



# Deniliquin High School

Year 9  
Assessment Program  
2025



# Year 9 Assessment Calendar 2025

Week	Term 1	Term 2	Term 3	Term 4
1		Commerce Child Studies	Timber Metal	Commerce Child Studies
2		Visual Arts PASS	Food Technology	Metal Agriculture
3				Science Music
4		Mathematics	Mathematics	English History
5		Music	History	<b>Excursion</b>
6		Agriculture	Music	Mathematics Visual Arts
7	Timber Metal	PDHPE History	Science	Timber
8	Food Technology	Science	Visual Arts PASS	
9	PDHPE	Commerce Child Studies	English	
10	English Science	English	Food Technology	
11	History Mathematics			

# The Course Performance Descriptors

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine students' final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

The five columns contain descriptions of different levels of student achievement of the syllabus objectives and outcomes. The descriptions range from **Limited Achievement** to **Outstanding Achievement**. The descriptors are expressed in positive terms to emphasise what students can, rather than cannot, do. Each course of study has its own specific Course Performance Descriptors, a copy of which can be obtained from Head Teachers or classroom teachers. Below are listed the generic Course Performance Descriptors as issued by NSW Educational Standards Authority (NESA).

Grade	General Performance Descriptors
<b>A</b>	Outstanding Achievement 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</b>	High Achievement 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</b>	Sound achievement 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</b>	Basic achievement The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
<b>E</b>	Limited achievement 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.

## Attendance in relation to the satisfactory completion of a course

It is the responsibility of students to attend school every day. Studies show clear links between attendance and academic achievement. Regular attendance gives students the greatest chance of success and enables them to keep abreast of class work and assessment requirements. It also ensures that the course criteria within individual subjects is being met.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is valid and that the progress of the student towards course outcomes will not be unduly affected. In these situations, students should ask their Year Adviser to collect work from classroom teachers for them to complete while they are absent from school so that they can stay up-to-date with the class work they will miss.

## The Student's Responsibilities

Students are required to perform **ALL tasks**, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher, to the best of their ability and to sit for all tests and examinations scheduled as part of this assessment program. It is expected that students will demonstrate respect of the intellectual property of others by ensuring that all work submitted is their own. Any suspicion of malpractice will be investigated and handled accordingly.

Although the times for most tasks are listed in this document, teachers will give prior written notification of any upcoming assessment tasks. This will be done using a standardised proforma which clearly communicates;

- when the task will occur
- the outcomes being assessed
- the marks available and the contribution of the task towards the student's overall grade
- the task outline, including the content covered and how the task is to be prepared and presented
- the assessment criteria against which the task will be marked
- the due date and timing of the submission of the task

Each faculty area has its own policy concerning the penalties applied for tasks which are late or not submitted. The following advice is given to students to ensure that they do not incur such penalties;

- Where assessment tasks are scheduled during school time, students are expected to be at school on that day and to present themselves at the place and time scheduled for the completion of the task
- If a student is aware beforehand that they will not be at school on that day, prior application to the class teacher concerned to complete the task at an alternative time, must be made well **BEFORE** the day of the task.
  - If a student is absent, sick or a misadventure occurs, on the day of an in-class assessment task, it would be appropriate for a parent to contact the teacher or Head Teacher. However, where assessment tasks are scheduled to be completed at home and handed in by a due date, students should have someone else submit their task on their behalf, or the task may be emailed directly to their class teacher.
  - If circumstances are such that a student will find it impossible to meet the due date, **PRIOR application** must be made to the Head Teacher at least **THREE DAYS** prior to the deadline for an extension of time to be granted.
  - On most occasions, students should submit what they have done by the due date rather than submit nothing at all.

A range of support services exist within the school to assist students in meeting assessment requirements. These include;

- The Homework Club in the library which operates two afternoons per week, where teachers are available to guide students with homework and assessment tasks.
- Case Managers for students with special needs.
- Seeking assistance from class teachers outside of class time.

# Key Learning Area: English

## Year 9 Course Outcomes

- EN5-RVL-01** uses a range of personal, creative and critical strategies to interpret complex texts
- EN5-URA-01** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- EN5-URB-01** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- EN5-URC-01** investigates and explains ways of valuing texts and the relationships between them
- EN5-ECA-01** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
- EN5-ECB-01** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	Listening task	Creative and Reflection	Essay	Yearly Exam	
<b>Date</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 4</b>	
<b>Outcomes</b>	EN5-RVL-01 EN5-URA-01,	EN5-URB-01, EN5-URC-01, EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URB-01 EN5-URC-01	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	
<b>Total Weighting (%)</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

# Key Learning Area: Mathematics

## Year 9 Course Outcomes

<b>MA5-ALG-C-01</b>	simplifies algebraic fractions with numerical denominators and expands algebraic
<b>MA5-EQU-C-01</b>	expressions solves linear equations of up to 3 steps, limited to one algebraic fraction
<b>MA5-ARE-C-01</b>	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
<b>MA5-VOL-C-01</b>	solves problems involving the volume of composite solids consisting of right prisms
<b>MA5-PRO-C-01</b>	solves problems involving probabilities in multistage chance experiments and simulations
<b>MA5-IND-C-01</b>	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5-FIN-C-01</b>	solves financial problems involving simple interest, earning money and spending money
<b>MA5-MAG-C-01</b>	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
<b>MA5-LIN-C-01</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
<b>MA5-LIN-C-02</b>	graphs and interprets linear relationships using the gradient/slope-intercept form
<b>MA5-TRG-C-01</b>	applies trigonometric ratios to solve right-angled triangle problems
<b>MA5-DAT-C-01</b>	compares and analyses datasets using summary statistics and graphical representations
<b>MAO-WM-01</b>	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

## Year 9 PATHWAY Course Outcomes

<b>MA5-ALG-P-01</b>	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions MA5-EQU-P-01 solves linear inequalities
<b>MA5-ARE-P-01</b>	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems
<b>MA5-VOL-P-01</b>	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids
<b>MA5-PRO-P-01</b>	solves problems involving Venn diagrams, 2-way tables and conditional probability
<b>MA5-IND-P-01</b>	applies the index laws to operate with algebraic expressions involving negative-integer indices
<b>MA5-LIN-P-01</b>	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
<b>MA5-TRG-P-01</b>	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings



	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	<b>Summary portfolio &amp; in class quiz:</b> Algebraic techniques and Equations	<b>In class test:</b> Area and Surface area	<b>Reflections &amp; in class quiz:</b> Volume, Probability, Indices, and Earning and making money	<b>Investigation &amp; in class quiz:</b> Data analysis	
<b>Date</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 4</b>	<b>Term 4 Week 6</b>	
<b>Outcomes</b>	MA5-ALG-C-01 MA5-EQU-C-01 MA5-ALG-P-01 MA5-EQU-P-01 MAO-WM-01	MA5-ARE-C-01 MA5-ARE-P-01 MAO-WM-01	MA5-VOL-C-01 MA5-PRO-C-01 MA5-IND-C-01 MA5-FIN-C-01 MA5-VOL-P-01 MA5-PRO-P-01 MA5-IND-P-01 MAO-WM-01	MA5-DAT-C-01 MAO-WM-01	
<b>Total Weighting (%)</b>	<b>10% + 15% = 25%</b>	<b>25%</b>	<b>10% + 15% = 25%</b>	<b>25%</b>	<b>100%</b>

# Key Learning Area: Human Society & It's Environment (HSIE): History

## Year 9 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	In class test	Source-based task	Research task	Yearly Exam	
<b>Date</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 5</b>	<b>Term 4 Week 4</b>	
<b>Outcomes</b>	HT5-2 HT5-4 HT5-5	HT5-4 HT5-8 HT5-10	HT5-1 HT5-3 HT5-6 HT5-9	HT5-1 HT5-2 HT5-3 HT5-7 HT5-9	
<b>Total Weighting (%)</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

# Key Learning Area: Human Society & It's Environment (HSIE) Commerce

## Year 9 Course Outcomes

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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Research	Report	Yearly Exam	
<b>Date</b>	<b>Term 2 Week 1</b>	<b>Term 2 Week 9</b>	<b>Term 4 Week 1</b>	
<b>Outcomes</b>	COM5-3 COM5-4 COM5-7	COM5-1 COM5-2 COM5-5	COM5.6 COM5-8 COM5-9	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# Key Learning Area: Science

## Year 9 Course Outcomes

- 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total Weighting</b>
<b>Task Type</b>	In class Task Gathering and communicating information	In class Task & at home task Student Research Project	In class test Working Scientifically Task	Final exam -Knowledge and understanding - working scientifically	
<b>Date</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 7</b>	<b>Term 4 Week 3</b>	
<b>Outcomes</b>	SC5-4WS SC5-8WS SC5-9WS SC5-14LW SC5-15LW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	
<b>Total Weighting (%)</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

# Key Learning Area: Agriculture

## Year 9 Course Outcomes

- AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2** explains the interactions within and between agricultural enterprises and systems
- AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4** investigates and implements responsible production systems for plant and animal enterprises
- AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-12** collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	In Class Task	Practical	Exam	
<b>Date</b>	<b>Term 2 Week 6</b>	<b>All Year</b>	<b>Term 4 Week 2</b>	
<b>Outcomes</b>	AG5-1 AG5-2 AG5-10 AG5-12 AG5-13 AG5-14	AG5-13 AG5-14	AG5-1 AG5-2 AG5-3 AG5-4 AG5-8 AG5-10 AG5-12 AG5-13 AG5-14	
<b>Total Weighting (%)</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	<b>100%</b>

# Key Learning Area: Personal Development, Health & Physical Education - PDHPE

## Year 9 Course Outcomes

- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** assesses and applies self-management skills to effectively manage complex situations
- PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Type</b>	In class task	ALARM	Practical skills
<b>Date</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Ongoing</b>
<b>Outcomes</b>	5.3 5.6 5.10 5.11	5.6 5.7	5.8 5.9
<b>Total Weighting (%)</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>

# Key Learning Area: Personal Development, Health & Physical Education – Physical Activity & Sports Studies

## Year 9 Course Outcomes

- 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  
**PASS5-4** 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.  
**PASS5-7** 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Type</b>	Reflection Task	Case Study	Practical Skills mark
<b>Date</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 8</b>	<b>ongoing</b>
<b>Total</b>	9PASS5 -1 9PASS5 - 2 9PASS5 - 4 9PASS5 - 5 9PASS5 -10	9PASS5 -1 9PASS5 - 2 9PASS5 - 5 9PASS5 - 10	9PASS5 -5 9PASS5 - 6 9PASS5 - 7 9PASS5 - 8 9PASS5 - 9
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



# Key Learning Area: Creative & Performing Arts (CAPA) - Music

## Year 9 Course Outcomes

- 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

	Task 1	Task 2	Task 3	Total Weighting
<b>Task Type</b>	Listening	Composition	Performance	
<b>Date</b>	<b>Term 2 Week5</b>	<b>Term 3 Week6</b>	<b>Term 4 Week3</b>	
<b>Outcomes</b>	5.7 5.8	5.4 5.5 5.6	5.1 5.2 5.3 5.12	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# Key Learning Area: Creative & Performing Arts (CAPA) – Visual Arts

## Year 9 Course Outcomes

### Artmaking

- 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 relationship between the artist – artwork – world – audience in the making of art.
- 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 artworks.
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks.

### Critical and Historical Studies

- 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 relationship between artist – artwork – world – audience in the study of art world.
- 5.9 Demonstrates how the frames provide different interpretations of art.
- 5.10 Demonstrates how art criticism and art history construct meanings.

	Task 1	Task 2	Task 3	Total Weighting
<b>Task Type</b>	Two artworks with VAPD	Painting with VAPD and Research Task	Artist Book with VAPD	
<b>Date</b>	<b>Term 2 Week 2</b>	<b>Term 3 Week 8</b>	<b>Term 4 Week 6</b>	
<b>Outcomes</b>	5.1 5.3 5.4 5.5 5.6	5.2 5.3 5.5 5.6 5.8	5.1 5.2 5.3 5.4 5.5 5.6 5.10	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# Key Learning Area: Technological & Applied Studies (TAS) - Food Technology

## Year 9 Course Outcomes

- 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
- FT5-5** applies appropriate method 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Pasta Design Task	Cake Design Task	Food Trends Magazine Article and Prac	
<b>Date</b>	<b>Term 1 Week 8</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 10</b>	
<b>Outcomes</b>	FT5-2 FT5-5 FT5-6 FT5-7	FT5-1 FT5-8 FT5-10 FT5-11	FT5-5 FT5-8 FT5-9 FT5-11	
<b>Total Weighting (%)</b>	<b>25%</b>	<b>30%</b>	<b>45%</b>	<b>100%</b>

## Key Learning Area: Technological & Applied Studies (TAS) – Child Studies

### Year 9 Course Outcomes

- 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
- CS5-5** evaluates strategies that promote the growth and development of children
- CS5-7** discusses the importance of positive relationships
- 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
- CS5-11** 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
- 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
- CS5-6** describes a range of parenting practices for optimal growth and development

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Relationships Investigation	Genetic Disorders Pamphlet	Real Care Baby	
<b>Date</b>	<b>Term 2 Week 1</b>	<b>Term 2 Week 9</b>	<b>Term 4 Week 1</b>	
<b>Outcomes</b>	CS5-7 CS5-11 CS5-12	CS5-1 CS5-2 CS5-11 CS5-12	CS5-1 CS5-2 CS5-5 CS5-6 CS5-8 CS5-9 CS5-12	
<b>Total Weighting (%)</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# Key Learning Area: Technological & Applied Studies (TAS) –Industrial Technology - Timber

## Year 9 Course Outcomes

- 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 competently 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, applies and interprets a range of suitable communication techniques in the presentation of 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Careers in the Timber Industry Investigation	Project #1 and folio	Project #2 and folio	
<b>Date</b>	<b>Term 1 Week 7</b>	<b>Term 3 Week 1</b>	<b>Term 4 Week 7</b>	
<b>Outcomes</b>	IND5-1 IND5-9 IND5-10	IND5-1 IND 5-3 IND 5-4 IND 5-5	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-8	
<b>Total Weighting (%)</b>	<b>15%</b>	<b>35%</b>	<b>50%</b>	<b>100%</b>

# Key Learning Area: Technological & Applied Studies (TAS) – Industrial Technology - Metal

## Year 9 Course Outcomes

- 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 competently 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, applies and interprets a range of suitable communication techniques in the presentation of 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

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total Weighting</b>
<b>Task Type</b>	Risk Assessment	Project #1 and folio	Project #2 and folio	
<b>Date</b>	<b>Term 1 Week 7</b>	<b>Term 3 Week 1</b>	<b>Term 4 Week 2</b>	
<b>Outcomes</b>	IND5-1 IND5-5	IND5-1 IND 5-3 IND 5-4 IND 5-5	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7	
<b>Total Weighting (%)</b>	<b>15%</b>	<b>35%</b>	<b>50%</b>	<b>100%</b>



# Assessment Task Notification

<b>Year Level</b>	
<b>Subject Name</b>	
<b>Module Name</b>	
<b>Task Name</b>	
<b>Teacher</b>	
<b>Task Number</b>	
<b>Notification Date</b>	Term _____ Week _____ Date _____
<b>Weighting (%)</b>	
<b>Due Dates</b>	Draft Due Date: Term _____ Week _____ Date _____ Due Date: Term _____ Week _____ by 8.50am
<b>Preferred submission method(s):</b>	
<b>Class time allocated</b>	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **0 mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you do not do a serious attempt of a task, re-submission may be required. Parent contact will also be made and an N warning letter will be sent home. However, the original mark will be maintained.

Outcomes:

Task Description and Instructions:

Assessment Criteria:

Head Teacher Checked and Signed: \_\_\_\_\_

## Common Grade Scale

**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.

**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.

**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.

**D** - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**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.

*If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.*



## Referencing/Plagiarism

### What kinds of sources do you need to acknowledge?

Any source materials that are in print or digital form including but not limited to:

Advertisements, articles, artwork, blogs, books, discussion groups, emails, interviews, journals, letters, magazines, maps, movies, music, newspapers, pamphlets, pictures/images, websites, social media content, other people's work, TV programs, other people's ideas.

### How much copyrighted material can you use?

Up to 10% of the of the total number of words, or 1 chapter of:

- Printed sources such as books, anthologies and journal and newspaper articles
- Dramatic works (such as plays, screenplays and scripts)
- Musical works (such as written musical scores in the form of sheet music, broadsheets or other notations).
- Digital sources

### Where do you need to acknowledge a source?

#### 1) In the text - known as **Referencing**

You should acknowledge the source at the point in the text where you use it with an in-text citation. You'll be expected to use an in-text citation, footnote or endnote whenever you:

- quote (that is, use someone else's exact words)
  - directly copy (for example, a table, map or image)
  - paraphrase (that is, put someone else's ideas into your own words)
- summarise (that is, create your own short account of someone else's words or ideas).

For example; *"The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products"* (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25)

OR "According to *Australia's Health 2018* cancer causes the greatest burden of disease in Australia."

#### 2) At the end of the text - known as a **Bibliography**

At the end of the text, you should also provide a reference list of all the sources you've acknowledged in your work in alphabetical order. Every source you've included in your referencing should be in your bibliography. A bibliography is a list of all the sources you used in the preparation of your work, in addition to the ones you've referenced.

For example; PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020 OR

Australian Institute of Health and Welfare, Australia's Health 2018. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020]

Source: <https://www.nsw.gov.au/education-and-training/nesa/hsc/all-my-own-work/how-do-i-acknowledge-other-peoples-work>

## Examples:

### Books

Edwards, Paul. 2006, *7 Keys to Successful Study*. ACER, Hawthorn.

Marsden, J.B. 2003, *Everything I know about writing*. Allen and Unwin, Port Melbourne.

### Books with more than one author

Cameron, K., Lawless, J., and Young, C. 2000, *Investigating Australia's 20th Century History*. Nelson, Southbank.

### Encyclopedia entry

'*Education*', Encyclopedia Britannica. 1998, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373.

### Encyclopedia (online)

'*Literature for Children*,' World Book Online. viewed 4 June 2010, <http://www.worldbookonline.com>

### Website (with author)

Credaro, Alex. *Constructing Bibliographies*. viewed June 14, 2010, [http://www.geocities.com/koalakid\\_1999/loyola/biblio.html](http://www.geocities.com/koalakid_1999/loyola/biblio.html)

### Website (no author)

'*Origins of society: fact and myth*', Skwirk. viewed 6 June, 2010, <http://www.skwirk.com>.

### Journal and newspaper articles

Kluger, J. 2008, '*The battle to save your memory*', Time Magazine. 12 June, pp. 52-57.

Oaten, C. 2008, '*Open your house to the sun*', The Sydney Morning Herald. 6 September, p. 3.

## Completed example:

### Bibliography

Credaro, Alex. 2000 ***Constructing bibliographies***. viewed June 14, 2010, [http://www.geocities.com/koalakid\\_1999/loyola/biblio.html](http://www.geocities.com/koalakid_1999/loyola/biblio.html)

Edwards, Paul. 2006, *7 Keys to **Successful Study***. ACER, Hawthorn.

'***Education***', Encyclopedia Britannica. 2008, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373.

Kluger, J. 2008, '***The battle to save your memory***', Time Magazine. 12 June, pp. 52-57.

'**Literature for children**', World Book Online. Viewed 4 June 2010, <http://www.worldbookonline.com>

Marsden, J.B. 2003, ***Everything I know about writing***. Allen and Unwin, Port Melbourne.

'***Origins of the society: fact and myth***', Skwirk. Viewed 6 June, 2010, <http://www.skwirk.com>

Oaten, C. 2008, '***Open your house to the sun***', The Sydney Morning Herald. 6 September, p. 3





Denilquin High School  
Harfleur St Denilquin  
NSW 2710

P: (03) 5881 1211

F: (03) 5881 5115

[www.denilquin-h.schools.nsw.edu.au](http://www.denilquin-h.schools.nsw.edu.au)