



2021

Year 9

Student

Assessment Handbook

Assessment and reporting supports and enhances student learning. Teachers use assessment to enhance student learning and to make judgements about student achievement of outcomes and learning habits.

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Dear Parents and Carers

Ingleburn High School is committed to working with parents to achieve the best outcomes for our students. We thank you for supporting us in your child's education. You are an important part of the process and can play a vital role in helping them to succeed.

There are many ways that you can assist your child and work with us to help them succeed:

- **ATTENDANCE** – the single biggest factor that affects a student's ability to achieve at school is poor attendance. Please support and encourage your child to achieve full attendance.
- **ASSESSMENTS/CLASS TASKS** – students must complete, and hand in, common assessments/class tasks by the DUE date. If the common assessment task is a test they must sit this test with all the other students on the date allocated. Please contact the school immediately if your child is sick or otherwise unable to attend. An illness misadventure form must be completed.

ATTENDANCE AND PUNCTUALITY

Attendance is critical. Students must have a good reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain the absence.

Any extended period of absence must be authorised by the Principal or Director of Educational Leadership for long absences. Long periods of absence can place your enrolment in your year group in jeopardy.

Punctuality is essential to creating an environment where learning can take place. Students arriving to class late cause disruption and break the concentration of the rest of the class. As a result lateness is viewed seriously and will be monitored closely.

At the end of this booklet you will find, from each faculty, an assessment schedule outlining dates of tasks, their nature and value. More detailed information will be given to students closer to the date when the task is to be held.

If a student is absent on any day they are responsible for checking whether a notice of any common assessment tasks were given during their absence.

APPROVED ABSENCE FROM A TASK

There may be some exceptional circumstances where a student is required to be absent from class on school duties. In these cases a student may apply for approval to do the task at another time.

It should be clearly understood that it is not always possible to give permission for an alternative date or task. **Unless permission is granted students are expected to complete the task at the scheduled time.** Failure to do so will result in the award of a zero (0) mark for the task.

RECEIVING NO-MARK OR GRADE FOR AN ASSESSMENT TASK

There are a number of ways in which students may be awarded a no-mark or grade for an assessment task. These are listed below:

- Being absent for a task with no acceptable justification.
- Submitting a task late where there is no acceptable evidence to justify this.
- Work submitted for common assessment tasks must be a student's own work. Where this is not so, it will be deemed as plagiarism by the student and a zero (0) mark given.

Examples of cheating include:

- Plagiarism (to pretend that someone else's work is their own.)
- Copying (using the work of another person and submitting it as one's own). Simply downloading material from the net and cutting and pasting it into work is cheating.

If students are awarded a zero (0) mark a letter of notification will be sent home to their parents by the Head Teacher.

R Cheadle
Principal



Ingleburn High School

Assessment and Reporting Policy

February 2017

Rationale

The fundamental purpose of assessment and reporting is to improve student learning. It is necessary that assessment and reporting of student learning be undertaken formally and informally for all learners.

Principles

Our school will deliver an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment for learning and *assessment as learning* approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of *assessment for learning* into the *assessment of learning*.

Assessment for learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

General guidelines for school assessment

Internal Assessment Program

All assessments are designed to produce the main features of a student's performance at each level of achievement measured against the appropriate syllabus objectives and outcomes for the course. There is no predetermined pattern of awarding levels of attainment for each task – the level attained provides the best *overall* description of a student's achievement.

The five (5) levels of attainment are:

- **Outstanding achievement (A)**
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- **High achievement (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.
- **Sound achievement (C)**
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- **Basic achievement (D)**
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
- **Limited achievement (E)**
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Assessment programs and tasks

An assessment handbook will be produced and published for all students. This handbook sets out the details of the common tasks to be completed during the appropriate assessment period. This will also include an assessment program for each course. Classroom teachers will also assess student achievement on an ongoing basis through classwork, homework and other activities relevant to the course.

Classroom teachers will inform students of details concerning each common assessment task.

A notification of a common assessment task (Appendix 1) will be distributed to students with at least two (2) weeks' notice of the due date of the task that specifies:

- Day, date and time
- Method of assessment
- Percentage of total assessment value
- Outcomes to be assessed
- A description of the task's requirements (with any special requirements)
- Marking criteria.

The marking criteria must use a five point scale (A-E). Student achievement on each common assessment task will be expressed via a grade (A-E) and a mark.

Assessment tasks are developed in accordance with the guidelines provided by the New South Wales Education Standards Authority (NESA).

Teachers will ensure that all students in a course are assessed comparably by using common tasks and/or a standardised marking scale on common assessment occasions.

The breakdown of grade to mark ratio used in these tasks is as follows:

Grade	Mark %
A	90 - 100
B	70 - 89
C	50 - 69
D	21 - 49
E	1 - 20

Bookwork

Student work books are checked on a scheduled basis. This forms part of the assessment schedule set for students in Year 7 to Year 10 and carries an assessment weighting of 10% of the total assessment. The scheduled dates will appear on the assessment schedules that are contained in the students' assessment handbooks. A marking criteria is attached below (Appendix 2) that can be used when assigning grades to students' work. Each faculty has the ability to use the attached scaffold or modify it to better suit the nature of their courses as they see fit. Faculties will issue students with the bookwork criteria they intend on using with their respective courses.

Number and weighting of tasks

- Years 9 & 10 – Up to four (4) common assessment tasks per year, in addition to bookwork and practical participation related tasks.

For its syllabuses, NESAs publishes strict guidelines relating to assessment programs, including the number of tasks to be undertaken. The school requires faculties to keep the number of assessment tasks to a minimum.

In some subjects, assessment takes place over a period of time. In such cases, it will be sufficient for teachers to have given students two (2) weeks' notice of the commencement of the period of assessment.

In approving the dates for assessment tasks, the Principal will endeavour to act to avoid students having to undertake more than **two (2) Tasks** on a given day. However, experience has shown that this cannot always be avoided, and it will not be grounds for appeal that a student has more than one task on any day, or has several successive days of assessments, providing that due notice has been given for each.

Variation from published assessment program

Should it become necessary to change the date of an assessment task once it has been given in writing to students, the Head Teacher will negotiate a new date with the Principal and advise the students in writing. Wherever feasible, the Head Teacher will endeavour to consult with the classes affected, but this will not always be possible.

The three key principles in this procedure will be that:

- the date will not generally be made earlier than that originally advised
- the weighting of the task in the overall assessment program will not generally be varied
- every consideration will be given to ensure that students do not suffer disadvantage.

Use of technology for assignments and assessment tasks

Students are encouraged to make use of computers (school computers and/or home computers) when appropriate for completing assignments and assessments tasks. If a computer is being used to complete a task, the recommended procedures for the use of technology outlined below should be adhered to:

- Remember to save the document regularly.
- Back up work regularly. If saving to the hard drive, also save to a USB.
- Print out draft copies of work and keep these in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other electronic storage device for printing on the day that the task is due. Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

Responsibilities and procedures

Responsibilities of Students

Students are responsible for:

- supporting the learning of others and behaving in an appropriate manner
- reading and understanding the school's assessment policy
- attempting each assessment task to the best of their ability
- attending all 'in-class' tasks (except in cases of illness or misadventure)
- submitting all 'hand-in' tasks on time (except in cases of illness or misadventure)
- resolving any areas of concern about marks awarded or comments made as soon as possible after the task is handed back
- resolving any disputes with the subject teacher or Head Teacher
- demonstrating through application and achievement that they have met the requirements of the course.

Submitting work on the due date

Each student is responsible for completing and submitting all work in the following way:

- On the due date, the assessment task must be submitted at the **time** and **place** specified on the Assessment Task Notification.
- Tasks not handed in, in the appropriate manner or place specified, will be treated as late
- If a student arrives late to an assessment task, they will not be permitted additional time unless there is a valid reason for their late arrival
- If a student hands in a task late (without prior approval or under exceptional circumstances), they will receive zero (0) marks, however, the task is still expected to be completed.
- All tasks will be marked, regardless of any penalties imposed for lateness – marks and levels attained will show what the student would have received if the work had not been late, as well as the penalties imposed.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher.

Absence due to illness and misadventure

You should attend every scheduled assessment task where you are medically fit to do so, and if at all possible. If you do not attend the assessment task and your Illness/ Misadventure appeal is unsuccessful you will not receive a mark for that task. The school does not, however, expect you to attend an assessment task session against specific medical advice.

Alleged malpractice in assessment tasks or examinations

Students are subject to normal school rules when an assessment task is due, particularly in attending *all* classes. Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate Head Teacher to investigate the matter and, if proven, reported to the Principal. Where the Head Teacher is satisfied there is clear evidence of malpractice, the award of zero (0) will likely be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents.

Examinations

Most students will all undertake very significant public examinations towards the end of their schooling. The School regards it as vital that training for the demands, skills and appropriate use of time under examination conditions should begin early. Therefore, formal examinations commence in Year 7 but become more demanding in the senior years.

School reports

The school formally reports on student progress at least two times each year with a full school academic report for:

- Years 7-10 at the end of Semester 1 (Term 2)
- Years 7-10 at the end of Semester 2 (Term 4)

Full school reports provide detailed information concerning the student's progress within each course, including:

- Course description
- Areas of learning which reflects each student's achievement in different outcomes over the reporting period
- Attitudes to learning which reflects each student's involvement and commitment to learning
- Teacher's comment

Final marks for reports

For Years 7-10:

Final results will be derived from a wide range of measures which may include common assessment tasks and class work, as determined by the Head Teacher. The Head Teacher will ensure that appropriate moderation procedures are used to ensure that all component marks are comparable across classes.

The final mark for second semester will reflect the work of Terms 3 and 4 only.

Head Teachers have responsibility to ensure that appropriate marking procedures are followed to ensure a consistency of marking across different classes within the same course.

In each faculty, the Head Teacher oversees the administration of procedures to safeguard the integrity of marking. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed, the common purpose is to ensure, so far as is possible, that there is a consistency of marking. Each Head Teacher is responsible for developing a policy in relation to this matter, ensuring that staff are aware of procedures and implement them at all times.

These procedures may include:

- One marker only marking an entire question or task
- Pilot marking (*i.e.* teachers mark in teams to agree on the standards)
- Double marking (*i.e.* two teachers mark each paper)
- Check marking (*i.e.* a teacher checking the marking of others for consistency)
- Group marking (*i.e.* teachers mark in teams, with comparable standards)

Support Unit Stage 4 Units of Study

Students will engage with a pattern of study that will enable them to acquire a number of practical and important living skills. Students also have the opportunity to enrol in mainstream subjects of interest if available.

Reporting

Reports will be graded using

- AI Achieved Independently: Students have demonstrated that they are able to complete tasks independently or with minimal assistance
- AA Achieved with Assistance: Students have demonstrated that they are able to achieve the task with the assistance of an SLSO or classroom teacher
- WT Working Towards: Students have not yet demonstrated they can complete the task with or without assistance

Course outlines

Life Skills English

The course focuses on the development of effective communication and literacy. Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. Students will engage in reading and literacy programs based on their literacy levels.

Life Skills Mathematics

The Mathematics K–10 Syllabus is organised into three content strands, Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the components of Working Mathematically integrated into the content strands. Students will engage with these Mathematical skills over the course of Stage4 (Years 7 and 8). Topics will include Time, Money, Measurement and Data and Statistics.

Life Skills History

The History K-10 Syllabus content: The following historical concepts may be explored, as appropriate, through the History Years 7–10 Life Skills outcomes and content to facilitate an understanding of the past and provide a focus for historical inquiries such as continuity and change, cause and effect of events and impacts on society, perspectives from different cultures, empathetic understanding of Aboriginal and Torres Strait islanders and the significance of an historical event.

Life Skills Geography

The Stage 4 Geography Life Skills course aligns with the Geography Stage 4 curriculum. Geography develops in students an interest in and engagement with the world. Students explore the features of landscapes and landforms using examples from Australia and throughout the world. They recognise how landscapes and landforms are created and acknowledge the values and meanings placed on landscapes and landforms by different people. Students investigate the impact humans have had on landscapes and ways to protect landscapes. Students explore the effect of natural hazards on landscapes and how people attempt to prevent future hazards.

Life Skills PDHPE

The Life Skills Personal Development, Health and Physical Education (PDHPE) Stage 4 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students will learn about puberty, personal hygiene, relationships and good nutrition, and develop a sense of self.

Life Skills LOTE

Learning languages opens minds to difference where diversity is seen as a regular part of society and provides a resource that encourages more effective engagement with the global community. Through learning languages, students reflect on their own heritage, culture and identity. They also reflect on the culture, beliefs and values of others through language learning. Languages to be taught are Japanese and Italian.

Life Skills Science

The Science K-10 Syllabus provides the foundations for students to progress to the next stage of schooling. Students will engage with a variety of topics that cover:

Forces	There are different types of forces that can be experienced in daily life.
Energy	There are different forms of energy, which may be transferred and transformed for different purposes.
Earth and Space	The Earth has a variety of features that can be observed and that change over time. Features of the Earth are influenced by its position and movement in the solar system.
Living World	There are differences within and between living things.
Human Body	Scientific and technological developments have affected the functioning of the human body.

Life Skills Music

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. Students will learn about rhythm, musical instruments and to play simple pieces of music.

Life Skills Visual Arts

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Students will be able to design and create artworks using various mediums and methods.

Life Skills Technology Mandatory

Technology Mandatory engages students in design and production activities as they develop solutions to identified needs and opportunities. Through the practical application of knowledge and understanding they learn about Agriculture and Food Technologies, Digital Technologies, Engineered Systems and Material Technologies.

Attendance

It is the school expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious and continued poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements, the school may:

- interview you to negotiate a course of action
- require you to catch up on missed tasks
- make phone contact and/or interview you (with parent/guardians if you are under 18)

Each course is to be over 85% to ensure maximum participation in all course work and class activities in order to be successful. Absences need to be explained in writing, medical certificates are REQUIRED for absences. Exemptions should be sought via the Principal for extended absences.

After an absence it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.

If the Application for Extended Leave – Travel is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Principal

CHILD STUDIES

SUBJECT DESCRIPTION:

The aim of the Child Studies Content Endorsed Course Years 7–10 Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Component	Task 1		Task 2	Task 3	Total % Weighting
	Planning Parenthood Research Task	PEEL Activity	Egg Baby Practical and Report	Yearly Examination	
Due Date:	T1 Wk10	T2 Wk5	T3 Wk10	T4 Wk4	
Task % Weighting:	40	15	25	20	
Outcomes:	CS5-8, CS5-9, CS5-11, CS5-12	CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-11	CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-10	CS5-1, CS5-2, CS5-4, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11 CS5-12	
Knowledge, understanding and skills	20	10	10	20	60
Values and attitudes	20	5	15		40
Total % Weighting	40	15	25	20	100

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

COMMERCE

SUBJECT DESCRIPTION:

Students learn how to evaluate options when making consumer decisions. They learn about concepts such as consumer protection, comparison shopping and payment choices. Students will also learn how to make wise investment decisions. They also develop an understanding of the importance of laws and explore employment issues and rights of employees.

Component		Task 1	Task 2		Task 3	Task 4	Total % Weighting
	Bookwork	Consumer and Financial Decisions Research Task	The Economic and Business Environment Topic Test	Bookwork	Law, Society and Political Involvement Topic Test	Employment and Work Futures Assessment Task	
Due Date:	T1 Wk5	T1 Wk8	T2 Wk5	T3 Wk5	T3 Wk8	T4 Wk4	
Task % Weighting	5	25	20	5	20	25	
Outcomes:	See bookwork marking guidelines	COM 4-2, COM 4-7	COM 4-4, COM 4-6	See bookwork marking guidelines	COM 4-3, COM 4-1	COM 4-5, COM 4-9	
Knowledge and Understanding		5	10		10	5	30
Investigating and Research		10				5	15
Communicating	5	5		5		5	20
Interpreting Data		5	5		5	5	20
Problem-Solving			5		5	5	15
Total % weighting	5	25	20	5	20	25	100

COM4-1 uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts

COM4-2 describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal and employment contexts

COM4-3 identifies the role of the law in society

COM4-4 describes key factors affecting decisions

COM4-5 identifies and describes options for solving problems and issues

COM4-6 identifies and explains plans for achieving goals

COM4-7 selects and organises information from a variety of sources

COM4-8 communicates information using a variety of forms

COM4-9 works independently and collaboratively to meet goals within specified timeframes

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

ENGLISH

SUBJECT DESCRIPTION:

The Year 9 English course is designed to further develop and refine students' communication skills and their understanding and enjoyment of a variety of literary and non-literary texts. Students engage in critical and analytical reading, listening and viewing activities and respond by composing a variety of formal and informal written and oral texts of their own. Students' literacy and language skills are developed in the context of the topics covered over the course of the year.

Component		Task 1	Task 2		Task 3	Task 4		Total % Weighting
		Shakespeare (Listening/ Viewing)	Poetry Topic Test (Reading / Writing Task)	Bookwork	Dystopia Essay (ALARM to PEEL/ PETAL)	Speaking Task (Topics for the speech cover each unit studied T1-T3)	Bookwork	
	Due Date:	T1 Wk5	T2 Wk3	Semester 1	T3 Wk9	T4 W3	Semester 2	
	Total % Weighting	20	25	5	25	20	5	
	Outcomes:	EN5-2A, EN5-3B, EN5-4B, EN5-5C	EN5-1A, EN5-3B, EN5-5C	See bookwork marking guidelines	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-6C	EN5-2A, EN5-5C, EN5-7D, EN5-8D	See bookwork marking guidelines	
Key Skill Areas	Reading		10		10			20
	Writing		15		15			30
	Speaking					20		20
	Listening/ Viewing	20						20
Bookwork				5			5	10
Total % Weighting		20	25	5	25	20	5	100

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C investigates the relationships between and among texts
- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

FITNESS

SUBJECT DESCRIPTION:

The aim of fitness is to develop students' knowledge, understanding and skills in relation to fitness so they can improve their own and other people's fitness levels. Students will be formatively assessed throughout the entirety of the unit. Students will engage in the units: Physical Activity for Health, Lifestyle Leisure and Recreation, Enhancing Performance and Opportunities and Pathways.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Physical Activity for Health	Lifestyle, Leisure and Recreation	Enhancing Performance	Opportunities and Pathways	
Due Date:	T1 Wk8	T2 Wk6	T3 Wk6	T4 Wk2	
Total % Weighting:	25	25	25	25	
Outcomes:	PASS5-1, PASS5-2, PASS5-5, PASS5-8	PASS5-4, PASS5-7	PASS5-5, PASS5-6, PASS5-7	PASS5-3, PASS5-8, PASS5-10	
Knowledge and Understanding	10	10	10	10	40
Skills	10	10	10	10	40
Values and Attitudes	5	5	5	5	20
Total % Weighting	25	25	25	25	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

FOOD TECHNOLOGY

SUBJECT DESCRIPTION:

The aim of the Food Technology Years 7–10 Syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Food in Australia – Foodie Adventures	Food Equity – The Hunger Case Practical	Food Product Development – Movie Snack Founder	Food Selection and Health – Hello Eats Written Task	
Due Date:	T1 Wk10	T2 Wk5	T3 Wk9	T4 Wk4	
Total % Weighting:	25	25	25	25	
Outcomes:	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-2, FT5-5, FT5-6, FT5-11, FT5-13	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-3, FT5-7, FT5-8, FT5-11, FT5-12	
Knowledge	10	10	10	10	40
Skills	15	15	15	15	60
Total % Weighting	25	25	25	25	100

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

GEOGRAPHY

SUBJECT DESCRIPTION:

Students explore geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes.

Students undertake geographical inquiry to extend knowledge and understanding through the collection, analysis and evaluation of primary data and secondary information. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills

Component		Task 1	Task 2	Total % weighting
<p>Due Date:</p> <p>Task % weighting:</p> <p>Outcomes:</p>	Bookwork	Sustainable Biomes Research Essay	Final Examination	
	T3 Wk5	T3 Wk8	T4 Wk3	
	10	45	45	
	See bookwork marking guidelines	GE5-1, GE5-8	GE5-5, GE5-3	
Knowledge and understanding	5	20	20	45
Investigating and researching		15	5	20
Communicating	5	5	15	25
Interpreting data		5	5	10
Total % weighting	10	45	45	100

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

HISTORY ELECTIVE

SUBJECT DESCRIPTION:

Students will engage in the study of the five units across three topics. Topic 1, students will focus on History, Heritage and Archaeology. Topic 2 will cover an in-depth study of a Ancient, Medieval and/or Ancient Society. Lastly, students will examine two separate thematic studies.

Component		Task 1	Task 2		Task 3	Total % weighting
	Bookwork	History, Heritage and Archaeology: Cont. Arch The Earhart Project- Source work	Thematic Study: Genocide Structured Extended Response	Bookwork	History, Heritage and Archaeology: Film as History Research and Communication	
Due Date:	T1 Wk5	T1 Wk7	T2 Wk4	T3 Wk5	T4 W3	
Task % weighting:	5	25	30	5	35	
Outcomes:	See bookwork marking guidelines	HTE5-1; HTE5-6; HTE5-8	HTE5-5; HTE5-9, HTE10	See bookwork marking guidelines	HTE5-2; HTE5-7	
Knowledge and Understanding	5	10	10	5	10	40
Investigating and Researching					15	15
Communicating		5	10			15
Interpreting Data		10	10		10	30
Total % weighting	5	25	30	5	35	100

- HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry (T1)
- HTE5-2 examines the ways in which historical meanings can be constructed through a range of media (T2)
- HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage (T3)
- HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process (T1)
- HTE5-7 explains different contexts, perspectives and interpretations of the past (T2)
- HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry (T1)
- HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past (T3)
- HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences (T3)

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

HISTORY (MANDATORY)

SUBJECT DESCRIPTION:

Students will engage in the study of Making a Nation as part of Depth Study 2 – Australia and Asia. They will then focus on the Core Study: Australians at War: WWI and WWII. Students will also study a Historical Overview as part of the course.

Component		Task 1	Task 2	Total % weighting
Due Date: Task % weighting: Outcomes:	Bookwork	Making a Nation Research and Communication	Yearly Examination	
	T1 Wk5	T1 Wk8	T2 Wk4	
	10	40	50	
	See bookwork marking guidelines	HT5.3, HT5.8, HT5.9, HT5.10	HT5.1, HT5.4, HT5.5, HT5.7, HT5.9, HT5.10	
Knowledge and Understanding	5	15	30	50
Investigating and Researching		15		15
Communicating	5	10	10	25
Interpreting data			10	10
Total % weighting	10	40	50	100

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past communicate effectively about the past for different audiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

SUBJECT DESCRIPTION:

The aim of the Industrial Technology Years 7–10 Syllabus is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects.

The course aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	WHS Topic Test ALARM	Web Design Folio	Video Production Industry Study	Video Production	
Due Date:	T1 Wk6	T2 Wk5	T3 Wk4	T4 Wk5	
Task % weighting:	10	35	20	35	
Outcomes:	IND5-1, IND5-8	IND5-2, IND5-4, IND5-5, IND5-7	IND5-8, IND5-9	IND5-3, IND5-6, IND5-10	
Knowledge	10	5	20	5	40
Skills		30		30	60
Total % Weighting	10	35	20	35	100

IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INDUSTRIAL TECHNOLOGY – TIMBER

SUBJECT DESCRIPTION:

The timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. This course develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module. Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Practical Project 1	Research Assignment	Practical Project 2	Yearly Examination	
Due Date:	T2 Wk3	T2 Wk5	T3 Wk9	T4 Wk4	
Task % weighting:	30	20	30	20	
Outcomes:	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-5, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-2, IND5-5, IND5-8, IND5-9, IND5-10	
Knowledge	10	20	10	20	60
Skills	20		20		40
Total % Weighting	30	20	30	20	100

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

INGLEBURN CAFE – Z Elective

SUBJECT DESCRIPTION:

The aim of the Ingleburn Cafe Years 9/10Z Elective is to actively engage students in learning about food in a cafe setting, enabling them to plan, prepare and serve Café foods. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Component	Task 1	Task 2	Task 3		Total % Weighting
	Written ALARM Task	Preparing and serving drinks Folio	Practical Task Event Design: Food Trucks	Class Practicals (Passport competency)	
Due Date:	T1 Wk8	T2 Wk5	T4 Wk4	Ongoing	
Total % Weighting:	25	25	25	25	
Outcomes:	FT5-7, FT5-13	FT5-10, FT5-11	FT5-5, FT5-7, FT5-9, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	
Knowledge	10	10	10	10	40
Skills	15	15	15	15	60
Total % Weighting	25	25	25	25	100

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

JAPANESE STAGE 5

SUBJECT DESCRIPTION:

This course is designed to further develop the students' understanding of Japanese language and culture. Students learn to manipulate Japanese in sustained interactions with others to exchange information, ideas and opinions. They will participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. Students will learn to identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Japanese to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. Students will apply pronunciation, intonation and phrasing patterns of spoken Japanese, recognising that most kanji have more than one reading and that pronunciation changes according to kanji compounds. They begin to write texts comprising hiragana, katakana and familiar kanji. Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose.

Component		Task 1		Task 2	Task 3	Task 4		Total % Weighting
		Written Assessment	Bookwork	Japanese Role Play Scenario	Written Assessment	Speech	Bookwork	
	Due Date:	T1 Wk7	Semester 1	T2 Wk4	T3 Wk5	T4 Wk3	Semester 2	
	Total % Weighting	15	5	25	25	25	5	
	Outcomes:	LJA5-2C LJA5-3C LJA5-4C LJA5-9U	See bookwork marking guidelines	LJA5-1C LJA5-4U LJA5-5U LJA5-6U	LJA5-2C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-1C LJA5-3C LJA5-4U LJA5-5U LJA5-6U	See bookwork marking guidelines	
Language Skills	Interacting			10		10		20
	Accessing and Responding	10			10	5		25
	Composing			10	5	10		25
	Systems of Language			5	5			10
	The Role of Language and Culture	5			5			10
Bookwork			5				5	10
Total % Weighting		15	5	25	25	25	5	100

- LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- LJA5-2C identifies and interprets information in a range of texts
- LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
- LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning
- LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning
- LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning
- LJA5-8U analyses linguistic, structural and cultural features in a range of texts
- LJA5-9U explains and reflects on the interrelationship between language, culture and identity

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS 5.1

SUBJECT DESCRIPTION:

In Year 9 Mathematics 5.1 students study the topics of Number; Indices; Financial Maths; Geometry including triangles, 3D and 2D shapes; Measurement and Algebra including Linear Relationships and Quadratic Expressions and Probability.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
Due Date: Total % Weighting Outcomes:	Alternate	Examination	PBL	Examination	Bookwork	
	T1 Wk6	T2 Wk4	T3 Wk8	T4 Wk4	Ongoing	
	20	25	25	20	10	
	MA4-5NA, MA4-6NA, MA5.1-4NA	MA4-4NA, MA4-5NA, MA4-7NA, MA5.1-9MG, MA4-8NA, MA4-10NA	MA4-13MG, MA5.1-8MG, MA4-14MG	MA4-9NA, MA5.1-5NA, MA5.1-9MG, MA4-17MG, MA5.1-11MG, MA4-18MG	See bookwork marking guidelines	
Understanding	5	5	5	5		20
Reasoning	5	5	5	5		20
Communication		5	5	5		15
Problem Solving	10	10	5	5		30
Fluency			5			5
Bookmark					10	10
Total % Weighting	20	25	25	20	10	100

MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS 5.2

SUBJECT DESCRIPTION:

In Year 9 Mathematics 5.2 students study the topics of Number; Indices; Financial Maths; Geometry including triangles, 3D and 2D shapes; Measurement and Algebra including Linear Relationships and Quadratic Expressions and Probability.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
Due Date: Total % Weighting: Outcomes:	Alternate	Examination	PBL	Examination	Bookwork	
	T1 Wk6	T2 Wk4	T3 Wk8	T4 Wk4	Ongoing	
	20	25	20	25	10	
	MA5.2-4NA, MA4-5NA	MA4-8NA MA5.2-8NA MA5.2-13MG MA4-16MG	MA4-12MG MA5.2-11MG MA5.1-8MG	MA5.2-14MG MA5.2-6NA MA4-18MG	See bookwork marking guidelines	
Understanding	5	5	5	5		20
Reasoning	5	5	5	5		20
Communication	5	5	5	5		20
Problem Solving	5	5	5	10		25
Fluency		5				5
Bookwork					10	10
Total % Weighting	20	25	20	25	10	100

MA5.2-4NA	solves financial problems involving compound interest
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATHEMATICS 5.3

SUBJECT DESCRIPTION:

In Year 9 Mathematics 5.3 students study the topics of Number; Indices; Financial Maths; Geometry including triangles, 3D and 2D shapes; Measurement and Algebra including Linear Relationships and Quadratic Expressions and Probability. 5.3 complete extension topics within all of these topics.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
Due Date: Total % Weighting: Outcomes:	Alternate Assessment	Examination	Project-Based Learning	Examination	Bookwork	
	T1 Wk6	T2 Wk4	T3 Wk8	T4 Wk4	Ongoing	
	20	25	20	25	10	
	MA5.2-4NA, MA5.1-4NA, MA5.2-8NA	MA5.1-6NA, MA5.2-NA, MA5.2-13MG	MA5.2-14MG, MA4.3-16MG	MA5.2-15SP, MA5.2-17SP, MA5.3-5NA	See bookwork marking guidelines	
Understanding	5	5	5	5		20
Reasoning	5	5	5	5		20
Communication	5	5	5	5		20
Problem Solving	5	5	5	10		25
Fluency		5				5
Bookwork					10	10
Total % Weighting	20	25	20	25	10	100

MA5.1-4NA	solves financial problems involving earning, spending, and investing money.
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-8 NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.1-6 NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MATTERS OF THE MIND – Z Elective

SUBJECT DESCRIPTION:

Matters of the Mind provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students will apply their learning to everyday situations within the context of education, workplace and social relationships. Students will also gain insights into a range of psychological health issues in society and will learn wellbeing techniques.

Component		Task 1	Task 2		Task 3	Task 4	Total % Weighting
Due Date: Total % Weighting: Outcomes:	Bookwork	Mental Health Topic Test	Forensic Psychology Group Presentation	Bookwork	Gender Essay	Learning and Memory Final Examination	
	T1 Wk5	T1 Wk8	T2 Wk6	T3 Wk5	T3 Wk6	T4 Wk2	
	5	25	20	5	25	20	
	See bookwork marking guidelines	T1, T2	T8, T9	See bookwork marking guidelines	T3, T7	T4, S2	
Performance		25	5		10	20	60
Composition			10		10		20
Listening	5		5	5	5		20
Total % Weighting	5	25	20	5	25	20	100

- T1 explain how the field of psychology provides scientific explanations of the mind and behaviour with particular principles and procedures
- T2 identify strengths and limitations in scientific approaches to explaining what is a normal mind and human behaviour
- T3 describe and explain the main approaches to the study of the nature of human behaviour
- T4 explain and assess biological theories of behaviour
- T5 analyse different ways of explaining the nature of intelligence and creativity
- T6 identify the complexities of theories of personality
- T7 communicate information and ideas using appropriate written, oral and graphic forms
- T8 assess uses of psychology in society and popular culture
- S1 identify and apply ethical research skills to psychology experiments
- S2 identify and develop personal values, skills and attributes that lead to effective learning
- S3 identify one's own attitudes and the impact they have on one's thinking and behaviours

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

MUSIC (ELECTIVE)

SUBJECT DESCRIPTION:

Students will develop knowledge, understanding and skills in the musical concepts through performing, composing and listening in the following contexts: Music of a Culture, Popular music, Musical Theatre and Multimedia music.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
	Theory Examination	Performance	Performance and Listening Task	Composition	Bookwork	
Due Date:	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk4	T2 Wk4 T4 Wk4	
Total % Weighting:	20	15	30	25	10	
Outcomes:	5.7, 5.8, 5.9	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.8	5.4, 5.5, 5.6	See bookwork marking guidelines	
Performance		15	15			30
Composition				25	5	30
Listening	20		15		5	40
Total % Weighting	20	15	30	25	10	100

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

SUBJECT DESCRIPTION:

The Year 9 PDHPE course has a combination of both theory and practical components. Students will study: Respectful Relationships, Sexual Education, Sporting Culture Influences and Media Messages, Empowering Safe Choices and Lifelong Physical Activity. And practical units: Dance, Invasion Field Games, SEPEP and Modified Games.

Component	Task 1	Task 2	Task 3	Task 4		Total % weighting
	Dance	Respectful Relationships	SEPEP	Empowering Safe Choices	Bookwork	
Due Date:	T1 Wk8/9	T1 Wk10	T3 Wk6/9	T4 Wk3	T2 Wk4 T4 Wk3	
Task Weighting	20	20	30	20	10	
Outcomes:	PD5-4, PD5-11	PD5-1, PD5-3, PD5-10	PD5-7, PD5-9, PD5-10	PD5-1, PD5-2, PD5-6	See bookwork marking guidelines	
Self-management (S)		10	10	10	5	35
Interpersonal (I)		10	10	10	5	35
Movement (M)	20		10			30
Total % weighting	20	20	30	20	10	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

SUBJECT DESCRIPTION:

The aim of the PASS program is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Topics covered include: Participating with safety, Fundamental Movement Skills, Nutrition and Physical Activity, Invasion Games, Issues in Physical Activity, Australia's Sporting Identity and Australian Sports.

Component	Task 1	Task 2	Task 3	Task 4		Total % Weighting
	Participating with Safety	Invasion Games (Practical)	Research Task	Australian Sports (Practical)	Bookwork	
Due Date:	T1 Wk10	T2 Wk1-4	T3 Wk9	T4 Wk2-4	T4 Wk4 T2 Wk3	
Total % Weighting:	20	25	20	25	10	
Outcomes:	PASS5-1, PASS5-2	PASS5-5, PASS5-6, PASS5-7	PASS5-2, PASS5-3	PASS5-4, PASS5-7	See bookwork marking guidelines	
Knowledge and Understanding	15	5	15	5	5	45
Skills	5	10	5	10	5	35
Values and Attitudes		10		10		20
Total % Weighting	20	25	20	25	10	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

PROJECT RUNWAY – Z Elective

SUBJECT DESCRIPTION:

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Component	Task 1	Task 2	Task 3	Task 4	Total % Weighting
	Alarm Task	Pyjama Day Folio	Design Project	Upcycling	
Due Date:	T1 Wk6	T2 Wk5	T3 Wk4	T4 Wk4	
Total % Weighting:	10	35	20	35	
Outcomes:	5.1.1, 5.1.2, 5.6.1	5.2.2, 5.2.3	5.4.1, 5.5.3, 5.6.1	5.6.1, 5.2.3, 5.5.1	
Knowledge	10	5	20	5	40
Skills		30		30	60
Total % Weighting	10	35	20	35	100

- 5.1.1 explains the properties and performance of a range of textile items
- 5.1.2 justifies the selection of textile materials for specific end uses
- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5.5.3 demonstrates competence in the production of textile projects to completion
- 5.6.1 evaluates textile items to determine quality in their design and construction

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

SCIENCE

SUBJECT DESCRIPTION:

The Year 9 Stage 5 course in Science looks at the following key aspects over the duration of the course; **Working Scientifically, Knowledge and Understanding in the Physical World, Earth and Space, Living World and the Chemical world** and develop and understanding about the nature, development, use and influence of science. Each aspect will be addressed throughout the year with common tasks and formative assessment as an on-going process.

Component	Task 1	Task 2	Task 3	Task 4		Task 5	Total % weighting
Due Date: Total % weighting: Outcomes:	Electricity Task – Theory, Skills and Practical	Disaster Management Plan	Disease Literacy and Research Task	Yearly Examination	Bookwork	Practical Participation	
	T1 Wk7	T2 Wk4	T3 Wk8	T4 Wk4	Ongoing	Ongoing	
	20	20	20	20	10	10	
	SC5-7WS, SC5-10PW3	SC5-1VA, SC5-2VA, SC5-8WS, SC5-9WS, SC5-13ES	SC5-3VA, SC5-7WS, SC5-8WS, SC5-9WS, SC5-15LW	SC5-7WS, SC5-10PW, SC5-15LW, SC5-17CW	See bookwork marking guidelines	SC5-WS	
Values and Attitudes		5	5		10		20
Skills - Working Scientifically	10	10	5	5		10	40
Knowledge and Understanding – Physical World, Earth and Space, Living World and Chemical World	10	5	10	15			40
Total % Weighting	20	20	20	20	10	10	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

TECH CHAMPIONS – Z Elective

SUBJECT DESCRIPTION:

The aim of the Tech Champions is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

The aim of the Tech Champions is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Component	Task 1	Task 2	Task 3	Task 4	Total % weighting
Due Date: Total % weighting: Outcomes:	Website	Coding Folio	Animation	Video	
	T1 Wk6	T2 Wk5	T3 Wk4	T4 Wk4	
	10	35	20	35	
	5.3.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2	5.2.3, 5.3.1, 5.5.1	5.5.1, 5.5.3, 5.5.2, 5.1.1	
Artmaking	10	5	20	5	40
Critical and historical studies		30		30	60
Total % weighting	10	35	20	35	100

- 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
- 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
- 5.2.1 describes and applies problem-solving processes when creating solutions
- 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3 critically analyses decision making processes in a range of information and software solutions
- 5.3.1 justifies responsible practices and ethical use of information and software technology
- 5.5.1 applies collaborative work practices to complete tasks
- 5.5.2 communicates ideas, processes and solutions to a targeted audience
- 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

VISUAL ARTS

SUBJECT DESCRIPTION:

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds.

Component	Task 1	Task 2	Task 3	Task 4	Total % weighting
<p>Due Date:</p> <p>Total % weighting:</p> <p>Outcomes:</p>	Artmaking	Art Analysis	Artmaking	Visual Arts Process Diary	
	T1 Wk9	T2 Wk4	T3 Wk9	T2 Wk4 T4 Wk3	
	30	20	30	20	
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	
Artmaking	30		30	10	70
Critical and historical studies		20		10	30
Total % weighting	30	20	30	20	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

VISUAL DESIGN

SUBJECT DESCRIPTION:

Visual Design places great importance on the development of students' intellectual and practical autonomy, critical judgement, reflective actions and understanding in the field of design. This subject offers a broad range of opportunities for students to investigate and explore the nature of visual design as a field of multiple disciplines grounded in artistic practice.

Component	Task 1	Task 2	Task 3	Task 4	Total % weighting
	Research Task	Design Folio	Design Folio	Visual Design Journal	
Due Date:	T1 Wk9	T2 Wk4	T3 Wk9	T4 Wk3	
Total % weighting:	20	30	30	20	
Outcomes:	5.7, 5.9	5.1, 5.2, 5.6	5.1, 5.3, 5.4, 5.6	5.1, 5.4, 5.10	
Artmaking		20	20	10	50
Critical and historical studies	20	10	10	10	50
Total % weighting	20	30	30	20	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

WORK EDUCATION

SUBJECT DESCRIPTION:

Students study the world of work and plan their transition into the workforce. They research and prepare their resume and undergo a formal job interview. In addition to this, they study workplace issues including gender equity, awards and various types of work. In the second semester, students study communication skills employment trends and changes in the nature of work. They also investigate current workplace issues and the roles and responsibilities of individuals in the workplace. Finally, students undertake one week's work placement in the Kids' Canteen.

Component		Task 1	Task 2		Task 3	Task 4	Total % weighting
	Bookwork	Job Search & Resume	Job Interview	Work Ready Bookwork	Work Placement Organise T3 W5 Complete T3 W7	Team Work Assignment Presentation	
Due Date:	T1 Wk5	T1 Wk8	T2 Wk5	T2 Wk9	T3 Wks5/7	T4 Wk2	
Task % weighting:	5	20	20	5	25	25	
Outcomes:	See bookwork marking guidelines	5.6, 5.8, 5.9	5.7, 5.10	See bookwork marking guidelines	5.1, 5.5	5.2, 5.3, 5.4	
Knowledge and understanding of the course content	2.5	10	5	2.5	15	5	40
Investigating and Research		10			5	5	20
Communicating	2.5		5	2.5	5	5	20
Interpreting Data			5			5	10
Problem Solving			5			5	10
Total % weighting	5	20	20	5	25	25	100

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

Note: Not all outcomes need to be assessed in one calendar year/formally assessed in this course.

APPENDICES

Appendix 1



Common Assessment Task Notification

Faculty:	Year / Class:
Course:	Weighting:
Task Title:	Class Teacher/s:
Due Date:	
TASK INSTRUCTIONS & REQUIREMENTS:	
OUTCOMES ASSESSMENT:	

Marking Criteria

A Outstanding		Mark range
B High		Mark range
C Sound		Mark range
D Basic		Mark range
E Limited		Mark range

Appendix 2

Bookwork Marking Guidelines (Sample)

Grade	Criteria	Marks
A	<ul style="list-style-type: none">• Extensive knowledge and understanding of the content, terms and concepts relevant to the course and can readily apply this knowledge• Very high level of competence in the processes and skills relevant to the course and can apply these skills to new situations• Completes set tasks to an outstanding level• Book is very neat and well organised (margins, dates, headings, presentation)	9-10
B	<ul style="list-style-type: none">• Thorough knowledge and understanding of the content, terms and concepts relevant to the course• High level of competence in the processes and skills relevant to the course and can apply these skills to most situations• Completes set tasks to a high level• Book is neat and well organised (margins, dates, headings, presentation)	7-8
C	<ul style="list-style-type: none">• Sound knowledge and understanding of the main areas of content, terms and concepts relevant to the course• Adequate level of competence in the processes and skills relevant to the course• Completes set tasks to a sound level• Book is neat and organised (margins, dates, headings, presentation)	5-6
D	<ul style="list-style-type: none">• Basic knowledge and understanding of the content, terms and concepts relevant to the course• Basic level of competence in the processes and skills relevant to the course• Completes set tasks to a basic level• Book lacks neatness and organisation organised (margins, dates, headings, presentation)	3-4
E	<ul style="list-style-type: none">• Limited knowledge and understanding in few areas of the content, terms and concepts relevant to the course• Very limited competence in some of the processes and skills relevant to the course• Completes set tasks to a limited level• Little to no effort taken with neatness and organisation of book	1-2