examination timetables or instructions.
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).
- Students cannot submit an Illness/Misadventure Form on the grounds of not understanding a task or receiving insufficient assistance from their teacher. It is the student's responsibility to seek clarification and support prior to the assessment due date.

*Any Assessment Task Appeal Application that is not supplemented by relevant independent documentation will **NOT** be upheld.*

**NOTE: The Principal's decision is final in all Illness / Misadventure procedural matters.**

## ZERO MARKS

A ZERO will be awarded when a student:

- Submits a task late (without a valid reason).
- Does not attempt the assessment task (non-attempt).
- Does not make a genuine serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete.
- Is found to be involved in substantial malpractice (See “Malpractice Policy” section).

In such cases:

- Parents/guardians will be informed in writing.
- Notification of this will be made through Sentral Data and the Head Teacher, Year Adviser, Deputy Principal will be tagged into this.

Students who do not make a serious attempt or fail to submit assessment tasks, will receive an ‘academic letter of concern’ letter. Students are still required to submit the task (see appendix 3).

## MALPRACTICE POLICY

### Malpractice Policy

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice may jeopardise a student’s ability to move to the next grade.

Assessment Review Panel is made up of three executive members outside of the faculty in which the case has arisen.

#### 1. Examples of Malpractice

Examples of malpractice include, but are not limited to:

- Copying another student’s work during an examination or assessment.
- Using unauthorised notes, electronic devices, or other aids during an assessment.
- Submitting work that has been plagiarised from books, journals, websites, or other sources (such as AI).
- Providing another student with answers or assistance during an examination or assessment.
- Falsifying data or results in any assessment task.
- Submitting work completed by someone else as if it were the student’s own work.
- Excessive use of other sources not acknowledged.
- Attempting to cheat.
- Assisting others to cheat.
- Copying someone else’s work in part or in whole, and presenting it as their own.
- Copying in an examination from other student or using information secretly brought in.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Using non-approved aides during an assessment task.
- Using online translation tools.
- Contriving false explanations to explain work not submitted by the due date.
- Altering of an assessment task that has already been marked.
- Attempting to alter an assessment task that has already been marked.

- Making up journal entries for a research project.
- Falsifying documents.
- Offering false documents for an appeal.
- Breach of assessment conditions – When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment. See page 10.
- Mocking / Harassing a student within an assessment task.

## 2. Responsibilities

- **Students:** Must ensure that all work submitted is their own and adhere to the principles of academic integrity.
- **Teachers:** Must provide clear instructions regarding assessments, monitor assessments to detect possible malpractice, and report any suspected malpractice according to the procedures outlined in this policy.
- **School Administration:** Must support teachers in the investigation and resolution of malpractice cases and ensure that all staff and students are aware of this policy.

## 3. Detection of Malpractice

The decision with regard to malpractice having occurred will be made by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

Teachers and examination supervisors are responsible for identifying and reporting any suspicious behaviour during assessments and examinations.

## 4. All assessments submitted by students are subject to scrutiny of plagiarism detection software.

Examples such;

- [ai-detector.info/](http://ai-detector.info/)
- [quillbot.com/ai-content-detector](http://quillbot.com/ai-content-detector)
- [grammarly.com/ai-detector](http://grammarly.com/ai-detector)

## 5. Reporting Malpractice

### i. Initial Report:

- If a teacher or examination supervisor suspects malpractice, they must document the incident and report it to the Head of Department or Deputy Principal immediately.
- The teacher must retain any relevant evidence, such as the assessment task, examination materials, or other items related to the incident.

### ii. Investigation:

- The Head of Faculty and/or Deputy Principal will conduct a thorough investigation, including interviewing the student involved and any witnesses.
- The student will be given the opportunity to explain their actions and provide any relevant information or evidence.
- The teacher may need to use a variety of formative assessment strategies to check for student understanding, knowledge and skills if any breach of malpractice is suspected.

### iii. Outcome:

- Following the investigation, a determination will be made as to whether malpractice has occurred.
- If malpractice is confirmed, appropriate consequences will be applied, as outlined in this policy.

## 6. Consequences of Malpractice

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

Consequences for confirmed cases of malpractice may include:

- A mark of zero for the affected assessment task or examination and an N warning letter.
- Cancellation of submitted work or examination results.
- A formal warning to the student and a notation of the incident in their school record.
- For repeated or severe cases, further disciplinary action may be taken, including referral to NESA.

## **7. Appeals Process**

- Students have the right to appeal decisions related to allegations of malpractice within 24 hours of the decision being taken.
- Appeals must be submitted in writing to the Deputy Principal within five school days of the student being informed of the decision.
- The appeal will be reviewed by a panel consisting of senior school staff, who will consider the evidence and provide a final decision within ten school days of receiving the appeal. If malpractice is proven, a mark of ZERO may be awarded.
- Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher as soon as possible. If the Teacher and Head Teacher are in agreement, then the student shall be awarded a zero mark for the task and given a full explanation of the decision.

## **8. Communication of the Policy**

- This policy will be communicated at the beginning of each academic year and will be included in the student handbook.
- Teachers will review the policy with students before each major assessment period to reinforce the importance of academic integrity.

## **9. Review of the Policy**

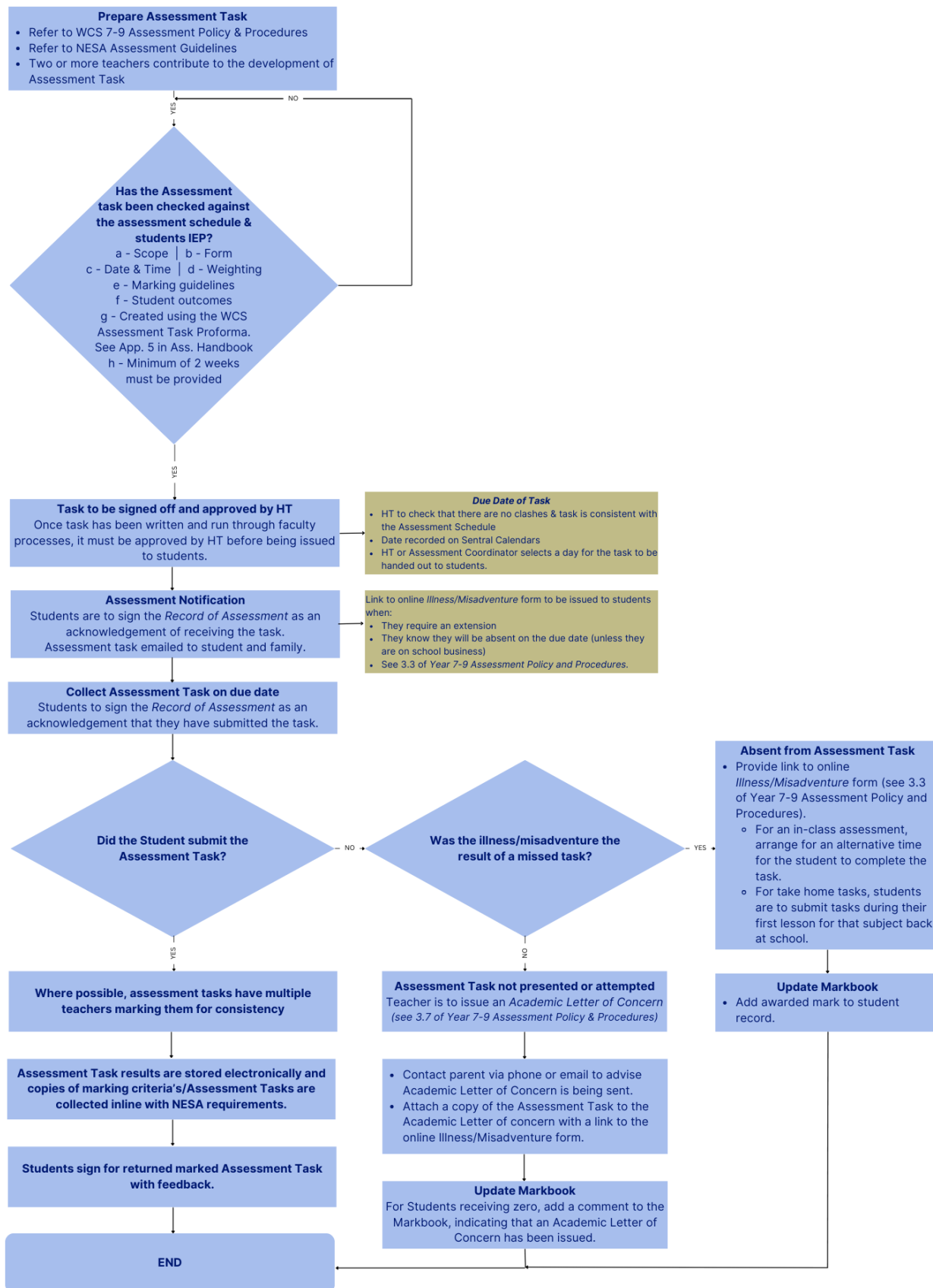
This policy will be reviewed annually or in response to changes in NESA guidelines or school practices. Any changes to the policy will be communicated to students, parents, and staff in a timely manner. This malpractice policy is designed to align with NESA guidelines, ensuring that all assessments are conducted fairly, and that academic integrity is upheld throughout the school community.

## **Conduct during examinations, tests or assessments**

Students must:

- Wear full school uniform to all examinations
- Cease speaking or communicating in any way as they enter the examination venue and remain silent while in the examination room except if talking to a supervisor
- Follow the examination supervisor's instructions at all times
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.
- Follow processes also outlined on page 10 (Re: Conduct in In-class / Examinations)
- Not take food into the examination room
- Only take permitted equipment into the assessment/examination room. Books, notes, paper, mobile phones and electronic equipment of any kind are not to be taken into the assessment/examination room.
- The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- Behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat. A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

# YEAR 7 – 9 ASSESSMENT TASK FLOWCHART





## YEAR 7 ASSESSMENT SCHEDULE CALENDAR 2025

	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>		PDHPE (all term)	PDHPE (all term)	English (all term)
<b>Week 2</b>		HSIE - Geography Visual Art Tech Mandatory - Digital Technology		Tech Mandatory - Digital Technology
<b>Week 3</b>		Music Tech Mandatory - Materials Technology		Materials Technology
<b>Week 4</b>				HSIE - History
<b>Week 5</b>				
<b>Week 6</b>	English Tech Mandatory - Digital Technology		Tech Mandatory - Digital Technology	
<b>Week 7</b>	HSIE - Geography		HSIE - History	
<b>Week 8</b>	Music Visual Art Tech Mandatory - Materials Technology	Mathematics Science	Mathematics Materials Technology	
<b>Week 9</b>	Mathematics Science Music Visual Art	English Science	English PDHPE	
<b>Week 10</b>	Science Music PDHPE Tech Mandatory - Materials Technology	Science	Science Materials Technology	
<b>Week 11</b>	Science			

Year 7 Assessment Schedule

**English**

**SEMESTER 1 | TERM 1**

**TOPIC: WE CAN BE HEROES**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>						Task 1					
<b>Task Type</b>						Reading comprehension examination					
<b>Outcomes</b>						EN4-RVL-01 EN4-URB-01					

**SEMESTER 1 | TERM 2**

**TOPIC: FRACTURED FAIRY TALES**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 2	
<b>Task Type</b>									Drama multimodal	
<b>Outcomes</b>									EN4-URA-01 EN4-URC-01	

**SEMESTER 2 | TERM 3**

**TOPIC: OVERCOMING ADVERSITY**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 3	
<b>Task Type</b>									Extended writing task	
<b>Outcomes</b>									EN4-RVL-01 EN4-URA-01 EN4-URB-01	

**SEMESTER 2 | TERM 4**

**TOPIC: WE'RE GOING ON A JOURNEY**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>	Throughout the term									
<b>Task Type</b>	Formative – in-class presentations									
<b>Outcomes</b>	EN4-URB-01, EN4-ECA-01									

Year 7 Assessment Schedule

**HSIE**

SEMESTER 1   TERM 1		GEOGRAPHY					TOPIC: LANDSCAPES & LANDFORMS			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Landscapes & Landforms				Changing Landscapes		Management & Protection		Geomorphic Hazards	
<b>Task Due</b>							Task 1			
<b>Task Type</b>							Research Report 25%			
<b>Outcomes</b>	GE 4-1, GE4-4, GE4-5, GE4-8									

SEMESTER 1   TERM 2		GEOGRAPHY					TOPIC: PLACE & LIVEABILITY			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Influences & Perceptions		Access to services & Facilities		Environmental Quality		Community		Enhancing Liveability	
<b>Task Due</b>		Task 2								
<b>Task Type</b>		Skills Test 25%								
<b>Outcomes</b>	GE4-2, GE4-3, GE4-7, GE4-8									

SEMESTER 2   TERM 3		HISTORY					TOPIC: THE ANCIENT WORLD			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Overview – Investigating the Ancient Past						The Mediterranean World			
<b>Task Due</b>							Task 3			
<b>Task Type</b>							Research Task 25%			
<b>Outcomes</b>	HT 4-6, HT4-8, HT4-10									

SEMESTER 2   TERM 4		HISTORY					TOPIC: THE ANCIENT WORLD			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	The Mediterranean World				The Asian World					
<b>Task Due</b>	Task 4									
<b>Task Type</b>	Skills Test 25%									
<b>Outcomes</b>	HT4-1, HT4-2, HT4-5									

Year 7 Assessment Schedule

**Mathematics**

**SEMESTER 1 | TERM 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Computation with integers			Fractions, decimals and percentages				Probability			
<b>Task Due</b>									Task 1		
<b>Task Type</b>									In-class assessment		
<b>Outcomes assessed</b>									MAO-WM-01 MA4-INT-01-C MA4-FRC-01-C		
<b>Outcomes</b>	MAO-WM-01, MA4-INT-C-01			MAO-WM-01, MA4-FRC-C-01				MAO-WM-01, MA4-Pro-C-01			
<b>Prior Outcomes</b>	MA3-AR-01, MA3-MR-01			MA3-RN-03				MA3-CHAN-01			

**SEMESTER 1 | TERM 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Number properties and patterns			Algebra				Length		
<b>Task Due</b>								Task 2		
<b>Task Type</b>								In-class assessment		
<b>Outcomes assessed</b>								MAO-WM-01 MA4-FRC-01-C MA4-ALG-01-C		
<b>Outcomes</b>	MAO-WM-01, MA4-FRC-C-01, MA4-IND-C-01, MA4-LIN-C-01			MAO-WM-01, MA4-ALG-C-01, MA4-IND-C-01				MAO-WM-01, MA4-LEN-C-01,		
<b>Prior Outcomes</b>	MA3-RN-03, MA3-AR-01, MA3-MR-01-10			MA3-AR-01, MA3-MR-01				MA3-GM-02, MA3-NSM-02		

**SEMESTER 2 | TERM 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Equations			Indices				Data visualisation		
<b>Task Due</b>								Task 3		
<b>Task Type</b>								In-class assessment		
<b>Outcomes assessed</b>								MAO-WM-01 MA4-EQU-C-01 MA4-IND-C-01		
<b>Outcomes</b>	MAO-WM-01, MA4-EQU-C-01			MAO-WM-01, MA4-ALG-C-01, MA4-IND-C-01				MAO-WM-01, MA4-DAT-C-01,		
<b>Prior Outcomes</b>	MA4-ALG-C-01, MA4-IND-C-01			MA3-AR-01, MA3-MR-01-10				MA3-DATA-01, MA3-DATA-02		

Year 7 Assessment Schedule

**Mathematics (continued)**

**SEMESTER 2 | TERM 4**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Area			Angle relationships				Volume		
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes assessed</b>										
<b>Outcomes</b>	MA4-ARE-C-01			MAO-WM-01, MA4-ANG-C-01, MA4-GEO-C-0				MAO-WM-01, MA4-VOL-C-01		
<b>Prior Outcomes</b>	MA3-GM-02, MA3-NSM-02			MA3-3DS-01				MA4-ARE-C-01, MA4-LEN-C-0		

Year 7 Assessment Schedule

**PDHPE**

Term		Term 1	Term 2	Term 3		Term 4
Weeks		Weeks 1 – 11	Weeks 1 – 10	Weeks 1 - 5	Weeks 1 - 5	Weeks 1 – 10
Scope Of Learning – Topics Taught	<b>Physical Education</b>	<b>Team Wadalba</b> Cultivate holistic development through dynamic activities, promoting teamwork, communication, and conflict resolution in PDHPE <i>Outcomes: PD4-8, PD4-10</i>	<b>Invasion Games: Netball + Basketball</b> Learning to transfer invasion concepts between Netball and Basketball. <i>Outcomes: PD4-4, PD4-5</i>	<b>Rustic Rhythms</b> Exploring composition through Aussie Dance: Bush, Barn, Indigenous and Pacific Islander Dances <i>Outcomes: PD4-11</i>	<b>Striking Games - Modified Games</b> <i>Outcomes: PD4-4, PD4-5</i>	<b>Recreational &amp; Summer Sports</b> Fun in the sun playing Spikeball, Speedminton, Beach Volleyball and Swimming <i>Outcomes: PD4-8</i>
	<b>Health and Personal Development</b>	<b>Discovering You, Connecting Us</b> Explore the impact of self Identity and relationships on supporting positive transitions <i>Outcomes: PD4-1, PD4-2, PD4-3</i>	<b>Fuelling Your Future</b> Learn about the role positive nutrition plays in a balanced lifestyles to promote and support holistic health. <i>Outcomes: PD4-6, PD4-7</i>	<b>Me and My Changes</b> Developing skills to positively navigate the social, emotional and physical changes occurring during puberty and adolescence. <i>Outcomes: PD4-1, PD4-2, PD4-3, PD4-7</i>		<b>Play It Safe: Road, Water and Relational Risks</b> Explore risk and Safety in water, road and pedestrian environments. Develop skills in to assert beliefs and resist peer pressure. <i>Outcomes: PD4-6, PD4-9</i>

TASK NUMBER	Task 1	Task 2	Task 3	Task 4
TOPIC AREA	<b>Discovering You, Connecting Us</b>	<b>Team Wadalba</b>	<b>Invasion Games: Netball + Basketball</b>	<b>07 PDHPE Course</b>
TASK TYPE	Scenario Task	Practical Task	Practical Assessment	Open Book Test
WEIGHTING	25%	25%	25%	25%
OUTCOMES	PD4-1, PD4-2	PD4-8, PD4-10	PD4-4, PD4-5	PD4-1, PD4-3, PD4-6, PD4-7
DATE	Week 10, Term 1	Ongoing Term 1	Ongoing Term 2	Week 9, Term 3



Year 7 Assessment Schedule

**Science**

SEMESTER 1   TERM 1										TOPIC: CHEMICAL WORLD	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>										Task 1	Task 2
<b>Task Type</b>										Practical 16.6%	Exam 16.6%
<b>Outcomes</b>										SC4-16CW, 4WS, 5WS, 6WS,7WS, 8WS	SC4-16CW, 17CW, 7WS, 8WS, 9WS
CW1 The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. CW3 Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.											

SEMESTER 1   TERM 2										TOPIC: PHYSICAL WORLD	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Task Due</b>										Task 3	Task 4
<b>Task Type</b>										Practical 16.6%	Topic Test 16.6%
<b>Outcomes</b>										SC4 10PW, 5WS, 6WS	SC4 10PW
PW1 Change to an object's motion is caused by unbalanced forces acting on the object. PW2 The action of forces that act at a distance may be observed and related to everyday situations.											

SEMESTER 2   TERM 3										TOPIC: EARTH AND SPACE	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Task Due</b>										Task 5	Task 6
<b>Task Type</b>										Research & Model 16.6%	Topic Test 16.6%
<b>Outcomes</b>										SC4 12ES, 9WS	SC4 12ES
ES1 Sedimentary, igneous, and metamorphic rocks contain minerals and are formed by processes that occur within Earth over various timescales. ES2 Scientific knowledge changes as new evidence becomes available. Some technological developments and scientific discoveries have significantly changed people's understanding of the solar system.											

SEMESTER 2   TERM 4										TOPIC: LIVING WORLD	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Outcomes</b>	LW1 There are differences within and between groups of organisms; classification helps organise this diversity				LW2 Cells are the basic units of living things and have specialised structures and functions			LW3 Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce			

Year 7 Assessment Schedule

**CAPA – Music**

SEMESTER A   TERM 1								TOPIC: Rhythms of the World			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Task 1		Task 2	
<b>Task Type</b>								PART A-Drumming Ensemble Performance (10 Marks) 10%		Polyrhythmic Composition 15%	
<b>Outcomes</b>								4.3, 4.11, 4.12		4.4, 4.5, 4.6	

SEMESTER A   TERM 2								TOPIC: Rhythms of the World			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Task Due</b>			Task 3								
<b>Task Type</b>			Aural Skills 15%								
<b>Outcomes</b>			4.7, 4.8, 4.9, 4.10								

Year 7 Assessment Schedule

**CAPA – Visual Art**

SEMESTER 1   TERM 1										TOPIC: ME LLAMO	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Task 1	Task 2		
<b>Task Type</b>								Appreciation task 15%	Part A: Clay Sugar Skull 40%		
<b>Outcomes</b>								4.7, 4.8, 4.9	4.1, 4.3, 4.6		

SEMESTER 1   TERM 2										TOPIC: ME LLAMO/POP ART	
Week	Week 1	Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Task 3	Task 4								
<b>Task Type</b>		VAPD and Pop Art Draft 30%	Unseen plate analysis 15%								
<b>Outcomes</b>		4.1, 4.2, 4.3, 4.4, 4.5	4.8								

**TAS – Technology Mandatory**

**SEMESTER 1 or SEMESTER 2 | TERM 1 or TERM 3** **TOPIC: MATERIALS TECHNOLOGY (TEXTILES) OR DIGITAL TECHNOLOGIES**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>						Digital Technologies Task 1		Materials Technology Task 1		Materials Technology Task 2	
<b>Task Type</b>						Research presentation 20%		Cultural study 10%		Fibre research task 10%	
<b>Outcomes</b>						TE4 - 10TS		TE4-10TS		TE4-10TS, TE4-9MA	

**SEMESTER 1 or SEMESTER 2 | TERM 2 or TERM 4** **TOPIC: MATERIALS TECHNOLOGY (TEXTILES) OR DIGITAL TECHNOLOGIES**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Digital Technologies Task 2	Materials Technology Task 3							
<b>Task Type</b>		Arduino coding project 30%	Design folio and keyring 30%							
<b>Outcomes</b>		TE4-1DP TE4-2DP TE4-4DP	TE4-1DP, TE4-2DP, TE4-3DP							

## YEAR 8 ASSESSMENT SCHEDULE CALENDAR 2025

	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>		HSIE – Geography	PDHPE (ongoing)	English (all term)
<b>Week 2</b>		Science Visual Art Tech Mandatory – Agriculture & Food Technologies Tech Mandatory – Engineering systems		Tech Mandatory – Agriculture & Food Technologies Tech Mandatory – Engineering systems
<b>Week 3</b>		Music Spanish		Science
<b>Week 4</b>				Science
<b>Week 5</b>				
<b>Week 6</b>			HSIE – History Japanese	
<b>Week 7</b>		Japanese		
<b>Week 8</b>	HSIE – Geography Mathematics Science Music Visual Art Japanese Tech Mandatory – Agriculture & Food Technologies	Mathematics	Mathematics Science Tech Mandatory – Agriculture & Food Technologies	
<b>Week 9</b>	English Music Visual Art Spanish	English PDHPE Science	English HSIE – History PDHPE Spanish	
<b>Week 10</b>	Music PDHPE Tech Mandatory – Engineering systems		Tech Mandatory – Engineering systems	
<b>Week 11</b>				

**English**

**SEMESTER 1 | TERM 1**

**TOPIC: WRITE BEFORE YOUR EYES**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>									Task 1		
<b>Task Type</b>									Multimodal presentation		
<b>Outcomes</b>									EN4-RVL-01 EN4-URA-01 EN4-ECA-01		

**SEMESTER 1 | TERM 2**

**TOPIC: SUSTAINABLE STORIES: A NOVEL STUDY**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 2	
<b>Task Type</b>									Extended written response	
<b>Outcomes</b>									EN4-RVL-01 EN4-URB-01 EN4-ECA-01	

**SEMESTER 2 | TERM 3**

**TOPIC: DISTINCTIVELY VISUAL**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 3	
<b>Task Type</b>									Creative writing task	
<b>Outcomes</b>									EN4-URC-01 EN4-ECA-01 EN4-ECB-01	

**SEMESTER 2 | TERM 4**

**TOPIC: ON THE LIGHTER SIDE**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>	Throughout the term									
<b>Task Type</b>	Formative - in-class reflective speaking									
<b>Outcomes</b>	EN4-RVL-01, EN4-ECA-01									

Year 8 Assessment Schedule

**HSIE**

SEMESTER 1   TERM 1		GEOGRAPHY					TOPIC: INTERCONNECTIONS			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Personal Connections		Technology		Trade			Production & Consumption		
<b>Task Due</b>								Task 1		
<b>Task Type</b>								Skills Test 25%		
<b>Outcomes</b>	GE4-2, GE4-3, GE4-7, GE4-8									

SEMESTER 1   TERM 2		GEOGRAPHY					TOPIC: WATER IN THE WORLD			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Water resources	The water cycle	Australia's water resources		Water scarcity & water management		The value of water		Natural hazards	
<b>Task Due</b>	Task 2									
<b>Task Type</b>	Photo essay 25%									
<b>Outcomes</b>	GE4-2, GE4-3, GE4-7, GE4-8									

SEMESTER 2   TERM 3		HISTORY					TOPIC: THE WESTERN & ISLAMIC WORLD			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Western and Islamic world									
<b>Task Due</b>						Task 3			Task 4	
<b>Task Type</b>						Research Task 25%			Skills Test 25%	
<b>Outcomes</b>	HT4-3, HT4-8, HT4-10									

SEMESTER 2   TERM 4		HISTORY					TOPIC: EXPANDING CONTACTS/ASIA-PACIFIC WORLD			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Expanding contacts					Asia/Pacific world				
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>	HT4-2, HT4-2, HT4-7									

Year 8 Assessment Schedule

**Mathematics**

**SEMESTER 1 | TERM 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Computation with integers			Rates and ratios				Fractions, decimals and percentages (including FM)			
<b>Task Due</b>								Task 1			
<b>Task Type</b>								In class assessment			
<b>Outcomes assessed</b>								MAO-WM-01 MA4-INT-C-01 MA4-RAT-C-01			
<b>Outcomes</b>	MAO-WM-01, MA4-INT-C-01			MAO-WM-01, MA4-RAT-C-01				MAO-WM-01, MA4-FRC-C-01			

**SEMESTER 1 | TERM 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Algebra and indices				Area of circles			Linear relationships		
<b>Task Due</b>								Task 2		
<b>Task Type</b>								In class assessment		
<b>Outcomes assessed</b>								MAO-WM-01 MA4-ALG-C-01 MA4-IND-C-01 MA4-ARE-C-01		
<b>Outcomes</b>	MAO-WM-01, MA4-EQU-C-01			MAO-WM-01, MA4-PYT-C-01			MAO-WM-01, MA4-VOL-C-01			

**SEMESTER 2 | TERM 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Equations				Pythagoras' theorem			Volume		
<b>Task Due</b>								Task 3		
<b>Task Type</b>								In class assessment		
<b>Outcomes assessed</b>								MAO-WM-01 MA4-EQU-C-01 MA4-PYT-C-01		
<b>Outcomes</b>	MAO-WM-01, MA4-EQU-C-01			MAO-WM-01, MA4-PYT-C-01			MAO-WM-01, MA4-VOL-C-01			



**Mathematics (continued)**

**SEMESTER 2 | TERM 4**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Properties of geometrical figures			Data visualisation and classification				Data analysis		
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes assessed</b>										
<b>Outcomes</b>	MAO-WM-01, MA4-GEO-C-01			MAO-WM-01, MA4-DAT-C-01				MAO-WM-01, MA4-DAT-C-02		

Year 8 Assessment Schedule

**PDHPE**

Term		Term 1		Term 2	Term 3	Term 4
Weeks		Weeks 1 – 7	8 – 11	Weeks 1 – 10	Weeks 1 – 10	Weeks 1 – 10
Scope Of Learning – Topics Taught	<b>Physical Education</b>	<b>Minor Games</b> Fun games, to get kids active and connecting ready for the start of the year! <i>Outcomes:</i> PD4-4, PD4-5	<b>Fit For Life</b> <i>Applying learning from theory in practical.</i> <i>Outcomes:</i> PD4-7, PD4-8	<b>Net / Court Games:</b> <b>Pickleball + Volleyball or Badminton</b> Learning to transfer invasion concepts between Pickleball and Volleyball or badminton <i>Outcomes:</i> PD4-4, PD4-5	<b>Territory Games:</b> <b>European Handball + Gaelic Football</b> Learning to transfer invasion concepts between Gaelic Football and European Handball. <i>Outcomes:</i> PD5-4, PD4-5	<b>Aussie Sports</b> Enjoy connecting with friends while playing Aussie Sports of Cricket, Netball, Marn Grook and AFL. <i>Outcomes:</i> PD4-8
	<b>Health and Personal Development</b>	<b>Fit For Life</b> Integrate the theory on the benefits of physical activity and personal fitness and then develop and implement the skills to set and achieve goals <i>Outcomes:</i> PD4-7, PD4-8		<b>Changing Relationships</b> Exploring how relationships change as we grow and develop. Learning concepts of intimacy, safety and consent, students unpack personal values and develop the skills to remain safer in emerging intimate relationships. <i>Outcomes:</i> PD4-3, PD4-6	<b>Smart Moves:</b> <b>Making Safe Choices with Substances</b> Developing the knowledge and skills to refuse substances, including vaping, smoking, alcohol and cannabis. <i>Outcomes:</i> PD4-6, PD4-7, PD4-9	<b>Mindful Living:</b> <b>Building Resilience and Wellbeing</b> Delve into understanding mental wellbeing, challenging misconceptions and exploring influences. Learn skills to communicate mental health needs, and find reliable sources of support <i>Outcomes:</i> PD4-1, PD4-2

TASK NUMBER	Task 1	Task 2	Task 3	Task 4
TOPIC AREA	<b>Fit for Life</b>	<b>Minor Games</b>	<b>Net / Court Games</b>	<b>Year 8 PDHPE Course</b>
TASK TYPE	Research Task	Practical Assessment	Practical Assessment	Open Book Test
WEIGHTING	25%	25%	25%	25%
OUTCOMES	PD4-7, PD4-8	PD4-4, PD4-5	PD4-4, PD4-5	PD4-3, PD4-6, PD4-7, PD4-9
DATE	Week 10, Term 1	Week 9, Term 1	Ongoing Term 2	Week 9, Term 3

Year 8 Assessment Schedule

**Science**

SEMESTER 1   TERM 1								TOPIC: LIVING WORLD			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Task 1			
<b>Task Type</b>								Collaborative project 20%			
<b>Outcomes</b>								4WS, 5WS, 6WS, 7WS, 9WS			
	4WS-7WS&9WS Skills in the Scientific Method, Working Collaboratively, Planning, Conducting and Reporting Investigations			LW4&5 Human Health Solutions, Scientific discovery solving real world problem depth study, Ethics - criteria for implementation of technology to solve contemporary issues, Food Chains and webs, organism interactions, microorganisms, human impacts on ecosystems, technology to manage impact of natural events/disasters, scientific understanding and agriculture practices							

SEMESTER 1   TERM 2							TOPIC: EARTH AND SPACE			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Task 2							Task 3	
<b>Task Type</b>		Mid-semester exam 20%							Resources task 20%	
<b>Outcomes</b>		SC4 13ES, 15LW, 7WS, 8WS							SC4 13ES, 7WS, 8WS, 9WS	
	ES3&4 Earths, spheres review, Renewable and non-renewable resources from Earth's spheres, strategies for conserving and managing resources including Aboriginal and Torres Strait Islander peoples, water management with knowledge of the water cycle									

Year 8 Assessment Schedule

**Science (continued)**

**SEMESTER 2 | TERM 3**

**TOPIC: CHEMICAL WORLD**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>								Task 4		
<b>Task Type</b>								Chemistry practical assessment 20%		
<b>Outcomes</b>								4WS, 5WS, 6WS, 7WS, 9WS		
	CW2&4 Atoms, Elements, Compound and Mixtures particle arrangement, The Periodic Table and its families, Cultures and their uses of elements and compounds, Compare Physical and Chemical Change, Indicators of Chemical change, examples of CC in nature, development of new polymers and pharmaceuticals, collaboration within disciplines to get new substances.									

**SEMESTER 2 | TERM 4**

**TOPIC: PHYSICAL WORLD**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>			Task 5							
<b>Task Type</b>			Yearly exam 20%							
<b>Outcomes</b>			SC4 15LW, 13ES, 17CW, 11PW, 7WS, 8WS, 9WS							
<b>Outcomes</b>	PW3&4 Kinetic and potential energy, heat transfer, electricity, circuits, energy transformations, technology and energy efficiency, society and environmental solutions									

Year 8 Assessment Schedule

**CAPA – Music**

SEMESTER A   TERM 1								TOPIC: Rhythms of the World			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Task 1		Task 2	
<b>Task Type</b>								PART A-Drumming Ensemble Performance (10 Marks) 10%		Polyrhythmic Composition 15%	
<b>Outcomes</b>								4.3, 4.11, 4.12		4.4, 4.5, 4.6	

SEMESTER A   TERM 2								TOPIC: Rhythms of the World			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Task Due</b>			Task 3								
<b>Task Type</b>			Aural Skills 15%								
<b>Outcomes</b>			4.7, 4.8, 4.9, 4.10								

Year 8 Assessment Schedule

**CAPA – Visual Art**

SEMESTER 1   TERM 1								TOPIC: ME LLAMO			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Task 1	Task 2		
<b>Task Type</b>								Appreciation Task 15%	Part A: Clay Sugar Skull 40%		
<b>Outcomes</b>								4.7, 4.8, 4.9	4.1, 4.3, 4.6		

SEMESTER 1   TERM 2							TOPIC: ME LLAMO & POP ART				
Week	Week 1	Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Task 3	Task 4								
<b>Task Type</b>		VAPD and pop art draft 30%	Unseen plate analysis 15%								
<b>Outcomes</b>		4.1, 4.2, 4.3, 4.4, 4.5	4.8								

Year 8 Assessment Schedule

**Language - Japanese**

**SEMESTER 1 | TERM 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Welcome to Japan			Nice to meet you							
<b>Task Due</b>									Task 1		
<b>Task Type</b>									Creating text: Introduction video Understanding: Hiragana test 30%		
<b>Outcomes</b>	ML4-UND-01, ML4-CRT-01			ML4-UND-01, ML4-CRT-01							

**SEMESTER 1 | TERM 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Letter to a pen pal									
<b>Task Due</b>							Task 2			
<b>Task Type</b>							Creating text: letter to penpal Understanding: test 40%			
<b>Outcomes</b>	ML4-UND-01, ML4-CRT-01									

**SEMESTER 2 | TERM 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Japan Supernatural						A trip to Japan			
<b>Task Due</b>						Task 3				
<b>Task Type</b>						Interacting: describing a <i>yokai</i> Understanding: test 30%				
<b>Outcomes</b>	ML4-UND-01, ML4-INT-01						ML4-UND-01, ML4-CRT-01			

**SEMESTER 2 | TERM 4**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Let's Eat!							Film Studies		
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>	ML4-INT-01									

Year 8 Assessment Schedule

**Language - Spanish**

**SEMESTER 1 | TERM 1**

**TOPIC: ¡HOLA! ¿CÓMO TE LLAMAS?**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Introduction to Spanish			Greetings and introductions							
<b>Task Due</b>									Task 1		
<b>Task Type</b>									Interacting Q&A 30%		
<b>Outcomes</b>	ML4-UND-01, ML4-INT-01										

**SEMESTER 1 | TERM 2**

**TOPIC: MI TIEMPO LIBRE**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Letter to a pen pal									
<b>Task Due</b>			Task 2							
<b>Task Type</b>			Responding and composing a letter 30%							
<b>Outcomes</b>	ML4-UND-01, ML4-CRT-01									

**SEMESTER 2 | TERM 3**

**TOPIC: LET'S EAT!**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 3	
<b>Task Type</b>									Research Task 30%	
<b>Outcomes</b>	ML4-UND-01, ML4-CRT-0, ML4-INT-01									

**SEMESTER 2 | TERM 4**

**TOPIC: CULTURAL CELEBRATIONS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Mi alebriie					Festivals				
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>	ML4-UND-01, ML4-CRT-01, ML4-INT-01									



**TAS – Technology Mandatory**

**SEMESTER 1 or SEMESTER 2 | TERM 1 or TERM 3**

**TOPIC: AGRICULTURE & FOOD TECHNOLOGIES OR ENGINEERING SYSTEMS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Agriculture & food technologies Task 1		Engineering systems Task 1	
<b>Task Type</b>								Agriculture industry case study 20%		Research task 10%	
<b>Outcomes</b>								SDP-01, PDP-01			

**SEMESTER 1 or SEMESTER 2 | TERM 2 or TERM 4**

**TOPIC: AGRICULTURE & FOOD TECHNOLOGIES OR ENGINEERING SYSTEMS**

Week	Week 1	Week 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Agriculture & food technologies Task 2	Engineered systems Task 2								
<b>Task Type</b>		Food product design folio 30%	Practical and design folio 40%								
<b>Outcomes</b>		DES-01, SAF-01, PPM-01	TE4-1DP, TE4-2DP, TE4-8EN, TE4-3DP								

## YEAR 9 ASSESSMENT SCHEDULE CALENDAR 2025

	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>		Food Technology	PDHPE (ongoing)	English (all term)
<b>Week 2</b>		Music	Food Technology	HSIE – Geography Agriculture
<b>Week 3</b>		IT Timber	Food Technology	Science - STEAM
<b>Week 4</b>	Marine Studies	Visual Art		Photography Music Visual Art Food Technology IT Timber
<b>Week 5</b>	Outdoor Education 200 hour			Science
<b>Week 6</b>	HSIE – History Food Technology	PDHPE Marine Studies Psychology	HSIE – Geography Marine Studies	
<b>Week 7</b>	PDHPE Child Studies Food Technology		PASS 100hour PASS 200hour	
<b>Week 8</b>	PDHPE Agriculture Psychology IT Timber	Music Agriculture	Music Outdoor Education 100 hour Outdoor Education 200 hour PASS 100hour PASS 200hour Agriculture Psychology	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>

## YEAR 9 ASSESSMENT SCHEDULE CALENDAR 2025

	Term 1	Term 2	Term 3	Term 4
<b>Week 9</b>	English HSIE - History Mathematics PDHPE Music PASS 100hour PASS 200hour Marine Studies Science - STEAM	English Mathematics Visual Art Outdoor Education 100 hour Outdoor Education 200 hour PASS 100hour PASS 200hour	English Mathematics PDHPE Science Visual Art PASS 100hour PASS 200hour Psychology Child Studies IT Timber	
<b>Week 10</b>	PDHPE Science Photography Visual Art Outdoor Education 100 hour	Science Photography Science - STEAM Child Studies	Photography Outdoor Education 100 hour Outdoor Education 200 hour Science - STEAM	
<b>Week 11</b>	Outdoor Education 100 hour Science - STEAM			

**English**

SEMESTER 1   TERM 1							TOPIC: STORIES OF RESILIENCE – REFUGEE STORIES				
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due									Task 1		
Task Type									Visual representation and analysis		
Outcomes									EN5-RVL-01 EN5-URA-01 EN5-ECB-01		

SEMESTER 1   TERM 2							TOPIC: SPECULATIVE FICTION: QUESTIONING POSSIBILITIES				
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due									Task 2		
Task Type									Creative writing task		
Outcomes									EN5-URB-01 EN5-URC-01 EN5-ECA-01		

SEMESTER 2   TERM 3							TOPIC: EXPLORING DRAMATIC IDEAS				
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due									Task 3		
Task Type									In-class examination		
Outcomes									EN5-URB-01 EN5-URC-01 EN5-ECA-01		

SEMESTER 2   TERM 4							TOPIC: CHANGE AND CHAOS				
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due	Throughout the term										
Task Type	Creative project and visuals										
Outcomes	EN5-URB-01, EN5-ECA-01, EN5-ECB-01										

Year 9 Assessment Schedule

**HSIE**

SEMESTER 1   TERM 1		GEOGRAPHY					TOPIC: SUSTAINABLE BIOMES			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Biomes		Changing biomes		Changing landscapes		Challenges to food production		Food security	
<b>Task Due</b>						Task 1			Task 2	
<b>Task Type</b>						Research Task 25%			Skills test 25%	
<b>Outcomes</b>	GE 5-2, GE5-7, GE5-8									

SEMESTER 1   TERM 2		GEOGRAPHY					TOPIC: CHANGING PLACES			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Consequences of urbanisation		Urban settlement patterns		Internal migration		International migration		Australians urban future	
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>	GE5-2, GE5-3, GE5-7, GE5-8									

SEMESTER 2   TERM 3		HISTORY					TOPIC: MAKING A BETTER WORLD/AUSTRALIA & ASIA/AUSTRALIANS AT WAR			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Industrial revolution/Making a nation						Australians at war			
<b>Task Due</b>						Task 3				
<b>Task Type</b>						Skills and stimulus test 25%				
<b>Outcomes</b>	HT 5-4, HT5-5, HT-10									

**HSIE (continued)**

SEMESTER 2   TERM 4		HISTORY					TOPIC: AUSTRALIANS AT WAR			
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Australians at War									
Task Due		Task 4								
Task Type		Research report 25%								
Outcomes	HT4-1, HT4-2, HT4-5									

Year 9 Assessment Schedule

**Mathematics**

**SEMESTER 1 | TERM 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Indices A Numbers of any magnitude					Algebraic techniques A				
<b>Task Due</b>									Task 1	
<b>Task Type</b>									In-class assessment 25%	
<b>Outcomes assessed</b>									MAO-WM-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01	
<b>Outcomes</b>	MAO-WM-01, MA5-IND-C-01, MA5-MAG-C-01					MA5-ALG-C-01, MAO-WM-01				

**SEMESTER 1 | TERM 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Trigonometry A					Equations A				
<b>Task Due</b>		Task 2								
<b>Task Type</b>		In-class assessment 25%								
<b>Outcomes assessed</b>		MAO-WM-01 MA5-TRG-C-01 MA5-LIN-C-01								
<b>Outcomes</b>	MAO-WM-01, MA5-TRG-C-01					MA5-EQU-C-01, MAO-WM-01				

**SEMESTER 2 | TERM 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Properties of geometrical figures A		Financial mathematics A				Linear relationships A			
<b>Task Due</b>									Task 3	
<b>Task Type</b>									In-class assessment 25%	
<b>Outcomes assessed</b>									MAO-WM-01, MA5-GEO-C-01, MA5-FIN-C-01, MA5-LIN-C-01	
<b>Outcomes</b>	MAO-WM-01, MA5-GEO-C-01		MAO-WM-01, MA5-FIN-C-01				MAO-WM-01, MA5-LIN-C-01			

**Mathematics (continued)**

**SEMESTER 2 | TERM 4**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Area and surface area A Volume A					Probability A				
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes assessed</b>										
<b>Outcomes</b>	MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01					MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01				



Year 9 Assessment Schedule

**PDHPE**

	Term	Term 1	Term 2		Term 3	Term 4
	Weeks	Weeks 1 – 11	Weeks 1 – 5	Weeks 6 – 10	Weeks 1 – 10	Weeks 1 – 10
<b>Scope Of Learning – Topics Taught</b>	<b>Physical Education</b>	<b>RT4T – Resistance Training For Teens</b> Evidence-based program designed to promote muscle-strengthening activities among adolescents, enhancing their physical health and fitness and providing teens with the competence, confidence, knowledge, and motivation to participate in resistance training. <i>Outcomes:</i> PD5-5, PD5-11, PD5-6, PD5-7, PD5-8	<b>Territory Games: Touch Footy + Soccer</b> Learning to transfer invasion concepts between Touch and Soccer <i>Outcomes:</i> PD5-4, PD5-11	<b>Indigenous Games</b> Experience Traditional Indigenous Games from around Australia <i>Outcomes:</i> PD5-4	<b>Net Court Games: Tennis &amp; Speedminton</b> Learning to transfer net / court concepts between tennis and Speedminton <i>Outcomes:</i> PD5-4, PD5-11	<b>Sport Around The World</b> Enjoy being physically active while playing a range of sports from around the world. <i>Outcomes:</i> PD5-4, PD5-11
	<b>Health and Personal Development</b>		<b>What’s the Risk?</b> Learning about different risks, including drug use and online risks. Explore strategies to refuse and mitigate risk. <i>Outcomes:</i> PD5-6, PD5-7, PD5-9		<b>Safe Connections: Navigating Intimacy with respect and consent</b> Exploring safety in intimate relationships. <i>Outcomes:</i> PD5-2, PD5-3, PD5-7	<b>Nourish Me:</b> Unpacking Nutrition with Literacy Lens. <i>Outcomes:</i> PD5-2, PD5-7, PD5-8

TASK NUMBER	Task 1	Task 2	Task 3	Task 4
<b>TOPIC AREA</b>	<b>Resistance Training for Teens</b>	<b>Territory Games</b>	<b>Net Court Games: Tennis &amp; Speedminton</b>	<b>Year 9 PDHPE Course</b>
<b>TASK TYPE</b>	Personal Fitness Plan	Practical Assessment	Practical Assessment	Open Book Yearly Test
<b>WEIGHTING</b>	25%	25%	25%	25%
<b>OUTCOMES</b>	PD5-7, PD5-8	PD 5-11	PD5-4, PD5-5	PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9
<b>DATE</b>	Weeks 8 – 10, Term 1	Week 6, Term 2	Ongoing, Term 3	Week 9, Term 3

Year 9 Assessment Schedule

**Science**

SEMESTER 1   TERM 1										TOPIC: EARTH AND SPACE		
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		Week 11
<b>Task Due</b>										Task 1	Task 2	T
<b>Task Type</b>										Case Study 20%	Topic Test & Study Sheet 10%	
<b>Outcomes</b>										SC5 13ES, 7WS, 8WS, 9WS	SC5 12ES, 13ES, 7WS	
	ES2 The theory of plate tectonics explains global patterns of geological activity and continental movement.					ES3 People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere.						

SEMESTER 1   TERM 2										TOPIC: LIVING WORLD	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Task Due</b>											Task 3
<b>Task Type</b>											Research Task & Data Analysis 20%
<b>Outcomes</b>											SC5 14LW, 5WS, 7WS, 8WS, 9WS
	LW1 Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment.										

**Science (continued)****SEMESTER 2 | TERM 3****TOPIC: CHEMICAL WORLD**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 4	
<b>Task Type</b>									Practical Investigation 20%	
<b>Outcomes</b>									4WS, 5WS, 6WS, 7WS	
	CW1 Scientific understanding changes and is refined over time through a process of review by the scientific community.					CW2 The atomic structure and properties of elements are used to organise them in the Periodic Table.				

**SEMESTER 2 | TERM 4****TOPIC: PHYSICAL WORLD**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>			Task 5							
<b>Task Type</b>			Yearly Exam 30%							
<b>Outcomes</b>			SC5 12&13ES, 14&15LW, 16&17CW, 7WS							
<b>Outcomes</b>	PW1 Energy transfer through different mediums can be explained using wave and particle models.					PW3 Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity.				

**CAPA – Music**

**SEMESTER 1 | TERM 1**

**TOPIC: MUSIC FOR RADIO, FILM, TELEVISION AND MULTIMEDIA (GROUP 2)**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>									Task 1		
<b>Task Type</b>									Solo performance 20%		
<b>Outcomes</b>									5.3		

**SEMESTER 1 | TERM 2**

**TOPIC: MUSIC FOR RADIO, FILM, TELEVISION AND MULTIMEDIA (GROUP 2)**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Task 2								
<b>Task Type</b>		Digital composition 30%								
<b>Outcomes</b>		5.5, 5.6								

**SEMESTER 2 | TERM 3**

**TOPIC: AUSTRALIAN MUSIC (COMPULSORY)**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>								Task 3		
<b>Task Type</b>								Ensemble performance 20%		
<b>Outcomes</b>								5.1		

**SEMESTER 2 | TERM 4**

**TOPIC: CLASSICAL MUSIC (GROUP 1)**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>				Task 4						
<b>Task Type</b>				Yearly listening test 30%						
<b>Outcomes</b>				5.7, 5.8						

**CAPA – Photographic & Digital Media**

**SEMESTER 1 | TERM 1**

**TOPIC:**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due										Task 1	
Task Type										Folio #1 Frames - short responses 30%	
Outcomes										5.1, 5.4, 5.9	

**SEMESTER 1 | TERM 2**

**TOPIC: INSERT TOPIC SUBJECT**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Task Due										Task 2
Task Type										Folio #2 & VPD 25%
Outcomes										5.2, 5.6

**SEMESTER 2 | TERM 3**

**TOPIC: INSERT TOPIC SUBJECT**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Task Due										Task 3
Task Type										Folio #3 & VPD 25%
Outcomes										5.3, 5.5

**SEMESTER 2 | TERM 4**

**TOPIC: INSERT TOPIC SUBJECT**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Task Due				Task 4						
Task Type				Case Study 20%						
Outcomes				5.7, 5.8, 5.10						

Year 9 Assessment Schedule

**CAPA – Visual Art**

SEMESTER 1   TERM 1										TOPIC: ART MOVEMENTS	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due										Task 1	
Task Type										Body of Works – Art Movements 20%	
Outcomes										5.1, 5.4, 5.6	

SEMESTER 1   TERM 2										TOPIC: CRITICAL AND HISTORICAL STUDIES & ILLUSTRATION	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due				Task 2					Task 3		
Task Type				Critical Historical Study – Unseen Plate Analysis 20%					Body of Works – Illustrations 10%		
Outcomes				5.9					5.1, 5.6		

SEMESTER 2   TERM 3										TOPIC: POP ART	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due									Task 4		
Task Type									Pop Art Artwork 20%		
Outcomes									5.1, 5.2, 5.4, 5.5, 5.6		

SEMESTER 2   TERM 4										TOPIC: STREET ART	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due				Task 5							
Task Type				Street Art Board & Artist Statement Critical Historical Study – Unseen Plate Analysis 30%							
Outcomes				5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.10							

**PDHPE – Outdoor Education 100 hour**

SEMESTER 1   TERM 1										TOPIC: EXPERIENCING THE OUTDOORS	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due										Task 1	
Task Type										Basic training task 25%	
Task Outcomes										OE5-1, OE5-7, OE5-8, OE5-9	

SEMESTER 1   TERM 2										TOPIC: FIRST AID IN THE OUTDOOR ENVIRONMENTS	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due									Task 2		
Task Type									Practical & in-class written assessment 25%		
Task Outcomes									OE5-4, OE5-6		

SEMESTER 2   TERM 3										TOPIC: BUSHCRAFT AND NAVIGATION IN THE OUTDOORS	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due								Task 3		Task 4	
Task Type								Practical assessment 25%		Written test 25%	
Task Outcomes								OE5-4, OE5-8		All outdoor education outcomes	

SEMESTER 2   TERM 4										TOPIC: CANOEING	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due											
Task Type											
Outcomes	OE5-1, OE5-4, OE5-7, OE5-8, OE5-9, OE5-13										

**PDHPE – Outdoor Education 200 hour**

**SEMESTER 1 | TERM 1**

**TOPIC: ORIENTEERING & MENTAL AND PHYSICAL PREP**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>					Task 1						
<b>Task Type</b>					Practical Assessment 25%						
<b>Task Outcomes</b>					OE5-1, OE5-7, OE5-8, OE5-9						
<b>Outcomes</b>	OE5-1, OE5-3, OE5-4, OE5-7, OE5-8, OE5-9, OE5-10, OE5-13										

**SEMESTER 1 | TERM 2**

**TOPIC: FIRST AID IN THE OUTDOOR ENVIRONMENTS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 2	
<b>Task Type</b>									Practical & in-class written assessment 25%	
<b>Task Outcomes</b>									OE5-4, OE5-6	
<b>Outcomes</b>	OE5-4, OE5-6									

**SEMESTER 2 | TERM 3**

**TOPIC: BUSHCRAFT AND NAVIGATION IN THE OUTDOORS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>								Task 3		Task 4
<b>Task Type</b>								Practical assessment 25%		Written test 25%
<b>Task Outcomes</b>								OE5-4, OE5-8		All outdoor education outcomes
<b>Outcomes</b>	OE5-4, OE5-8									

**SEMESTER 2 | TERM 4**

**TOPIC: CANOEING**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>	OE5-1, OE5-4, OE5-7, OE5-8, OE5-9, OE5-13									



**PDHPE – Physical Activity & Sports Studies 100 hour**

SEMESTER 1   TERM 1											TOPIC: NUTRITION AND PHYSICAL ACTIVITY & LEADERSHIP 101
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due									Task 1		
Task Type									Research Task 25%		
Task Outcomes									PASS5-1, PASS5-8, PASS5-10		
Outcomes	Theory (Nutrition and Physical Activity) – PASS5-1, PASS5-2, PASS5-8, PASS5-10   Practical (Leadership 101) – PASS5-9, PASS5-8										

SEMESTER 1   TERM 2											TOPIC: FUNDAMENTALS OF MOVEMENT SKILL AND DEVELOPMENT
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due									Task 2		
Task Type									Practical Assessment 25%		
Task Outcomes									PASS5-5, PASS5-9		
Outcomes	PASS5-1, PASS5-2, PASS5-7, PASS5-9, PASS5-10										

SEMESTER 2   TERM 3											TOPIC: SPORTS COACHING
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due							Task 3		Task 4		
Task Type							Coaching task 25%		Yearly open book test 25%		
Task Outcomes							PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9		All outcomes		
Outcomes	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9										

SEMESTER 2   TERM 4											TOPIC: OPPORTUNITIES AND PATHWAYS IN PHYSICAL ACTIVITY AND SPORT
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due											
Task Type											
Outcomes	PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10										

**PDHPE – Physical Activity & Sports Studies 200 hour**

SEMESTER 1   TERM 1											TOPIC: NUTRITION AND PHYSICAL ACTIVITY & LEADERSHIP 101
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due									Task 1		
Task Type									Research Task 25%		
Task Outcomes									PASS5-1, PASS5-8, PASS5-10		
Outcomes	Theory (Nutrition and Physical Activity) – PASS5-1, PASS5-2, PASS5-8, PASS5-10   Practical (Leadership 101) – PASS5-9, PASS5-8										

SEMESTER 1   TERM 2											TOPIC: FUNDAMENTALS OF MOVEMENT SKILL AND DEVELOPMENT
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due									Task 2		
Task Type									Practical Assessment 25%		
Task Outcomes									PASS5-5, PASS5-9		
Outcomes	PASS5-1, PASS5-2, PASS5-7, PASS5-9, PASS5-10										

SEMESTER 2   TERM 3											TOPIC: SPORTS COACHING
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due							Task 3		Task 4		
Task Type							Coaching task 25%		Yearly open book test 25%		
Task Outcomes							PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9		All outcomes		
Outcomes	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9										

SEMESTER 2   TERM 4											TOPIC: OPPORTUNITIES AND PATHWAYS IN PHYSICAL ACTIVITY AND SPORT
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Task Due											
Task Type											
Outcomes	PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10										

Year 9 Assessment Schedule

**Science – Agriculture**

**SEMESTER 1 | TERM 1**

**TOPIC: INTRODUCTION TO AGRICULTURE**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>								Task 1			
<b>Task Type</b>								Practical farm skills 25%			
<b>Task Outcomes</b>								AG5-4, AG5-11, AG5-12, AG5-13			
<b>Outcomes</b>	AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14										

**SEMESTER 1 | TERM 2**

**TOPIC: PLANT PRODUCTION 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>								Task 2		
<b>Task Type</b>								Vegetable brochure 25%		
<b>Task Outcomes</b>								AG5-4, AG5-5, AG5-6, AG5-8, AG5-14		
<b>Outcomes</b>	AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14									

**SEMESTER 2 | TERM 3**

**TOPIC: ANIMAL PRODUCTION 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>								Task 3		
<b>Task Type</b>								Poultry booklet 25%		
<b>Task Outcomes</b>								AG5-1, AG5-7, AG509, AG5-10		
<b>Outcomes</b>	AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14									

**SEMESTER 2 | TERM 4**

**TOPIC: ANIMAL PRODUCTION 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Task 4								
<b>Task Type</b>		Practical farm skills 25%								
<b>Task Outcomes</b>		AG5-4, AG5-13, AG5-14								

**Science – Marine Studies**

**SEMESTER 1 | TERM 1** **TOPIC: INTRODUCTION TO MARINE & AQUACULTURE TECHNOLOGY**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>				Task 1					Task 2		
<b>Task Type</b>				Core 1 Topic Test 25%					Marine environment board game 25%		
<b>Outcomes</b>				MAR5-1, 5-2, 5-3, 5-7, 5-9, 5-10, 5-11, 5-13, 5-14					MAR5-1. 5-3, 5-9, 5-10		

**SEMESTER 1 | TERM 2** **TOPIC: DANGEROUS MARINE CREATURES & MARINE MAMMALS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>						Task 3				
<b>Task Type</b>						Dangerous marine creature research task & presentation 25%				
<b>Outcomes</b>						MAR5-1, 5-13, 5-9, 5-10				

**SEMESTER 2 | TERM 3** **TOPIC: MARINE MAMMALS & FOOD FROM THE SEA**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>						Task 4				
<b>Task Type</b>						Seafood recipe & meal preparation 25%				
<b>Outcomes</b>						MAR5-10, 5-9, 5-13				

**SEMESTER 2 | TERM 4** **TOPIC: FISH BIOLOGY & SHIPWRECKS & SALVAGE**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>										

Year 9 Assessment Schedule

**Science – Psychology**

**SEMESTER 1 | TERM 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	The Six Major Theories of Psychology								Student Research Project		
	Experiments & case studies	Biopsychology	Behaviourism	Psychoanalysis		Humanism	Sociocultural	Cognitive psychology			
<b>Task Due</b>								Task 1			
<b>Task Type</b>								Research task 30%			
<b>Outcomes</b>								PSY5-1, PSY5-2, PSY5-4, PSY5-6, PSY5-8			

**SEMESTER 1 | TERM 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Student research project					Biological cases of behaviour				
						Brains	Human evolution	Natural selection		
<b>Task Due</b>						Task 2				
<b>Task Type</b>						Experimental design 40%				
<b>Outcomes</b>						PSY5-1, PSY5-2, PSY5-5, PSY5-7, PSY5-8				

**SEMESTER 2 | TERM 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Biological cases of behaviour					Psychological disorders				
	Brain injury	Biological clocks		Circadian Rhythms	Neurotypical and neurodivergent		Depression	Bipolar	Psychosis	
<b>Task Due</b>								Task 3		
<b>Task Type</b>								Online examination 30%		
<b>Outcomes</b>								PSY5-1, PSY5-2, PSY5-3, PSY5-4, PSY5-5, PSY5-6, PSY5-7		

**SEMESTER 2 | TERM 4**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Psychological disorders				Option topics					
	Historical perspectives		Treatments		TBA					

Year 9 Assessment Schedule

**Science – STEAM**

SEMESTER 1   TERM 1											TOPIC: CHEMISTRY	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Topic	Chemistry											
	Periodic table	Types of compounds	Equations and chemical reactions			Endo / exothermic reactions	Reaction rates	Industrial science				
Task Due									Task 1		Task 2	
Task Type									Chemistry first-hand investigation 20%		Semester 1 Exam 20%	
Outcomes									SC5 17CW, 4WS, 5WS, 6WS, 7WS, 9WS		SC5 17CW, 4WS, 6WS, 7WS, 8WS, 9WS	

SEMESTER 1   TERM 2											TOPIC: PHYSICS & GENETICS	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Topic	Physics					Genetics						
	Calculating motion	Newton's Laws				DNA, Watson & Crick	Inheritance and mutations			Biotechnology		
Task Due										Task 3		
Task Type										Biotechnology research task 20%		
Outcomes										SC5 15LW, 7WS, 9WS		

**Science – STEAM (continued)**

**SEMESTER 2 | TERM 3**

**TOPIC: EARTH & SPACE**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Abiotic and biotic factors	Cycling materials	Managing resources	Global energy systems	Non-renewable energy	Geological time scale Fossil selection Natural selection		Objects in space cosmology	Student research project	
<b>Task Due</b>										Task 4
<b>Task Type</b>										Student research project 20%
<b>Outcomes</b>										SC5 4WS, 6WS,7WS, 9WS

**SEMESTER 2 | TERM 4**

**TOPIC: REVISION AND PIP's**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Revision in class and study note creation						Work experience	Personal interest projects		
<b>Task Due</b>			Task 5							
<b>Task Type</b>			Yearly Exam 20%							
<b>Outcomes</b>			SC5 10PW, 15LW, 17CW, 5WS, 7WS, 9WS							

Year 9 Assessment Schedule

**TAS – Child Studies**

**SEMESTER 1 | TERM 1**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>							Task 1				
<b>Task Type</b>							Parenthood Resources 30%				
<b>Outcomes</b>							CS5.5, CS5.8, CS5.11				

**SEMESTER 1 | TERM 2**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>										Task 2
<b>Task Type</b>										Newborn care – simulation baby 35%
<b>Outcomes</b>										CS5.5, CS5.6, CS5.8, CS5.10

**SEMESTER 2 | TERM 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>									Task 3	
<b>Task Type</b>									Play resources 35%	
<b>Outcomes</b>									CS5.2, CS5.4, CS5.9	

**SEMESTER 2 | TERM 4**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>										
<b>Task Type</b>										
<b>Outcomes</b>										



**TAS – Food Technology****SEMESTER 1 | TERM 1****TOPIC: FOOD SELECTION & HEALTH**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Task Due</b>						Task 1					
<b>Task Type</b>						Practical exam – corn and zucchini fritters 15%					
<b>Outcomes</b>						FT5-1, FT5-2					

**SEMESTER 1 | TERM 2****TOPIC: FOOD SELECTION & HEALTH**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>	Task 2									
<b>Task Type</b>	Assessment task 30%									
<b>Outcomes</b>	FT5-7, FT5-8, FT5-9									

**SEMESTER 2 | TERM 3****TOPIC: FOOD IN AUSTRALIA**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>		Task 3						Task 4		
<b>Task Type</b>		Practical exam – bush tomato burger 15%						Research task 20%		
<b>Outcomes</b>		FT5-1, FT5-2						FT5-6, FT5-12, FT5-13		

**SEMESTER 2 | TERM 4****TOPIC: FOOD FOR SPECIAL OCCASIONS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Task Due</b>				Task 5						
<b>Task Type</b>				Design portfolio 20%						
<b>Outcomes</b>				FT5-10, FT5-11, FT5-13						

**TAS – Industrial Technology - Timber**

**SEMESTER 1 | TERM 1**

**TOPIC: INDUSTRY LINKS**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Task Due								Task 1			
Task Type								Research task 15%			
Outcomes								IND5-5, IND5-10			

**SEMESTER 1 | TERM 2**

**TOPIC: WORKSHOP PROCEDURES**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Task Due			Task 2							
Task Type			Practical project 25%							
Outcomes			IND5-1, IND5-3, IND5-8							

**SEMESTER 2 | TERM 3**

**TOPIC: DESIGN**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Task Due									Task 3	
Task Type									Design folio 20%	
Outcomes										

**SEMESTER 2 | TERM 4**

**TOPIC: IMPLEMENTING & PRODUCING**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Task Due				Task 4						
Task Type				Practical project 40%						
Outcomes				IND5-3, IND5-6, IND5-7,						

## APPENDIX 1 – ILLNESS/MISADVENTURE/EXTENSION FORM

Illness/Misadventure/Extension forms may be submitted online via the [SchoolBytes](#) parent portal or via the QR Code below.



## APPENDIX 2 – STUDENT AGREEMENT FORM

### Receipt of Assessment Policy and Procedures

- A copy of this booklet has been emailed to each student and carer at the commencement of the new year.
- A copy of this Policy can also be found on our school website under “handbooks” and under “Rules and Policies”.
- I understand that it is my responsibility to read, understand and follow the procedures for assessment set out within, and to seek help from my class teacher and/or Head Teachers and/or if I have any difficulty meeting my obligations.
- I understand that the Assessment Schedule overview for my courses are found in the relevant cohort curriculum handbook (<https://wadalba-c.schools.nsw.gov.au/about-our-school/handbooks.html>).
- The school will provide a detailed assessment notification form to students at least 2 weeks prior to the date of submission of an assessment.

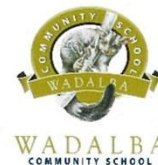
**Please reply to the School Bytes email to acknowledge your receipt of this handbook.**

## APPENDIX 3 – SAMPLE ‘ACADEMIC LETTER OF CONCERN’

### Wadalba Community School

*Progress with Pride*

Unlocking the Brilliance in Each of Us



Parent Name  
Parent Address

#### Non-satisfactory completion of Coursework History (Stage 4): (Name)

Dear (Parent Name)

I write to inform you that (Name) has failed to submit the following task:

History task 1 - Online skills test.

I am concerned that this result could affect (Name) satisfactory completion of this course. It is important that (Name) attempts all set work to ensure steady progress and develops responsible work habits to achieve set outcomes.

Satisfactory completion of a course requires students to have:

- (a) followed all the elements of the course; and
- (b) achieved some or all of the course outcomes; and
- (c) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

Could you please discuss this matter with ... .Should you wish to discuss this matter, please contact me during school hours on 02 4356 2888.

Mr Paul George

Classroom Teacher

Mr Dean Hancock

Faculty Head Teacher





Orchid Way, Wadalba NSW 2259 PO Box 294, Wyong NSW 2259 T: 02 4356 2888  
Email: [wadalba-c.school@det.nsw.edu.au](mailto:wadalba-c.school@det.nsw.edu.au) Website: <http://www.wadalba-c.schools.nsw.edu.au/>

Principal: Mr Mark McConville (Rel)  
Deputy Principals: Mrs Deanna Beecroft | Mr Matthew Sawyer | Mrs Rebecca Mace (Rel)  
Ms Roxanne Sanday | Mrs Samantha Martin



## APPENDIX 4 – SAMPLE WCS ASSESSMENT TASK PROFORMA

 <p><b>WADALBA</b> COMMUNITY SCHOOL</p>	<p style="text-align: center;">202... YEAR ... SUBJECT</p> <p style="text-align: center;">Assessment Task #</p> <p style="text-align: center;">Assessment Task Title</p>		
<p><b>TASK DESCRIPTION:</b></p> <p>To demonstrate your knowledge and understanding of the <i>TBA</i> unit of work, you will...</p>			
<b>TASK WEIGHTING</b>	TBA %	<b>TOTAL MARKS</b>	TBA
<p><b>OPTIONAL DRAFT DUE DATE:</b></p> <ul style="list-style-type: none"> <li>• CLASS1:</li> <li>• CLASS2:</li> <li>• CLASS3:</li> <li>• CLASS4:</li> <li>• CLASS5:</li> <li>• CLASS 6:</li> <li>• CLASS7:</li> <li>• CLASS8:</li> <li>• CLASS9:</li> <li>• CLASS10:</li> </ul>		<p><b>FINAL SUBMISSION DUE DATE:</b></p> <ul style="list-style-type: none"> <li>• CLASS1:</li> <li>• CLASS2:</li> <li>• CLASS3:</li> <li>• CLASS4:</li> <li>• CLASS5:</li> <li>• CLASS 6:</li> <li>• CLASS7:</li> <li>• CLASS8:</li> <li>• CLASS9:</li> <li>• CLASS10:</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>MODE OF SUBMISSION DRAFT ASSESSMENT TASK:</b></li> <li>• <b>MODE OF SUBMISSION FINAL ASSESSMENT TASK:</b></li> </ul>			
<p><b>SYLLABUS OUTCOMES ASSESSED:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p><b>ASSESSMENT CRITERIA - <i>Student will be assessed on their ability to:</i></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p><b>Late / Non-Submission</b></p> <p>Students are expected to submit original work on or before the due date in the mode described above. Neglecting to do so may attract penalties as outlined in the <a href="#">WCS Assessment and Reporting Procedures</a>. The Illness and Misadventure form linked via QR code, may be used if a student becomes sick or experiences a mishap, which impacts assessment submission.</p>			

Marking Criteria Option 1

Grade	Mark	Assessment Task Title Marking Criteria
A	-	• • •
B	-	• • •
C	-	• • •
D	-	• • •
E	-	• • •
	0	• Not attempted or plagiarised.

Marking Criteria Option 2

Assessment Task Title Marking Criteria					
Syllabus Outcome	A	B	C	D	E
<b>Total Marks: ? / ?</b>	<b>Task Rank: ? / ?</b>		<b>Final Grade: A: ? - ? B: ? - ? C: ? - ? D: ? - ? E: ? - ?</b>		

Marking Criteria Option 3

SYLLABUS OUTCOME:	MARKS
• • •	?-? A
• • •	?-? B
• • •	?-? C
• • •	?-? D
• • •	?-? E

SYLLABUS OUTCOME:	MARKS
• •	?-? A
• •	?-? B
• •	?-? C
• •	?-? D
• •	?-? E

SYLLABUS OUTCOME:	MARKS
•	?-? A
•	?-? B
•	?-? C
•	?-? D
•	?-? E

<b>Total Marks:</b> ??	<b>Task Rank:</b>
<b>Final Grade:</b> A: ?? B: ?? C: ?? D: ?? E: ??	

# APPENDIX 5 – ASSESSMENT SIGN-ON SHEET



## Assessment Sign-On Sheet ver 2 April 24

<b>Subject:</b>				<b>Teacher:</b>			
<b>Task Number / Task Title:</b>				<b>Due Date:</b>			
<b>Task Weighting:</b>				<b>Year Group / Class:</b>			
Student Name	Task Submission		Task Completion		Change of Assessment Date & or Outcome(s) Notification		
	Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____	New outcome(s): _____	DP Approval: _____
<b><i>I have received written notification of the altered / changed date &amp; or outcome(s) for the above assessment task.</i></b>							
					Student initial	Date / outcome(s) change notification received	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							



## Assessment Sign-On Sheet ver 2 April 24

Student Name	Task Submission		Task Completion		Change of Assessment Date & or Outcome(s) Notification		
	Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____	New outcome(s): _____	DP Approval: _____
<b><i>I have received written notification of the altered / changed date &amp; or outcome(s) for the above assessment task.</i></b>							
					Student initial	Date / outcome(s) change notification received	
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							



## APPENDIX 6 – ASSESSMENT TASK CHECK

### ASSESSMENT TASK CHECK



SUBJECT: \_\_\_\_\_

FACULTY: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TASK NAME AND NUMBER	ADDED TO CALENDAR	HT CHECK (include date)	DP CHECK (include date) <i>Years 10 - 12 only</i>	CHANGE REQUIRED Y/N	FINAL DP CHECK	COMMENTS

***NB: If a task is completed by students without the final approval of the relevant DP it will be considered void and will need to be redone***

# APPENDIX 7 – REQUEST FOR ASSESSMENT REVIEW/APPEAL

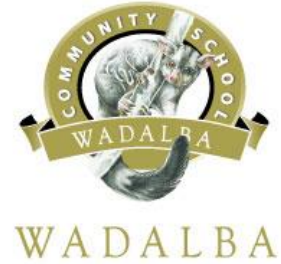
Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Concerned: \_\_\_\_\_



I, \_\_\_\_\_ hereby apply for a review of the above assessment (within 5 school days of receiving marks). My **reasons** for requesting a review are:

---

---

---

---

---

---

Student Signature: \_\_\_\_\_

**Head Teacher Recommendation:**

---

---

**Head Teacher Signature:** \_\_\_\_\_

*Fully completed form to be submitted to Deputy Principal*

**Record of Decision:**

---

---

---

I have noted the above request and **HAVE / HAVE NOT granted** the review as per above.

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Date Student Notified of Outcome:** \_\_\_\_\_



