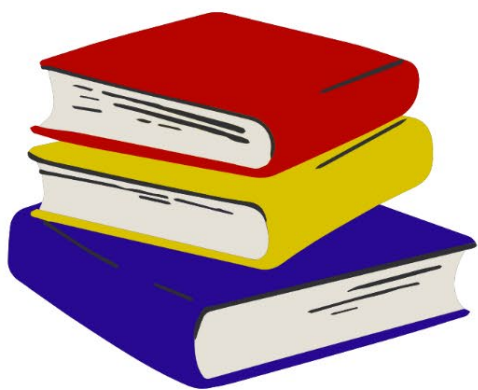


# YEAR 9

# ASSESSMENT SCHEDULE

## 2025





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## Stage 5 – Gaining RoSA

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

Stage 5 encompasses both Year 9 and Year 10. The curriculum taught by school complies with the requirements of the NSW Department of Education, NESA and ACARA (The Australian Curriculum, Assessment and Reporting Authority).

The RoSA:

- is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.
- records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.
- is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.
- is also available to students who, from 2021, have not demonstrated the HSC minimum standard to receive their HSC.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

## Receiving the RoSA

Schools are responsible for requesting a RoSA through NESA. Students cannot directly request a RoSA themselves. Schools can generate an eRecord and check the student's



course information. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's 'Students Online' account.

Students who remain at school to complete their HSC will not receive a RoSA. A RoSA is not issued to students if/when they are transferring between schools.

## **RoSA reporting and grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

## **Grades are:**

- based on student achievement in their assessment work
- submitted by the school in Term 4
- monitored by NESAs for fairness and consistency.

NESA works with teachers and schools to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school. Successful completed Vocational Education and Training (VET) and Life Skills course are reported differently to graded courses.

## **Life Skills**

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA.



- If you are undertaking one or more courses based on Life Skills outcomes and content, you will be eligible to receive a Profile of Student Achievement which will outline the Life Skills outcomes you achieve in each course.
- The Profile of Student Achievement will be printed and issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study).
- Life Skills outcomes will be shown on the profile as:
  - Achieved -for outcomes that have been achieved independently
  - Achieved with support –for outcomes that have been achieved with additional support

## Recording Extracurricular Achievements

The Board has developed an online package - up2now (<https://up2now.net.au>) - that allows students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work.

## Students with Special Educational Needs

Students who have undertaken a Special Program of Study will be awarded grades for any NESA Developed or NESA Endorsed Courses satisfactorily completed.

Achievements will be reported for Life Skills courses, but on a separate document called a Student Profile.

**Satisfactory attendance** record plays an important role in meeting course completion criteria. Unplanned absences (such as illness) can be problematic for students in meeting course hours and outcomes. Extended absences are far more problematic. Even though students may be able to complete assessment tasks that have been missed (including tests), it is impossible for absent students to take part in the planned learning activities that cover those course outcomes that cannot be assessed through written work. **Students applying for leave greater than 5 days must gain approval from the Principal.** The syllabuses which govern the work of secondary school teachers can be found on the NESA website <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

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This is a most useful website for parents wishing to support their son or daughter during their secondary education years.



## School Assessment Procedures

### The Purpose of Assessment

Assessment procedures provide an indication of a student's attainment over a wide range of syllabus outcomes. Assessment covers the whole course in each subject, including knowledge, understanding, skills and processes and takes place at key points in the learning cycle. Students will receive feedback after having completed the assessment activities, which will be used for the next phase of learning.

Assessment activities may be formal (e.g. semester examinations, common year task, assignment/research tasks) or informal (e.g. class test, topic test, in class task).

### The Assessment Schedule Booklet and Time Frame

This assessment booklet provides you with the type of task, anticipated areas of learning to be assessed and weightings. Use a diary or calendar to record assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

### Notice of Assessment Tasks

At least two weeks (10 school days) written notice is to be given before an Assessment is due. This notice will include,

- The actual date of the task or its due date
- The outcomes that will be assessed
- The detailed requirements of the task
- Information about the marking criteria for the task

When assessment tasks are returned students will be given feedback that corresponds with the marking criteria.

### Absences

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.





Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/carer to explain any absence. This must be shown to their teacher before submitting the note to their roll call teacher.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work/ assessment notification has been missed and to catch up with that work.

## **Submission of Tasks**

All tasks are to be submitted/completed by or on the designated day and time (as per teacher notification). Tasks submitted late unless receive a **ZERO** and the class teacher will issue a Letter of Concern. Students are still required to complete this task for the purpose of meeting the syllabus requirements and to ensure the award of a RoSA in the subject concerned.

## **Extensions, Special Consideration, Illness and Misadventure**

Requests for an extension of time to submit or complete an assessment task should be made in writing on an **Assessment Task Extension Application (Appendix A)**. And supported by a doctor's certificate (if applicable). Requests for an extension for reasons other than medical should be made in writing on the same form (Appendix A) and signed by Parents/Guardians. Such requests will be considered by the Head Teacher, usually in consultation with the class teacher.

### **Requests for extension of time must be made prior to the due date of the task.**

An assessment Panel, comprising a class teacher, a head Teacher and the Principal or nominee, will adjudicate when students appeal a Head Teacher decision to not grant an extension.

Where a student's performance in an assessment task is affected by a valid illness/misadventure preventing presentation of part or the entire task, the student should complete an **Assessment Task Appeal (Appendix A)**. In general, a valid misadventure is a situation that is unpredictable and out of the control of the student.



An Appeal for consideration of misadventure should be submitted to the relevant Head Teacher in the case of a single task or the Deputy Principal in the case of multiple tasks within two days of returning to school. If the appeal is upheld, the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

**Technology failure is not, in itself, a valid reason for failure to submit an assessment task.** It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. To minimise problems in relation to technology, students should adhere to the following protocols:

- Regularly back up all work on the hard drive of your computer, on an external portable storage media (e.g. USB drive) or cloud storage
- Tasks submitted electronically should be checked well before the due date to ensure that the data can be accessed at school (Check the compatibility of your home software with the school's technology).
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your@education email account), as well as bringing it to school on an external portable storage media.

## School Reports and Grades

Student reports will be provided at the conclusion of each semester. Parent Teacher Evenings are scheduled every year. Parents are welcome to contact the school at any time to discuss their child's progress and educational needs.

Students should receive feedback on assessments tasks within 2 weeks of the due date or submission/completion of the task.

Student progress (reports and assessment tasks) will be reported using the NESA General Performance descriptors of achievement (Grades A – E):

- 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.

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## Year 9 Course Assessment 2025

### Agriculture

| Components   | Task 1                     | Task 2                               | Task 3                | Task 4                     | Weightings  |
|--|----------------------------|--------------------------------------|-----------------------|----------------------------|-------------|
|  | Research Task – Ag Careers | Research Project – Animal Production | Practical Examination | Final Exam                 |             |
|  | Term 1<br>Week 11          | Term 2<br>Week 4                     | Term 3<br>Week 7      | Term 4<br>Week 4           |             |
|  | AG5-2 AG5-3 AG5-7          | AG5-1 AG5-4 AG5-8<br>AG5-11 AG5-12   | AG5-10 AG5-13 AG5-14  | AG5-1 AG5-5 AG5-9<br>AG5-6 |             |
| Knowledge and understanding  | 20                         | 15                                   | 5                     | 10                         | 50%         |
| Skills <ul style="list-style-type: none"> <li>• production and marketing</li> <li>• problem solving</li> <li>• data collection and analysis</li> <li>• communication</li> <li>• safe work practices</li> </ul> | 10                         | 15                                   | 20                    | 5                          | 50%         |
| <b>Total</b>   | <b>30</b>                  | <b>30</b>                            | <b>25</b>             | <b>15</b>                  | <b>100%</b> |

***Completion of homework will be an integral part of the successful completion of this course.***



## Year 9 Course Outcomes - Agriculture

A student:

- 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
- AG5-5 investigates and applies responsible marketing principles and processes
- AG5-6 explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7 explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 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



## Year 9 Course Assessment 2025 Child Studies

|                  | <b>Task 1</b>               | <b>Task 2</b>                  | <b>Task 3</b>                    | <b>Task 4</b>                                   |
|------------------|-----------------------------|--------------------------------|----------------------------------|---|
|                  | Term 1<br>Week 7            | Term 2<br>Week 6               | Term 3<br>Week 8                 | Term 4<br>Week 5                                |
| <b>Component</b> | Preparing for<br>Parenthood | Newborn Care                   | Play and the<br>Developing Child | Health, Safety<br>and Nutrition in<br>Childhood |
|                  | CS5-2, CS5-7, CS5-11        | CS5-1, CS5-5,<br>CS5-8, CS5-10 | CS5-2, CS5-4,<br>CS5-9           | CS5-3, CS5-4,<br>CS5-12                         |



## Year 9 Course Outcomes – Child Studies

A student:

- 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

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## Year 9 Course Assessment 2025 Commerce

|           | Task 1                 | Task 2  | Task 3                    |
|-----------|------------------------|---|---------------------------|
|           | Term 1<br>Week 10      | Term 2<br>Exam Week   | Term 3<br>Week 10         |
| Component | Consumer Report        | Law, Society and Political<br>Involvement Semester<br>Examination | Business Plan             |
|           | COM5-1, COM5-4, COM5-8 | COM5-1, COM5-2, COM5-8  | COM5-2, COM5-6,<br>COM5-7 |





## Year 9 Course Outcomes – Commerce

A student:

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, economic, 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



## Year 9 Course Assessment 2025 Computing Technology

|                  | <b>Task 1</b>                       | <b>Task 2</b>                 | <b>Task 3</b>              | <b>Task 4</b>                          |
|------------------|-------------------------------------|-------------------------------|----------------------------|--|
|                  | Term 1<br>Week 10                   | Term 2<br>Week 6              | Term 3<br>Week 9           | Term 4<br>Week 6                       |
| <b>Component</b> | Games and Simulations research task | Code your own text-based game | Mechatronics research task | Battlebots                             |
|                  | CT5-EVL-01<br>CT5-THI-01            | CT5-DPM-01<br>CT5-OPL-01      | CT5-EVL-01<br>CT5-THI-01   | CT5-OPL-01<br>CT5-DPM-01<br>CT5-COL-01 |



## Year 9 Course Outcomes – Computing Technology

A student:

- CT5-COL-01: manages, documents and explains individual and collaborative work practices
- CT5-DPM-01: applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- CT5-EVL-01: understands how innovation, enterprise and automation have inspired the evolution of computing technology
- CT5-OPL-01: designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
- CT5-THI-01: applies computational, design and systems thinking to the development of computing solutions)
- CTLS-DPM-01: recognises the processes used to design and produce computing solutions
- CTLS-EVL-01: explores the evolution and innovations in computing technology



## Year 9 Course Assessment 2025 English

|                  | Task 1   | Task 2   | Task 3   | Task 4  |
|------------------|--|--|--|---|
|                  | Term 1<br>Week 9   | Term 2<br>Week 4   | Term 3<br>Week 9   | Term 4<br>Week 6  |
|                  | Speculative Fiction  | Shining a New (Stage) Light                                    | The Power and the Passion  | Crime Fiction   |
| <b>Component</b> | Discursive Writing   | Half-Yearly Examination  | Essay  | Imaginative Writing and Reflection                              |
|                  | EN5-RVL-01, EN5-URA-01<br>EN5-URB-01, EN5-URC-01<br>EN5-ECA-01, EN5-ECB-01 | EN5-RVL-01, EN5-URA-01<br>EN5-URC-01, EN5-ECA-01<br>EN5-ECB-01 | EN5-RVL-01, EN5-URA-01,<br>EN5-URB-01, EN5-ECA-01,<br>EN5-ECB-01 | EN5-RVL-01, EN5-URA-01<br>EN5-URB-01, EN5-ECA-01,<br>EN5-ECB-01 |



## Year 9 Course Outcomes - English

A student:

- 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



## Year 9 Course Assessment 2025 Geography

|            | Task 1                                | Task 2                               |
|------------|---------------------------------------|--------------------------------------|
| Components | Term 1 Week 10<br>or<br>Term 3 Week 9 | Term 2 Week 4<br>or<br>Term 4 Week 4 |
|            | Changing Places Project               | Sustainable Biomes Examination       |
|            | GE5-3, GE5-7, GE5-8                   | GE5-1, GE5-4, GE5-5                  |
|            | GELS-3, GELS-7, GELS-8                | GELS-1, GELS-4, GELS-5               |
|            |                                       |                                      |



## Year 9 Course Outcomes – Geography

A student:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains the processes 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



## Year 9 Course Assessment 2025 History

|                   | Task 1                                | Task 2                               |
|-------------------|---------------------------------------|--------------------------------------|
| <b>Components</b> | Term 1 Week 10<br>or<br>Term 3 Week 9 | Term 2 Week 4<br>or<br>Term 4 Week 4 |
|                   | Research and Essay on an Individual   | WW1 Examination                      |
|                   | HT5-1, HT5-3, HT5-6<br>HT5-10         | HT5-4, HT5-6, HT5-7, HT5-9           |
|                   | Task 1                                | Task 2                               |





## Year 9 Course Outcomes – History

A student:

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

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## Year 9 Course Assessment 2025

### History Elective

| Task number                 | Task 1                          | Task 2                  | Task 3                          | Task 4                          | Weighting % |
|-----------------------------|---------------------------------|-------------------------|---------------------------------|---------------------------------|-------------|
| Nature of tasks             | Curator's address               | Historical Inquiry      | Creative                        | Exam                            |             |
| Timing                      | Term 1, Week 7                  | Term 2, Week 5          | Term 3, Week 8                  | Term 4 Exam Week                |             |
| Outcomes assessed           | HTE5-2, HTE5-6, HTE5-7, HTE5-10 | HTE5-4, HTE5-8, HTE5-10 | HTE5-4, HTE5-7, HTE5-9, HTE5-10 | HTE5-2, HTE5-3, HTE5-9, HTE5-10 |             |
| Components                  |                                 |                         |                                 |                                 |             |
| Knowledge and understanding | 10                              | 10                      | 10                              | 10                              | 40          |
| Skills                      | 15                              | 15                      | 15                              | 15                              | 60          |
| <b>Total %</b>              | <b>25</b>                       | <b>25</b>               | <b>25</b>                       | <b>25</b>                       | <b>100</b>  |



## Year 9 Course Outcomes – History Elective

A student:

- HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2 examines the ways in which historical meanings can be constructed through a range of media
- 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
- HTE5- identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7 explains different contexts, perspectives and interpretations of the past
- HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences



## Year 9 Course Assessment 2025 Industrial Technology - Metal

|                  | Task1            | Task 2           | Task 3           | Task 4             |
|------------------|------------------|------------------|------------------|--------------------|
|                  | Term 1<br>Week 8 | Term 3<br>Week 2 | Term 4<br>Week 2 | Term 4<br>Week 4   |
| <b>Component</b> | Carry All        | Marking Gauge    | Metal Art        | Yearly examination |
|                  | IND5-1, IND5-2   | IND5-3           | IND5-4, IND5-6   | IND5-10            |
|                  | INDLS1, INDLS2   | INDLS3           | INDLS4           | -                  |



## Year 9 Course Outcomes – Industrial Technology - Metal

A student:

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



## Year 9 Course Assessment 2025 Industrial Technology - Timber

|                  | Task 1                 | Task 2                             | Task 3                         | Task 4                     |
|------------------|------------------------|------------------------------------|--------------------------------|----------------------------|
|                  | Term 1<br>Week 8       | Term 2<br>Week 4                   | Term 3<br>Week 6               | Term 4<br>Week 4           |
| <b>Component</b> | Hot Pot Stand          | Mantle Clock & Folio               | Serving Tray                   | Yearly Exam                |
|                  | IND5-1, IND5-4         | IND5-2, IND5-5,<br>IND5-8, IND 5-9 | IND5-3, IND5,7                 | IND5-3, IND5-9,<br>IND5-10 |
|                  | INLS1, INLS2,<br>INLS5 | INLS7, INLS9,<br>INLS10            | INLS3, INLS4, INLS6,<br>INLS8, | -                          |



## Year 9 Course Outcomes – Industrial Technology - Timber

A student:

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



## Year 9 Course Assessment 2025 Mathematics

|                  | Task 1                     | Task 2  | Task 3                                  | Task 4   |
|------------------|----------------------------|---|---|--|
|                  | Term 1<br>Week 9           | Term 2<br>Week 4  | Term 3<br>Week 6                        | Term 4<br>Exam Week 4  |
| <b>Component</b> | Assignment                 | Stage 5 Exam Week<br>with Summary Sheet   | Assignment                              | Topic Test & Summary<br>Sheet  |
|                  | MAO-WM-01, MA5-<br>GEO-C01 | MAO-WM-01, MA5-<br>TRG-C01, MA5-LIN-C01,<br>MA5-MAG-C01, MA5-<br>ARE-C01, MA5-VOL-<br>C01, MA5-ALG-C01,<br>MA5-EQU-C01. | MAO-WM-01, MA5-FIN-<br>C01, MA5-EQU-C01 | MAO-WM-01, MA5-<br>EQU-C01, MA5-LIN-C01,<br>MA5-LIN-C02, MA5-<br>PRO-C01 |





## Year 9 Course Outcomes – Mathematics

A student:

- MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions
- MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
- MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
- MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
- MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems
- MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations
- MA5-DAT-C-02 displays and interprets datasets involving 2-variable data
- MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest
- MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction
- MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form
- MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
- MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations
- MA5-FIN-C-01 applies algebraic and numerical techniques to solve financial problems involving simple interest, earning money and spending money
- MA5-FIN-C-02 solves financial problems involving compound interest and depreciation
- MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables
- MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems
- MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices
- MA5-IND-P-02 describes rational and irrational numbers and performs operations with surds and fractional indices
- MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships with and without digital tools
- MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form
- MA5-LIN-P-01 applies the midpoint, gradient/slope and distance formulas; solves further linear equation problems; and describes symmetry, translations, reflections and rotations on the Cartesian plane

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|              |   |
|--------------|---|
| MA5-LOG-P-01 | establishes and applies the laws of logarithms to solve problems  |
| MA5-MAG-C-01 | solves measurement problems by using standard form to represent numbers and rounding to a given number of significant figures   |
| MA5-NLI-C-01 | identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts   |
| MA5-NLI-C-02 | identifies and compares features of parabolas and exponential curves in various contexts  |
| MA5-NLI-P-01 | interprets and compares non-linear relationships and their transformations, both algebraically and graphically  |
| MA5-POL-P-01 | defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems   |
| MA5-PRO-C-01 | solves problems involving probabilities in multistage chance experiments  |
| MA5-PRO-P-01 | solves problems involving Venn diagrams, 2-way tables and conditional probability   |
| MA5-RAT-P-01 | identifies and solves problems involving direct and inverse variation and their graphical representations   |
| MA5-RAT-P-02 | analyses and constructs graphs relating to rates of change  |
| MA5-TRG-C-01 | applies trigonometric ratios to solve right-angled triangle problems  |
| MA5-TRG-C-02 | applies trigonometry to solve problems, including bearings and angles of elevation and depression   |
| MA5-TRG-P-01 | applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems, and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings |
| MA5-TRG-P-02 | establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations  |
| MA5-VOL-C-01 | solves problems involving the volume of composite solids consisting of right prisms and cylinders   |
| MA5-VOL-P-01 | applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids   |



## Year 9 Course Assessment 2025

### Music

|           | Task 1                           | Task 2                            | Task 3                           | Task 4                             |
|-----------|----------------------------------|-----------------------------------|----------------------------------|------------------------------------|
|           | Term 1<br>Week 9                 | Term 2<br>Week 5                  | Term 3<br>Week 7                 | Term 4<br>Week 4                   |
| Component | Aural Task<br>and<br>Performance | Composition<br>and<br>Performance | Aural Task<br>and<br>Performance | Composition<br>and<br>Performance  |
|           | Outcomes assessed<br>5.1, 5.7    | Outcomes assessed<br>5.3, 5.4     | Outcomes assessed<br>5.1, 5.8    | Outcomes assessed<br>5.2, 5.5, 5.6 |



## Year 9 Course Outcomes – Music

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

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## Year 9 Course Assessment 2025 PASS

|           | <b>Task 1</b>                        | <b>Task 2</b>                                     | <b>Task 3</b>                                | <b>Task 4</b>                                 | <b>Task 5</b>                                     |
|-----------|--------------------------------------|---|--|---|---|
|           | Term 1<br>Week 10                    | Terms 1 and 2<br>Ongoing                          | Term 2<br>Week 10                            | Term 3<br>Week 10                             | Terms 3 and 4<br>Ongoing                          |
| Component | Body Systems and<br>Physical Fitness | Practical<br>Participation, Skill<br>and Teamwork | Physical Activity<br>and Sport in<br>Society | Enhancing<br>Participation and<br>Performance | Practical<br>Participation, Skill<br>and Teamwork |
|           | PASS5-1,<br>PASS5-2,<br>PASS5-6      | PASS5-7,<br>PASS5-8,<br>PASS5-9                   | PASS5-3,<br>PASS5-4                          | PASS5-5,<br>PASS5-7,<br>PASS5-10              | PASS5-5,<br>PASS5-7,<br>PASS5-9                   |



## Year 9 Course Outcomes – PASS

A student:

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

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## Year 9 Course Assessment 2025 PD/Health/PE

|           | <b>Task 1</b>               | <b>Task 2</b>                                     | <b>Task 3</b>    | <b>Task 4</b>    | <b>Task 5</b>                                     |
|-----------|-----------------------------|---|------------------|------------------|---|
|           | Term 1<br>Week 9            | Terms 1 and 2<br>Ongoing                          | Term 2<br>Week 9 | Term 3<br>Week 8 | Terms 3 and 4<br>Ongoing                          |
| Component | Respect in<br>Relationships | Practical<br>Participation, Skill<br>and Teamwork | Risky Business   | Body Positivity  | Practical<br>Participation, Skill<br>and Teamwork |
|           | PD5-3, PD5-10               | PD5-4, PD5-11                                     | PD5-2, PD5-9     | PD5-1, PD5-5     | PD5-4, PD5-5,<br>PD5-11                           |



## Year 9 Course Outcomes – PDHPE

A student:

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



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## Year 9 Course Assessment 2025 Science

|           | <b>Task 1</b>                            | <b>Task 2</b>                   | <b>Task 3</b>          | <b>Task 4</b>                   |
|-----------|--|---------------------------------|------------------------|---------------------------------|
|           | Term 1<br>Week 11                        | Term 2<br>Week 4                | Term 3<br>Week 10      | Term 4<br>Week 4                |
| Component | Student Research<br>Project              | Mid-course<br>examination       | Portfolio of Classwork | Yearly Examination              |
|           | SC5-4WS<br>SC5-5WS<br>SC5-7WS<br>SC5-9WS | SC5-8WS<br>SC5-14LW<br>SC5-16CW | SC5-6WS<br>SC5-9WS     | SC5-8WS<br>SC5-11PW<br>SC5-12ES |



## Year 9 Course Outcomes – Science

A student:

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



## Year 9 Course Assessment 2025 Textiles Technology

|           | Task 1                                   | Task 2                            | Task 3                           |
|-----------|--|-----------------------------------|----------------------------------|
|           | Term 2<br>Week 6                         | Term 4<br>Week 2                  | Term 4<br>Week 4                 |
| Component | Apparel: Sleepwear                       | Non-Apparel: Soft Toy             | Yearly Exam                      |
|           | TEX5-4, TEX5-5, TEX5-9<br>TEXLS2, TEXLS6 | TEX5-3, TEX5-10<br>TEXLS5, TEXLS7 | TEX5-2, TEX5-1<br>TEXLS1, TEXLS3 |



## Year 9 Course Outcomes – Textiles Technology

A student:

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



## Year 9 Course Assessment 2025 Visual Arts

|           | <b>Task 1</b>                        | <b>Task 2</b>                      | <b>Task 3</b>    | <b>Task 4</b>    |
|-----------|--------------------------------------|------------------------------------|------------------|------------------|
|           | Term 1<br>Week 11                    | Term 2<br>Week 5                   | Term 3<br>Week 8 | Term 4<br>Week 4 |
| Component | Art practice and<br>Historical study | Art practice and<br>Critical study | Art Practice     | Conceptual study |
|           | 5.1, 5.3, 5.9                        | 5.2, 5.6, 5.8                      | 5.5, 5.6, 5.7    | 5.4, 5.5, 5.10   |



## Year 9 Course Outcomes – Visual Arts

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual 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 relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

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## Year 9 Assessment Planning 2025

| Line 1                          |  | Line 2                         |
|---------------------------------|--|--------------------------------|
| Child Studies                   |  | Agriculture*                   |
| Computing Technology            |  | Commerce                       |
| PASS                            |  | Industrial Technology - Metal* |
| Elective History                |  | Music                          |
| Visual Art*                     |  | PASS                           |
| Industrial technology - Timber* |  | Textiles**                     |

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|        |                      |               |         |                          |                      |
|--------|----------------------|---------------|---------|--------------------------|----------------------|
| Term 1 | Week 1/2             | Week 3        | Week 4  | Week 5                   | Week 6               |
|        |                      |               |         |                          |                      |
|        | Week 7               | Week 8        | Week 9  | Week 10                  | Week 11              |
|        | <b>NAPLAN</b>        | <b>NAPLAN</b> | English | PASS (1 and 2)           | Agriculture          |
|        | Child Studies (1)    | IT-Timber     | PDHPE   | History/Geography        | Visual Arts          |
|        | Elective History (1) | IT - Metal    | Maths   | Commerce (2)             | Science              |
|        |                      |               | Music   | Computing Technology     |                      |
|        |                      |               |         | iStem                    |                      |
| Term 2 | Week 1               | Week 2        | Week 3  | Week 4                   | Week 5               |
|        |                      | IT - Metal    |         | <b>Stage 5 Exam Week</b> | Elective History (1) |
|        |                      |               |         | Science                  | Commerce             |
|        |                      |               |         | English                  | Music                |
|        |                      |               |         | IT-Timber                | Visual Arts          |
|        |                      |               |         | History/Geography        |                      |
|        |                      |               |         | Maths                    |                      |
|        |                      |               |         | Science                  |                      |
|        |                      |               |         | Agriculture              |                      |



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|               |                      |             |                          |                      |                      |
|---------------|----------------------|-------------|--------------------------|----------------------|----------------------|
|               | Week 6               | Week 7      | Week 8                   | Week 9               | Week 10              |
|               | Textiles Technology  | iStem       |                          | PDHPE                | PASS (1 and 2)       |
|               | Computing Technology |             |                          | Textiles Technology  |                      |
|               | Child Studies (1)    |             |                          |                      |                      |
| <b>Term 3</b> | Week 1               | Week 2      | Week 3                   | Week 4               | Week 5               |
|               |                      | IT-Metal    |                          |                      |                      |
|               | Week 6               | Week 7      | Week 8                   | Week 9               | Week 10              |
|               | IT-Timber            | Agriculture | Visual Arts              | Computing Technology | Science              |
|               | Maths                | Music       | Child Studies (1)        | English              | PASS (1 and 2)       |
|               |                      |             | PDHPE                    | History/Geography    | Commerce (2)         |
| <b>Term 4</b> | Week 1/2             | Week 3      | Week 4                   | Week 5               | Week 6               |
|               | IT-Metal             |             | <b>Stage 5 Exam Week</b> | Child Studies        | English              |
|               | Textiles Technology  |             | Agriculture              | iStem                | Computing Technology |
|               |                      |             | Science                  |                      |                      |
|               |                      |             | IT-Timber                |                      |                      |

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|  |        |        |                     |         |         |
|--|--------|--------|---------------------|---------|---------|
|  |        |        | IT-Metal            |         |         |
|  |        |        | Maths               |         |         |
|  |        |        | Music               |         |         |
|  |        |        | Textiles Technology |         |         |
|  |        |        | Visual Arts         |         |         |
|  |        |        | History/Geography   |         |         |
|  |        |        | History Elective    |         |         |
|  | Week 7 | Week 8 | Week 9              | Week 10 | Week 11 |
|  |        |        |                     |         |         |



# Yass High School

## Assessment Task Illness/Misadventure Application

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

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

Assessment Task Number (as per Booklet): \_\_\_\_\_

Assessment Task Title: \_\_\_\_\_

Assessment Weighting: \_\_\_\_\_ Your Mark: \_\_\_\_\_ Your Rank: \_\_\_\_\_

I wish to appeal on the following grounds: (Please staple any documentary evidence to this form including Assessment Task Notification Sheet, Marking guidelines and your submitted task)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have read the Assessment Booklet and ensured that the grounds for appeal are consistent with that policy.

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

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Assessment Appeal – Panel Recommendation If Appeal is not recommended by Head Teacher

Decision Details: \_\_\_\_\_

Deputy/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*Original to student, copy to teacher & student file*



# Yass High School

## Assessment Task Extension Application

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Date: \_\_\_\_\_

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

Assessment Task Number (as per Booklet): \_\_\_\_\_

Assessment Task Title: \_\_\_\_\_

I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided except in exceptional circumstances)

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Proposed New Date: \_\_\_\_\_

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

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

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comment: \_\_\_\_\_

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### Application for Extension – Panel Recommendation If Extension is not recommended by Head Teacher

Decision Details: \_\_\_\_\_

Deputy/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

*Original to student, copy to teacher & student file*