



Gilroy Catholic College

2024

Year 9
Assessment Handbook

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GILROY CATHOLIC COLLEGE

ASSESSMENT POLICY AND PROCEDURES

Assessment Principles

Gilroy Catholic College follows the principles of effective Assessment guided by NESA. Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for learning is focused on using evidence of students' knowledge and skills to guide teaching and support student learning. It involves setting clear goals, providing effective feedback, and encouraging self-assessment and peer assessment.

Assessment as learning empowers students to assess their own learning progress. They take responsibility for monitoring their understanding, setting goals, and using feedback and self-assessment to guide their next steps. Peer assessment and reflection are also important in this approach.

Assessment of learning involves evaluating student achievement against predetermined standards. It often occurs at specific points, such as the end of a unit, and may involve grading or ranking students. The quality of feedback and the validity and reliability of assessment tasks are crucial in this approach.

Teachers use these approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in this schedule and informally in lessons.

The student should make every effort to submit the task or be present on the due date of an assessment task.

Non-attendance on or (one day before) an exam / assessment task is due:

If a student is ill or not at school when an exam/assessment is set to be completed (or the day before) the parent/guardian **MUST** notify student services on [ph: 8853 8200] in the morning.

Process when unable to sit/submit an Assessment Task:

1. The parent **MUST** contact the school office in writing via email or SMS to inform the school of any absence and missed assessment task.
2. The student **MUST** provide the school, on the first day back to school after absence, a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** The Illness Misadventure Form can be accessed online from the Student Homepage.
3. The student **MUST** complete and return a Misadventure/Illness form within 7 days of the missed assessment. Application Forms for Illness/Misadventure are now completed online. Misadventure must be due to unforeseen circumstances, this does **NOT** include planned holidays. A mark of zero may be awarded in such circumstances.
NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.
4. The certified Medical Certificate needs to be signed by **BOTH** the student and a parent.
5. The Leader of Learning & Teaching reviews all submissions and passes on documentation/recommendation to relevant KLA Leader of Learning.
6. In most cases, students will re-sit the exam as arranged by each KLA Leader of Learning.
7. Hand in tasks must be submitted **immediately** upon return to school to the relevant KLA Leader of Learning.
8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded and an N-warning issued.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Marking, Recording and Reporting student Achievement in Assessment Tasks

The allocation of marking is distributed equitably across Year 9 within each course. Year 9 Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are recorded on the school network in Iris Markbooks, these marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 9 students at the conclusion of Term 2 and Term 4. Electronic copies of reports are maintained on the school network in Iris Academic Reports.

Student Performance

Students will be given meaningful feedback on their performance in assessment tasks. This information may be given in one or more of a variety of formats – including a mark and/or grade.

Considerable care is taken in marking assessment tasks. If a student believes, however, that their work has been incorrectly graded, they should follow the process outlined on the next page.

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance benchmarks, you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning and Teaching. .
3. The Leader of Learning and Teaching will discuss your concerns with you.
4. If you decide to appeal you need to complete and submit the Student Appeal sheet. (Available on the Student Homepage).
5. If needed, an Appeals Committee will convene to assess the appeal put forward by the student. The committee will consist of the Leader of Learning and Teaching, the teacher who marked the task and the relevant Leader of Learning.
6. The outcome of this meeting may be that the original result stands or a revised assessment mark (which could be lower than the original) will be issued to the student.



Student Appeal Form

(Attach your task and the marking criteria to this appeal. This must be submitted no later than 7 days after the task was returned.)

Student's Name: _____ Year: _____

Subject: _____

Nature of Assessment Task: _____

Result received: _____

Feedback received: _____

Reason for appeal:

(Refer specifically to how you have met the criteria at a higher level)

It is very important that you understand that by submitting this appeal your task will be re-marked and that you may receive the same mark, a lower mark or a higher mark

Decision

Mark: _____

Feedback: _____

Leader of Learning and Teaching

Leader of Learning

Marker

PROCEDURE FOR MEASURING STUDENT ACHIEVEMENT ON THE A-E SCALE FOR STAGE 5

Years 7-10 teachers will use the evidence students have completed both in class through submissions and observations as well as formal assessment task submissions to determine an on-balanced decision about which grade matches the standards demonstrated by the student. For parents and students, this means that everything a student does in the classroom and every piece of work that they submit can be used to assist the teacher in determining a grade. Only formal assessment tasks will have notifications regarding due dates and the outcomes being assessed. All other informal assessments occur in the classroom and can include the work that students complete in that lesson.

Teachers will use the following assessment approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of the assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in the assessment handbooks and informally in lessons.

1. Students are required to complete class-based activities and the formal assessment schedule throughout each semester.

2. All formal assessment tasks include set criteria that are written to parallel the [Common Grade Scale](#), measuring specific syllabus outcomes.

The three assessment types are:

Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning
Informs teaching and occurs throughout the teaching and learning process	Students monitor their own progress, ask questions and practise skills	Summative assessment of student achievement against learning goals and standards
Involves informal and formal assessment activities	Self-assessment to reflect on learning, and teacher feedback and to consolidate understanding	Provides evidence of student achievement at key points
Provides feedback to students on their learning and how to improve	Working towards learning goals	Provides transparent interpretation across all audiences

focused on using evidence of students' knowledge and skills to guide teaching and support student learning	empowers students to assess their own learning progress.	involves evaluating student achievement against predetermined standards. It often occurs at specific points, such as the end of a unit, and may involve grading or ranking students
It involves setting clear goals, providing effective feedback, and encouraging self-assessment and peer assessment.	They take responsibility for monitoring their understanding, setting goals, and using feedback and self-assessment to guide their next steps	The quality of feedback and the validity and reliability of assessment tasks are crucial in this approach.

Years 7–10 Assessment Strategies

The type of assessment activity and the way evidence of learning is gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

Students are provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

Evidence of learning that may contribute to a student's grade on their reports may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios

- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Throughout 2024 more information will be provided regarding assessment and reporting and how grades have been determined in a student’s report.

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and various resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together as well as formally or informally.

What is the A to E Grade Scale?

Each grade description summarises a standard (quality of achievement).

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.

The A-E Grade Scale Describes:

1. the depth of knowledge and understanding
2. the range of skills that students working at that standard typically demonstrate.

Individual assessment tasks together with Teacher Professional Judgement leads to an on-balance decision of which grade best matches the standards demonstrated by the student.

A decision about the most appropriate grade is an on-balance professional judgement that:

- is based on evidence gathered in a number of assessments
- activities, across a range of contexts and over a period of time
- gives greater weight to those activities undertaken towards the end of the course
- considers the maximum level of demonstrated student achievement
- represents the best overall description of the student's achievement

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers weigh up the evidence of achievement and other information collected for a student **up to that point in time**. This information is derived from learning activities, observations and other methods of assessment that are collected over time and in different situations. Grades are not awarded solely based on formal assessment tasks.

Assessment Policy

1. The Leader of Learning, or class teacher, will specify a due date and time which must be adhered to strictly.

The usual practice is that the tasks are due at the beginning of the first normal teaching period, on the due date.

2. **Assessment is based on actual performance not on *potential* performance.** The School assessment procedures are not meant to compensate for factors which detract from student performance, such as illness, misadventure or domestic problems which might occur throughout the assessment procedure.
3. Where there is no valid reason for non-submission of an assessment task, a zero mark will be recorded for that task.
4. Extensions may only be granted in exceptional circumstances at the discretion of the Leader of Learning. Extensions must be applied for in writing **before** the due date. Medical consideration must be supported with a medical certificate.
5. Rare and urgent cases will be treated as being **EXCEPTIONAL CIRCUMSTANCES** on application by the student. An illness/misadventure form must be obtained from the Year Coordinator, completed by the student and co-signed by parents within 7 days of the assessment date. Supporting evidence in medical/illness applications **must** include a Doctor's Certificate.
6. Exceptional Circumstances will be **adjudged by a committee** consisting of the Leader of Learning & Teaching, the Year Coordinator, KLA Leader of Learning or representative for the subject concerned and each case will be **considered on its merits**.
7. **If at all possible, students should perform the required task and then submit evidence**, in writing, of factors which may have affected their performance. The emphasis is on exceptional, unusual conditions, not, for example, such things as a 'head cold', or 'missing the bus', etc. Students should notify teachers of the circumstances before attempting the task. Again, illness/misadventure forms must be lodged within 7 days of the assessment day.
8. Students must be aware of the fact that **assessment tasks are important** and that they need to treat them as such.
9. **Plenty of warning** of the timing of tasks will be given.
10. **Late Submission** of assessment tasks will be considered **only** in exceptional circumstances (see Note 5).
11. Students who **miss** any assessment activity will generally **not** be able to repeat this activity. In exceptional circumstances an alternative assessment **might** be considered.

Illness/Misadventure

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance.

Applications may be in respect of:

1. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
 2. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).
1. The parent **MUST** contact Student Services in writing via email or SMS to inform the school of absence and missed assessment task.
 2. The student **MUST** provide the school, on the first day back to school after an absence, of a certified Medical Certificate. **This certificate MUST clearly indicate the reason for absence and how this affected the student not being able to sit/submit the assessment task.** Planned holidays are NOT suitable grounds for Illness Misadventure. Misadventure must be due to unforeseen circumstances, this does NOT include planned holidays. A mark of zero may be awarded in such circumstances.
 3. The student **MUST** complete an Illness Misadventure application within 7 days of the missed assessment. (Applications for Illness Misadventure are made online, via Compass and is [linked here](#))
 4. Students must complete assessment tasks on the first day of return to school, this includes in-class assessments and hand-in tasks.
 5. **NB: Incomplete or incorrect forms past the 7 days will NOT be accepted.**
 6. The Leader of Learning & Teaching reviews all submissions and passes on documentation or recommendation to the relevant KLA Leader of Learning.
 7. In most cases, students will re-sit/submit the task, as arranged by each KLA Leader of Learning. Estimates are only given in RARE circumstances.
 8. If a student doesn't provide appropriate information regarding their absence from an assessment task, a mark of zero will be awarded.

The principal may authorise that an estimate be given for a task that has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

The Student's Responsibilities

It is a major responsibility for students (and parents) to acquaint themselves with the individual subject requirements provided by the school as a booklet and on the website. Students are expected to perform the tasks which are part of the assessment programme. Depending on the circumstances, a zero mark may be awarded, an extension of time granted or an alternative task set. **It is the student's responsibility to apply to the Leader of Learning (LOL) before the due date for an extension of time on a task.** An alternative task or extension may be provided in **rare and exceptional circumstances ONLY**. Students are expected to hand in assessment tasks to their teacher or the Leader of Learning at the time designated by the LOL. If they are unable to hand the assessment to their teacher they should obtain a receipt from the person receiving the task ie: the relevant Leader of Learning, Year Coordinator or School Office.

Malpractice in School Assessment Tasks

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed in collaboration with another student (unless group work is specified in the task specifications).

School candidates are subject to the normal rules of the school throughout the period of assessment. Failure to observe these rules may result in disqualification from the particular assessment task.

Such breaches include:

- Cheating in any form
- Use of other students' material in preparation of the task.
- Unauthorised assistance from a non-participating candidate.
- Plagiarism of reference materials.
- False declarations of absence, lateness, sickness.
- Unacceptable behaviour while carrying out a task in the classroom.
- A non-serious attempt at the task.
- Use of a mobile phone during an in-class assessment task

- Taking time off from school in order to prepare for an assessment task. This, of course, includes coming to school late or leaving early to secure more study time to prepare for an assessment task and thereby giving a student an unfair advantage in an assessment task.
- Failing to fully participate in experiences which are integral requirements of the syllabus, e.g. exams, assignments, practical work, participation in class, homework etc. For example, in some major exams only some questions may contribute to the Assessment Program. It would be unacceptable for students to focus only on those questions and make an inadequate attempt on the remaining questions in the exam.
- Any action which gives any student an unfair advantage in the completion of a task or which undermines the integrity of the education process at Gilroy Catholic College.

Students **must** complete **a significant percentage** of assessment tasks set in every subject area. Failure to do so will see the Principal legally bound to inform NESA that requirements have not been met.

If any student has engaged in any form of Malpractice the relevant portion of their work will be awarded a zero mark. Students may also receive an N-notification.

MOBILE PHONE POLICY

Assessments and Examinations

Rationale

Gilroy Catholic College acknowledges that mobile phones can be used in an engaging classroom setting as a technological tool that may contribute to student learning. During assessment tasks and examinations however, it is inappropriate for mobile phones or electronic devices (as defined below) to enter the assessment/examination room at Gilroy Catholic College.

Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. The use of a mobile phone during an assessment or examination is a form of malpractice as it may lead to breaching school examination rules, cheating in an examination, the use of non-approved aids during an assessment task and/or used to assist another student to engage in malpractice. These behaviours of malpractice have associated consequences that may jeopardise a students' overall academic grade.

Year 7-10 Assessments and Examinations

Mobile phones may ring causing a disruption to students' concentration levels, therefore impacting on their ability to perform at their optimum in an assessment or examination. The presence of a mobile phone or other electronic devices in an assessment or examination may also tempt students to use the device to cheat, which constitutes malpractice.

Students are not permitted to take mobile phones including a programmable watch or device, smart watch or any electronic device, such as an iPod, digital media player or electronic tablet (eg. iPad) into the assessment or examination room (unless approved by the relevant Leader of Learning or NESAs). This is inclusive of in class assessment tasks, tests and examinations.

Mobile phones are brought to school at the students' own risk. Gilroy Catholic College accepts no responsibility for any loss, theft or damage of a mobile phone when it is stored for the duration of an assessment task or examination. Mobile phones are not to be brought into the classroom/exam location for formal examination blocks.

Consequences for the Breach of the College Mobile Phone Policy

Students who are found in possession of a mobile phone or electronic device (as defined above) during a formal assessment task or examination, will have breached the College policy for assessment and examination rules. Penalties for this may include a zero mark, loss of marks and an N notification letter sent to parents for the relevant course. The penalty issued will be at the discretion of the Leader of Teaching and Learning in consultation with the relevant Leader of Learning and witnessing staff member/s.

Use of technology to complete tasks

At school:

Each student at Gilroy Catholic College is provided unlimited file storage with their CEDP Parrastu Google Drive account. They are able to access this platform using their Classm8 username and password. This storage, accessible via both the web and local client, includes the hosting of both non-native Google files such as Microsoft Office documents, movie files, PDFs etc as well native Google files such as Docs, Sheets, Slides etc. These files can be accessed from any device both on school property or externally.

Should students choose to not utilise the Google Drive platform, it is their responsibility to ensure that all files are backed up regularly to removable storage media (eg USB flash drives) in case of computer failure. Should a computer fail before an assignment is completed, the last backed up version should be brought to school and completed on a school computer (or, if no time is remaining, submitted for assessment). USB or other external media that is damaged in transit will not be accepted as an excuse for not submitting work.

Non-attendance on due date of task

If a student is ill or not at school when an assessment task is due the **student should make every effort to submit the task on the due date**. The school office will not accept assessment tasks.

The principal may authorise that an estimate be given for a task which has not been performed. This applies only in exceptional circumstances, and only if giving a substitute task would be unreasonable or not practical.

Warning to Students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the school's record of student's address, outlining what needs to be completed, and the date for completion,
- the request for a written acknowledgment of receipt from the student and her parent(s)/guardian(s) must be returned to the relevant Leader of Learning,
- the teacher will phone parents to alert them of a zero result
- an interview between teacher, LOL, parents and student may be held, and
- a copy of the warning notice is placed in the student's file.

Satisfactory Progression

"A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes...."

NSW Education Standards Authority ACE Manual

Invalid Tasks

A task may be declared invalid if it does not function as required. For example, it may not adequately differentiate between the students or there may have been problems with the administration of the task that affected the candidature (as a whole or in part) or the task (completely or in part) This would include students having prior knowledge of a question or plagiarising. In all cases, issues of administration must be managed to ensure that fairness is maintained for all students.

If, for some reason, a task or part of a task proves to be invalid, the following options may be considered:

- the task could be rescheduled (with sufficient notice) if the security of the task is not compromised
- the task may need to be discarded, either partially or in its entirety
- a new task may need to be considered with weightings adjusted as appropriate
- the weighting of the task may be reduced and an additional task may be added (with sufficient notice). The additional task would be weighted accordingly
- if a task is partially discarded (and an additional task is not added as mentioned above),
consideration must be given to the weighting of the remaining section compared with the other assessment tasks.

In order to decide which option to use, a panel should be convened involving the relevant faculty Leader of Learning, the Leader of Learning and Teaching, and a recommendation made to the Principal as to how to proceed. Advice from the NSW Education Standards Authority may also be taken. Students will be notified as to the outcome.

TEACHING STAFF RESPONSIBLE FOR SCHOOL ASSESSMENT STATEMENTS

Religious Studies	Religion	N Simonian
English	English	I Murphy C Tuckerman
Creative & Performing Arts	Drama Music Photographic & Digital Media Visual Arts	J Smolen
HSIE/History	Commerce Geography History World History	N Wooldridge P Hirlakoglu
Languages		
Mathematics	Mathematics	V Verdi D Ley
Personal Development, Health and Physical Education	PDHPE Physical Activity & Sports Studies	R Brunt
Science	Science	Z Bianchi V Cox
Technological and Applied Studies	Food Technology Industrial Technology-Timber Information Software Technology	M Powell
VET	Sports Coaching	M Murray

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
RELIGION**

RELIGIOUS STUDIES

Task No.	Course Component	Outcomes	Task	Date
1	If I believed that Jesus is the son of God what impact could that have on my life?	C5.2, C5.5, C5.9, C5.11	Community initiative	Term 1 Week 9 28/03/2024
2	Is Religion a force for Good or Evil?	C5., C5.4, C5.11, C5.12	Media Presentation and Written response	Term 2 Week 5 31/05/2024
3	Why should I Pray?	C5.7, C5.8, C5.9, C5.12	School community event	Term 3 Week 9 16/09/2024

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES**

RELIGIOUS STUDIES (Life Skills)

Task 1	Task 2
Term 1 2024 Week 9 28/03/2024	Term 3 2024 Week 9 16/09/2024
<p style="text-align: center;">Task: Community Initiative</p> <p style="text-align: center;">Topic: If I believed that Jesus is the son of God what impact could that have on my life?</p>	<p style="text-align: center;">Task: Poster and Teacher Discussion</p> <p style="text-align: center;">Topic – Why do I pray</p>
<p style="text-align: center;">Outcome Life Skill KS 1</p> <p style="text-align: center;">Responds to images and stories about Jesus</p>	<p style="text-align: center;">Outcome Life Skill KS 3</p> <p style="text-align: center;">explores ways to participate in practical Christian Ministry</p>

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
TECHNOLOGY AND APPLIED STUDIES

FOOD TECHNOLOGY

Task No.	Task	Course Component	Outcomes	Date
1	Research + Practical	Food Selection and Health and Food For Specific Needs	FT5-1, FT5-3, FT5-6, FT5-7, FT5-8, FT5-10, FT5-11, FT5-12,	Term 2 Week 4 9/5/24
2	Research + Practical	Food Equity	FT5-1, FT5-5, FT5-6, FT5-7, FT5-9, FT5-13	Term 3 Week 6 29/8/24
3	Research + Practical	Food in Australia	FT5-1, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12,	Term 4 Week 6 21/11/24

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
TECHNOLOGY AND APPLIED STUDIES

INDUSTRIAL TECHNOLOGY - TIMBER

Task No.	Task	Course Component	Outcomes	Date
1	Tool Box and Folio	WHS, Tools and Equipment, Workplace Communication Skills	IND5-1, IND5-3, IND5-4, IND5-5, IND5-8	9TIM1 Term 2 Week 2 9/5/24 9TIM2 Term 2 Week 3 16/5/24
2	Design Task	WHS, Design, Materials, Tools and Equipment, Workplace Communication Skills, Environmental Impacts	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7	9TIM1 Term 3 Week 4 15/8/24 9TIM2 Term 3 Week 5 22/8/24
3	PBL Task	WHS, Design, Materials, Tools and Equipment, Workplace Communication Skills, Environmental Impacts, Industry links	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	9TIM2 Term 4 Week 3 31/10/24 9TIM1 Term 4 Week 4 9TIM1

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
TECHNOLOGY AND APPLIED STUDIES**

DESIGN AND TECHNOLOGY

Task No.	Task	Course Component	Outcomes	Date
1	Client Design Project	Material Technologies	DT5-1, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Term 2 Week 2 9/5/24
2	Tiny Home Design Project	Architecture	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Term 3 Week 8 10/9/24
3	Case Study	Animation	DT5-3, DT5-4, DT5-5, DT5-7	Term 4 Week 5 13/11/24

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

DRAMA

Task No.	Course Component	Outcomes	Task	Date
1	Improvisation and playbuilding	5.1.2, 5.1.3, 5.2.1, 5.3.3	Group Performance of improvised piece and Logbook	Term 1 Week 7 14/03/2024
2	Greek Theatre	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3	Group performance of a Greek Theatre scene and logbook	Term 2 Week 6 06/06/2024
3	Monologues	5.1.3, 5.2.1, 5.2.2, 5.3.1	Monologue performance and log book	Term 3 Week 8 10/09/2024
4	Greek/ Melodrama Theatre, Improvisation and Drama Elements	5.3.1, 5.3.2, 5.3.3	Exam	Term 4 Week 5 14/11/2024

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

MUSIC

	Task 1	Task 2	Task 3	Task 4
Date	Term 1 Week 10 Performance 04/04/2024	Term 2 Week 8 Composition 20/06/2024	Term 3 Week 8 Listening 12/09/2024 Term 3 Week 10 Performance 26/09/2024	Term 4 Week 5 Listening Test 12/11/2024
Topic/Task Description	Music of a Culture	Art Music of the 20th and 21st Centuries (Australian Focus)	Popular Music	Music for RFTM or Theatre Music
Outcomes Assessed	5.4, 5.5, 5.5	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10
Components (Syllabus)				
Aural			15	15
Composition		30		
Performance	10		10	20

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

PHOTOGRAPHIC & DIGITAL MEDIA

Task No.	Course Component	Outcomes	Task	Date
1	Making	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work	Term 1 Week 11 11/04/2024
2	Critical & Historical Interpretations	5.7, 5.8, 5.9, 5.10	Research	Term 2 Week 5 30/05/2024
3	Making	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work	Term 3 Week 9 19/09/2024
4	Critical & Historical Interpretations	5.7, 5.8, 5.9, 5.10	Exam	Term 4 Week 5 14/11/2024

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
CREATIVE AND PERFORMING ARTS**

VISUAL ARTS

Task No.	Course Component	Outcomes	Task	Date
1	Critical/Historical	5.7, 5.8, 5.9, 5.10	In Class Task Essay	Term 1 Week 9 28/03/2024
2	Artmaking	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	BOW I	Term 2 Week 5 30/05/2024
3	Artmaking	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	BOW II	Term 4 Week 3 31/10/2024
4	Critical/Historical	5.7., 5.8, 5.9, 5.10	Exam	Term 4 Week 4 05/11/2024

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
ENGLISH**

English Stage 5 Assessment Schedule 2024

Task No.	Course Component	Outcomes	Task	Date
1	Auteur Film Study	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	Multimodal Presentation	Term 1 Week 10 5/4/2024
2	Drama Unit	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	Appropriation and Representation	Term 2 Week 9 28/6/2024
3	Literature as a vehicle for morals and values	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	Essay	Term 3 Week 9 18/9/2024
4	Concept Study: Relationships	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	Relationships Comprehension	Term 4 Week 5 15/11/2024

Student work samples may be used to moderate report grades

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
HSIE**

SEMESTER 1 HISTORY/SEMESTER 2 GEOGRAPHY

Task No.	Course Component	Outcomes	Task	Date
1	WW1	HT5.4, HT5.9, HT5.10	Source Analysis + Written Component	2024 Term 2 Week 2 Day 8 Wed 8th May
2	Sustainable Biomes	GE5-2, GE5-3, GE5-7, GE5-8	Information Report	Term 3 Week 8 Day 8 Wed 11 Sep
3	Changing Places	GE5-1 GE5-2, GE5-3, GE5-5, GE5-8	Multimodal	Term 4 Week 2 Day 8 Wed 23 Oct

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
HSIE**

HISTORY/GEOGRAPHY (Life Skills)

Task 1	Task 2
Term 2 2024 Week 2	Term 3 2024 Week 8
Topic: World War One Task: Research Task	Topic: Sustainable Biomes Task: Mini Project/Infograph
Outcomes to be assessed: HTLS-12	Outcomes to be assessed: GELS-1 GELS-2 GELS-8

All outcomes will be measured in two levels:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
HISTORY**

WORLD HISTORY

Task No.	Course Component	Outcomes	Task	Date
1	Thematic Study: CSI Historical Unit	HTE5.1, HTE5.5, HTE5.6, HTE5.8 HTE5.9 HTE5.10	Research/ Source Analysis	Term 1 Week 8 Day 4 Thurs 21 Mar
2	Ancient, Medieval and Early Modern Societies: Terrorism	HTE5.1, HTE5.5, HTE5.6, HTE5.9	In-class Test	Term 2 Week 8 Day 9 Thurs 20 June
3	Thematic Study: Slavery	E5.5, E5.6, E5.8, E5.10	Research/ Essay	Term 3 Week 10 Day 9 Thurs 26 Sep

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
HSIE**

COMMERCE

Task No.	Course Component	Outcomes	Task	Date
1	Consumer and Financial Decisions	COM5-1 COM5-2 COM5-4 COM5-8	Topic Test	2024 Term 1 Week 10 Day 4 Thur 4 Apr
2	Employment and Work Futures	COM5-1 COM5-3 COM5-7 COM5-9 COM5-2	Research Task	Term 2 Week 8 Day 9 Wed 19 June
3	Travel	COM5-4 COM5-5 COM5-6 COM5-8 COM5-9	Part A: Website Itinerary Part B: Travel Visual Display	Term 3 Week 8 Day 9 Thu 12 Sep

**GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
LANGUAGES**

JAPANESE

Task No.	Course Component	Outcomes	Task	Date
1	Creating Texts (Writing)	ML5-CRT-01	Self-Introduction Letter	Term 1 Monday Week 10
2	Understanding Texts (Listening & Reading)	ML5-UND-01	In-class listening and reading test	Term 2 Monday Week 6
3	Interacting (Speaking)	ML5-INT-01	Weather Report Video Task	Term 3 Monday Week 10

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
MATHEMATICS

Task No.	Course Component	Outcomes	Task	Date
1	Test	<u>Algebraic Techniques</u> MA4-ALG-01 <u>Indices</u> MA5-IND-C-01 MA5-IND-P-01 <u>Area and Surface Area</u> MA5-ARE-C-01 <u>Volume</u> MA5-VOL--C-01	In class test	Term 1 Week 8 18/03/24
2	Test Open Book	<u>Probability</u> MA5-PRO-C-01 MA5-PRO-P-01 <u>Earning Money</u> MA5-FIN-C-01 <u>Linear Relationships</u> MA5-LIN-C-01 <u>Data Analysis</u> MA5-DAT-C-01 <u>Equations</u> MA5-EQU-C-01 MA5-EQU-P-01	In class test	Term 2 Week 5 29/05/24
3	Assignment	<u>Trigonometry</u> MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	Assignment	Term 3 Week 4 12/08/24
4	Test Open Book Term 4	All outcomes	Yearly Exam	Term 4 Week 6 18/11/24

YEAR 9 ASSESSMENT SCHEDULES MATHEMATICS

MATHEMATICS (Life Skills)

Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2
Term 2 2024 Weeks 4-5	Term 4 2024 Weeks 6-7
Task: Formative Assessment Topic – Numeration: Representing numbers. Numeration: Comparing and ordering numbers	Task: Formative Assessment Topic – Operations: Addition and Subtraction, Operations: Multiplication and Division
Outcomes to be assessed: MALS-6NA Reads and represents numbers MALS-7A Compares and orders numbers	Outcomes to be assessed: MALS-10NA Selects and uses strategies for addition and subtraction MALS-11NA Selects and uses strategies for multiplication and division

All outcomes will be measured in two levels:

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Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
PDHPE

PDHPE

Task No.	Course Component	Outcomes	Task	Date
1	We'll Get Through This	PD5.1, PD5.2, PD5.7	Mind Body Spirit Stall	Term 1, Commencing in individual classes from 27/03/2024
	Modified Games	PD5.11	Modified Games Skill and Performance Assessment	Term 1 Ongoing Commencing 01/02/2024
	Respectful Relationships	PD5.2, PD5.3, PD5.9	Relationship Analysis	Term 2 Ongoing Commencing 25/04/2024
2	Aerobics	PD5.4, PD5.5, PD5.11	Aerobic Performance and Choreography	Term 2 Ongoing Commencing 1/05/2024
3	Dribbling is the Key	PD5.4, PD5.5, PD5.10, PD5.11	European Handball skills and Game Application	Term 3 Ongoing Commencing 18/07/2024
	Media Health Watch	PD5.1, PD5.6, PD5.7, PD5.9	Case Study and Product Review	Term 3, Ongoing Commencing 18/07/2024
	Lifelong Physical Activity	PD5.6, PD5.7, PD5.8	Fitness Program	Term 4 Ongoing Commencing 09/10/2024

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
PDHPE

PDHPE (Life Skills)

Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2	Task 3
Due: Term 1, Week 10	Due: Term 2, Week 10	Due: Term 3 (Ongoing)
Task: Mind, Body, Spirit Stall	Task: Aerobic Performance	Task: European Handball Skills and Game Application
PDLS-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others PDLS-11 Uses interpersonal skills to engage respectfully with others in a variety of contexts	PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts	PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts PDLS-6 Engages with ways to problem solve in physical activity contexts PDLS-12 Demonstrates and adapts a range of movement skills in a variety of contexts

Suggested/alternative outcomes may be measured as:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

Achieved with Support – This means that the student achieved the outcome with support from the teacher or Learning Support. Essentially they achieved the outcome but could not have done so without some assistance.

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
PDHPE

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Task No.	Course Component	Outcomes	Task	Date
1	Nutrition and Physical Activity	PASS 5.5, PASS 5.6, PASS 5.7, PASS 5.8	Nutritional Planning	Term 1, Week 11 Commencing in classes 09/04/2024
	Body Anatomy and Physiology	PASS 5.1, PASS 5.2, PASS 5.10	Written Task	Term 2, Week 5
2	Wide World of Sports	PASS 5.1, PASS 5.5, PASS 5.7, PASS 5.9, PASS 5.10	Gridiron Practical Assessment	Term 2 Ongoing Commencing 01/05/2024
3	Aussie Sports (Touch, AFL and/or Cricket)	PASS 5.5, PASS 5.6, PASS 5.7, PASS 5.8, PASS 5.9, PASS 5.10	Practical Skills Assessment	Term 3 Ongoing Commencing 24/07/2024
	Australia's Sporting Identity	PASS 5.3, PASS 5.4, PASS 5.10	Written Task	Term 3 Week 7
	Event Management	PASS 5.7, PASS 5.8, PASS 5.10	Tournament Planning	Term 4 Ongoing Commencing 09/10/2024

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
PDHPE

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS Life Skills)

Following are suggested Life Skills tasks for the school year. Class teachers will use their professional discretion regarding the tasks that Life Skills students complete, therefore tasks may be altered and further tailored to suit the learning needs of students on an individual basis.

Task 1	Task 2	Task 3
Due: Term 1, Week 11	Due: Term 2 (Ongoing)	Due: Term 3 (Ongoing)
Task: Personal Nutrition Plan	Task: GridIron Practical Application	Task: Practical Skills Application (Aussie Sports)
PASSLS-1 Identifies factors that affect health and fitness PASSLS-2 Explores the benefits of participating in a range of physical activities and/or sports PASSLS-8 Plans to achieve personal and group goals PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts	PASSLS-7 Collaborates with others when participating in a range of activities PASSLS-9 Performs movement skills with increasing confidence PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts	PASSLS-7 Collaborates with others when participating in a range of activities PASSLS-8 Plans to achieve personal and group goals PASSLS-9 Performs movement skills with increasing confidence PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts

Suggested/alternative outcomes may be measured as:

Achieved Independently – This means the student achieved the outcome without any teacher assistance or guidance. Essentially they were able to achieve the outcome by themselves.

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GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES 2024
SCIENCE

SCIENCE

Task No.	Course Component	Outcomes	Task	Date
1	The Living World (Coordination systems and Disease)	SC5-14LW, SC5-15LW (LW1) WS 7, WS9	Hand-in Student Research project	Term 1 Week 10 9SCI(1.2.3.4.7.8)- 2/4/24 9SCI(5,6) -3/4/24
2	The Living World (Coordination systems and Disease) Chemical World (Inside the Atom and the Periodic Table)	SC5-14LW, SC5-15LW (LW1SC5-16CW (CW1b CW1c, CW1d, CW1e, CW2b, CW2c CW2d, CW2e), CW2f), WS7.1b), WS7.1d), WS9b)	Theory and Skills Test	Term 2 Week 6 7/6/24
3	Physical World (Energy on the Move)	SC5-10PW, SC5-11PW (PW1, PW3), WS7, WS6,	Practical Assessment: Waves, Light and Electricity	Term 3 Week 10 9SCI (3,6,7) 23/9/24 9SCI(1,2,4,5,8) 25/9/24
4	Chemical World, Living World, Physical World, Earth and Space	SC5-16CW (CW1, CW2), SC5-14LW, (LW1, LW3), SC5-10PW (PW1, PW3), SC5-12ES, SC5-13ES (ES2, ES3), WS7, WS8, WS9	Yearly Exam (All topics)	Term 4 Week 4 8/11/24

GILROY CATHOLIC COLLEGE
YEAR 9 ASSESSMENT SCHEDULES
SCIENCE

SCIENCE (Life Skills)

Task 1	Task 2
Term 2 2024 Weeks 4-5	Term 4 2024 Weeks 4-5
Task: Formative Assessment Topic – Energy on the Move/ present information on the different types of waves	Task: Formative Assessment Topic – Plate Tectonics/ research and present information on the 2004 ‘Boxing Day’ Tsunami
<p>Outcomes to be assessed:</p> <p>LIFE SKILLS: SCLS-11PW identifies various forms and sources of energy and their uses</p> <p>SCLS-12PW investigates ways to use energy responsibly</p>	<p>Outcomes to be assessed:</p> <p>SCLS-13ES identifies features of the Earth</p> <p>SCLS-6WS participates in an investigation by following a sequence</p> <p>SCLS-7WS collects, records and interprets data and information</p>

All outcomes will be measured in two levels:

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GILROY CATHOLIC COLLEGE
VET
Stage 6 Sport Coaching
Competency Assessment Schedule 2024 - 2024
Qualification: SIS30521 Certificate III in Sport Coaching

Task	Module	Unit of Competency		Task Type	Task Due
1	Safety Officiating	HLTW HS001	Participate in workplace health and safety	<ul style="list-style-type: none"> Questions Observation Structured activities 	Components of the task will be due throughout Term 1 2024. All components of this task must be completed by Week 10, Term 1, 5th April, 2024.
		SISSS OF002	Continuously improve officiating skills and knowledge		
2	Community Coaching	SISSS CO002	Work in a community coaching role	<ul style="list-style-type: none"> Questions Observation Structured activities 	Components of the task will be due throughout Terms 2 & 3 2024. All components of this task must be completed by Week 3 Term 3, 9th Aug 2024.
		SISSS OF002	Continuously improve coaching skills and knowledge		
3	Events	SISXI ND006	Conduct sport, fitness or recreation events	<ul style="list-style-type: none"> Questions Observation Structured activities 	Components of the task will be due throughout Terms 2 & 3 2024. All components of this task must be completed by the end of Term 3, 20 Sept 2024.
4	Participant Needs	SISSS OF003	Meet participant coaching needs	<ul style="list-style-type: none"> Questions Observation Structured activities 	Components of the task will be due throughout Term 4 2024 and Term 1 2025. All components of this task must be completed by the mid Term 1 2025.
		BSBO PS403	Apply business risk management processes		
5	Intermediate Coaching	SISXC AI009	Instruct strength and conditioning techniques	<ul style="list-style-type: none"> Questions Observation Structured activities 	Components of the task will be due throughout Terms 1, 2 & 3 2025. All components of this task must be completed by mid Term 3 2025.
		SISSS CO012	Coach sport participants up to an intermediate level		
External Provider	First Aid	HLTAI D011	Provide first aid	<ul style="list-style-type: none"> Questions Observation 	Students will be informed in Term 1 when the First Aid course is delivered.

Please note:

- Students who are absent from the First Aid course or are deemed *not achieved*, will need to undertake the course in their own time and at their own expense. Evidence of completion must be provided to the Sport Coaching teacher.
- **Students must complete a minimum of 35 hours of work placement.**