



**MACQUARIE**  
ANGLICAN GRAMMAR SCHOOL

**YEAR 9  
CURRICULUM  
HANDBOOK**

**2017**

**INFORMATION FOR  
PARENTS AND STUDENTS**



# MACQUARIE

## ANGLICAN GRAMMAR SCHOOL

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## Introduction

This booklet has been prepared in order to provide students and their parents with information about Year 9 subjects with a focus on assessment requirements. As students move through senior schooling they are given more choice over the courses that they undertake moving towards careers.

## **A checklist for success at MAGS**

- Set goals
- Read widely
- Be organised
- Be prepared to seek help from your teachers
- Be aware that study is more than homework
- Be involved in sport and co-curricular activities
- Balance your time

## **Assessment Expectations**

- Attempt all activities with sustained diligence and effort
- Take an active role in their learning
- Prepare adequately and well in advance
- Adhere to deadlines
- Approach work honestly
- Actively seek advice from teachers
- Make a serious and full attempt at all set tasks
- Come to class fully prepared for each lesson
- Submit your task on time as due dates are strictly enforced
- Plagiarism is not tolerated

## **Assessment Policy**

### **Why do we assess our students?**

School assessment is designed to determine how well students have achieved the whole range of outcomes for any given course at Stage 5 (Years 9 & 10) level. It also provides data for teachers so they can ensure their teaching and learning activities are designed to enhance student development.

The breakdown of formal assessment activities for each course is provided below. In accordance with NESAs (New South Wales Education Standards Authority) guidelines, teachers use a range of formal and informal assessment information to make on balance professional judgements when reporting on students in relation to course grades.

For more information see

<http://www.boardofstudies.nsw.edu.au/rosa/grades/awarding-grades.html>

### **How do we assess our students?**

As students complete their courses they undertake assessment activities at different times throughout their course. Students undertake a wide range of assessment activities as they complete courses. This provides greater scope for students to demonstrate their

understanding than is possible from a single examination. It allows for flexibility in the nature of assessment tasks and so tests a wider range of skills than is possible to test in examinations.

Outcomes, tasks and weightings are different for different subjects. Assessment details for each subject are provided below.

The mark for each task forms part of the total assessment grade. Each task is given a weighting which shows how much it contributes to the total assessment grade.

The weighted results for each task are calculated to provide an overall picture of the student's achievement to assist teachers in making an on-balance professional judgement of achievement in relation to the NESAs Grade Scale (see below) relevant for the course.

### ***NESA Common Grade Scale***

While completing these assessment tasks, student achievement will be mapped to one of five clearly defined grades (A, B, C, D & E), based on what students have demonstrated they know and can do.

The five grades indicate the standard at which the student is performing in a given course, with the grade A being the highest level of achievement and grade E being the lowest level of achievement in each of the courses. Teachers of stage 5 courses will use the common grade scale below as well as specific course performance descriptors (*see NESAs link on next page for more information of specific course performance descriptors*)

GRADE A EXTENSIVE	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations.
GRADE B THOROUGH	The student has a <b>thorough</b> knowledge and understanding of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student can apply these skills to most situations.
GRADE C SOUND	The student has a <b>sound</b> knowledge and understanding of the main areas of the content and an <b>adequate level of competence</b> in the processes and skills.
GRADE D BASIC	The student has a <b>basic</b> knowledge and understanding of the main areas of the content and a <b>limited level of competence</b> in the processes and skills.
GRADE E ELEMENTARY	The student has an <b>elementary</b> knowledge and understanding of the main areas of the content and a <b>very limited level of competence</b> in some of the processes and skills.

The grades are defined by the words used to identify them – Extensive, Thorough, Sound, Basic and Elementary - and the descriptions of what can be expected of a student at a given grade. These descriptions are provided by NESA and are used by all schools across the State and help to minimise the differences that would otherwise occur from school to school.

(see <https://arc.bostes.nsw.edu.au/go/sc/sc-grading/cpds/> for more information)

## ***Assessment Procedures***

### **Assessment Notification**

In addition to this assessment booklet, each subject teacher will distribute a task notification a minimum of 2 weeks before each assessment task.

No extra time will be given to students for a task because they did not receive the task notification when it was distributed either by hard-copy or electronically in class, unless there are exceptional circumstances. Students should regularly check CANVAS to locate the task notification and meet with the teacher if they have questions relating to the task.

This notification will give students a clear indication of what will be expected of them in a task. This assessment notification will outline;

- The outcomes assessed by the task
- The content, knowledge and skills covered by the task
- Any relevant text references, and
- The weighting of the task.

### **Assessment Outline**

For each subject in Year 9, an Assessment Program is provided below.

The Assessment Program indicates:

- The approximate time when tasks take place during the year (specific times will be supplied at the commencement of the term);
- The syllabus outcomes each task is intended to measure;
- The nature of each task eg. class test, assignment, research project, practical task, oral presentation etc;
- The weighting of the task.

### **Non Attendance/Late Submission**

The only satisfactory reasons for non-attendance at, or late submission of, assessment tasks are:

- Illness on the day the task is sat or submitted, evidenced by a medical certificate from someone other than a family member
- Leave granted by the Headmaster or authorised representative before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

The following are not acceptable reasons for non-attendance at, or late submission of, assessment tasks:

- Any type of computer/printer malfunction, memory stick corruption or family members accidentally deleting files will not be accepted as reasons. (Be sure your work is backed up on a second disk or emailed to yourself every time you leave the computer, regardless of whether it is finished or not);
- Tasks are not to be printed out on the School printers on the due date. Students wanting to use the School printers to produce assessment tasks must print out their tasks prior to the due date;
- Illness without a medical certificate presented on the first day of return to School;
- Illness with a medical certificate provided by a member of the family;
- Lateness due to minor transport problems (you must allow for variations in time of travel);
- Lateness due to sleeping in;
- Early holidays;
- Loss of task;
- An extension/permission to be absent granted by anyone other than the Headmaster, the Deputy Headmaster or the Director of Studies;
- If you are representing the School on the day a task is due it is your responsibility to submit your task prior to your departure.
- If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
- If a task is submitted late, students will lose 10% of the available marks per day until a maximum of 5 days when they will receive a zero.

## **Collection of Assessment Tasks**

The Assessment Calendar distributed each term lets students know when tasks are due.

Students are to submit take home tasks as directed on the task notification.

When assessment tasks are completed in class students:

- Must remain in the room until all work is collected from each student.
- Be responsible for ensuring all work is handed in. Any work that is not handed in at the end of the assessment task, and then submitted by the student after leaving the room where the task was held, will not be marked.

## **Procedures for Absence**

Students absent from an assessment task due to illness must:

- Obtain a medical certificate (from someone other than a member of the family) that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- Advise the School Receptionist or the relevant Class Teacher by phone on the day of an assessment task if they are unable to attend

- Submit the medical certificate to the Director of Studies on the first day of return to school.
- Keep a copy of the medical certificate for the student's own records
- Submit the assessment task on the first day of return to School to the Director of Studies

If the reason for missing a task is accepted by the Deputy Headmaster or the Director of Studies, the student may be asked to sit the task upon their return to school. Teachers do not need to issue a notification of assessment task in this event. A replacement task may be given as soon as possible after the original task date.

Only in highly exceptional circumstances will an estimated mark be awarded. Students are expected to attempt all tasks and to demonstrate their knowledge and skills.

### **Appeals**

The only way to appeal a decision is to complete an Appeal Application form. A committee made up of the Deputy Headmaster, Director of Studies and at least one specialist teacher will decide the outcome. A copy of this form can be found in the back of this booklet.

The rules of this handbook will be used to govern all decisions in response to an appeal letter.

### **Extensions**

Extensions for assessment tasks will only be granted in exceptional cases such as prolonged illness leading up to the date an assessment task is due. Even then, extensions will only be granted if the student negotiates a suitable date for submission with the Director of Studies prior to the due date of the assessment task. (See request form at the end of this booklet). Extensions can only be granted by the Deputy Headmaster or the Director of Studies.

### **Zero Awards**

- If an assessment task reflects a non-serious attempt, it may be awarded zero and the student will be in danger of receiving an "N" determination.
- If a task is not submitted or is late, students will lose 10% of the available marks per day until a maximum of 5 days when they will receive a zero.
- Students who do not complete all assessment tasks (or replacement assessment tasks) will not be eligible to receive a Presentation Day award for any course for which tasks are missing.
- Assessment tasks awarded a zero score must still be completed to ensure the student satisfies the minimum outcomes and so completes the course.
- Compensation should not be expected during marking of assessment tasks for the following factors:
  - Prolonged illness;
  - long-term domestic problems;
  - holiday trips which affect preparation or performance on a task;
  - computer/printer malfunction.



## **Malpractice**

Malpractice includes (but is not restricted to) the following:

Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination;

- Cheating in any form (including having someone such as a tutor complete a take home task);
- Plagiarism – from the Internet, books or other sources, from another person’s work;
- Providing a false explanation of why work was not handed in by the due date;
- Using the work done during sessions with a tutor in a take home assessment task.

Students must follow examination rules regarding conduct within an examination room or during the administration of an assessment task. Students whose behaviour is deemed unacceptable during the sitting of an assessment task or examination may be withdrawn from the task and a zero score will be awarded for part or the entire task.

Students found to be guilty of cheating during an assessment task will usually be awarded a zero score for part or the entire task concerned.

If the results of an assessment task are found to be invalid or unreliable due to malpractice, cheating or plagiarism, then an alternative assessment task will be given.

It is important to read the “Malpractice & Plagiarism” document included in the appendix of this handbook.

## **Accelerated Students**

- Will be required to complete all assessment tasks in the normal time frame;
- May require flexibility in the order and timing of assessment tasks;
- Will be eligible to receive a prize for first in course for any course, in the year that the course is undertaken

## **Student Responsibilities**

You must be familiar with the assessment policies set out in this booklet

If you are absent for any number of days you must, on returning to School, check with your teachers to see if any assessment tasks have been set or check on the relevant CANVAS course.

Review the assessment calendar at the start of each term and ensure you are prepared to complete tasks on their due dates.

Your work must be consistent and of as high a standard as possible throughout all of Year 9 in both assessment and non-assessment tasks. Non-assessment tasks (such as homework and the completion of classwork) must be completed for the following reasons:

They prepare students for assessment tasks and exams;

They provide the basis of all future learning;

If students do not complete non-assessment work related to the future course in Stage 5, they risk losing the Headmaster’s certification that they have shown acceptable participation and application in the course.

## Course Assessment Information

### AGRICULTURAL TECHNOLOGY

Year 9, 2017

TASK	DESCRIPTION of TASK	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<p><b>Report and Practical Task</b></p> <ul style="list-style-type: none"> <li>Research, report and conduct Sheep Husbandry activities.</li> <li>Monitor growth and development and keep records.</li> </ul>	25	5.1.1, 5.3.1, 5.4.2, 5.5.2, 5.6.2	Term 1
2	<p><b>First Hand Research – Plant Collection</b></p> <ul style="list-style-type: none"> <li>Weed and wheat plant collection</li> <li>Markets for Australian wheat</li> </ul>	25	5.1.1, 5.3.2, 5.5.2	Term 2
3	<p><b>Research Report</b></p> <ul style="list-style-type: none"> <li>Beef Cattle Production</li> </ul>	20	5.1.1, 5.2.1, 5.3.4, 5.4.2	Term 3
4	<p><b>Semester Two Examination</b></p> <ul style="list-style-type: none"> <li>Multiple choice, short answer and extended answer questions</li> </ul>	30	5.1.1, 5.2.1, 5.3.3, 5.3.4, 5.4.1	Term 4
		100		

### AGRICULTURAL TECHNOLOGY OUTCOMES

*A student:*

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

## COMMERCE

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	INTERACTIVE PRESENTATION	Consumer Choice	25	5.1 5.2 5.3 5.4 5.5 5.7 5.8	Term 1
2	GROUP TASK	Personal Finance	25	5.1 5.2 5.4 5.5 5.6 5.7 5.9	Term 2
3	MULTI MODAL CASE STUDY	E-Commerce	25	5.1 5.2 5.3 5.4 5.5 5.6 5.8	Term 3
4	SEMESTER 2 EXAM	Global Links	25	5.1 5.2 5.3 5.4 5.5 5.6 5.7 5.8	Term 4
			100		

## COMMERCE OUTCOMES

*A student:*

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

## ENGLISH

Year 9, 2017

TASK	Mode	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	Reading Writing	25	EN5-1A, EN5-3B, EN5-5C EN5-9E	Term 1
2	Viewing Representing	25	EN5-1A, EN5-2A, EN5-3B EN5-4B, EN5-5C	Term 2
3	Speaking Listening	25	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5- 9E	Term 3
4	Reading Writing	25	EN5-1A, EN5-2A, EN5-3B EN5-6C, EN5-7D	Term 4

### ENGLISH OUTCOMES

*A student:*

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills strategies and knowledge for responding to and composing texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## FOOD TECHNOLOGY

Year 9 2017

TASK	DESCRIPTION OF TASK	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	Ongoing Practical Skills Assessment	10	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.6.2, 5.3.1, 5.4.1, 5.4.2	ALL YEAR
2	Research Report + Practical	20	5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	TERM 1
3	First Hand Research + Practical	25	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.2, 5.6.1, 5.6.2	TERM 2
4	Secondary Sources + Practical	20	5.1.1, 5.1.2, 5.2.3, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	TERM 3
5	Research Report + Practical	25	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	TERM 4
		100		

## FOOD TECHNOLOGY OUTCOMES

A student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

## HSIE (HISTORY AND GEOGRAPHY)

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	RESEARCH PROJECT/ SOURCE ANALYSIS	Knowledge and Understanding Historical Skills Communication	25	HT5-1 HT5-4 HT5-6, HT5-8, HT5-9	Term 1
2	ICT AND/OR ORAL PRESENTATION	Knowledge and Understanding Historical Skills Communication	25	HT5-4, HT5-6, HT5-7, HT5-10	Term 2
3	FEATURE ARTICLE	Sustainable Biomes	25	GE5-3, GE5-5, GE5-7, GE5-8	Term 3
4	SEMESTER 2 EXAMINATION	Environmental Change and Management	25	GE5-1 GE5-2 GE5-4	Term 4
			100		

## HISTORY OUTCOMES

*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 action 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

HT5-6 identifies and evaluates the usefulness of 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 uses a range of historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

## GEOGRAPHY OUTCOMES

*A student:*

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

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

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

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

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

GE5-7 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

## HISTORY (ELECTIVE)

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>FILM ANALYSIS</b>	Knowledge and Understanding Historical Skills Communication	15	E5-2, E5-4, E5-5, E5-6	Term 1
2	<b>INDEPENDENT RESEARCH PROJECT</b>	Knowledge and Understanding Historical Skills Communication	5 proposal 30 project	E5-1, E5-4, E5-6, E5-8, E5-9, E5-10	Term 2
3	<b>ICT AND/OR ORAL PRESENTATION</b>	Knowledge and Understanding Historical Skills Communication	25	E5-3, E5-7, E5-8, E5-10	Term 3
4	<b>SEMESTER 2 EXAMINATION</b>	Knowledge and Understanding Historical Skills Communication	25	E5-1, E5-3, E5-4, E5-5, E5-9	Term 4
			100		

## HISTORY (ELECTIVE) OUTCOMES

*A student:*

E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

E5.2 examines the ways in which historical meanings can be constructed through a range of media

E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

E5.4 explains the importance of key features of past societies or periods, including groups and personalities

E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process

E5.7 explains different contexts, perspectives and interpretations about the past

E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## INDUSTRIAL TECHNOLOGY TIMBER

Year 9, 2017

TASK	DESCRIPTION OF TASK	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	Research Project – Work Place Health & Safety	20%	5.1.1, 5.1.2, 5.2..2, 5.3.1, 5.3.2, 5.4.2, 5.5.1	Term 1 Week 8
2	Construction Report & the Australian Timber Industry	30%	5.1.1, 5.1.2, 5.2..2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.15.7.1, 5.7.2	Term 2 Week 7
3	PROJECT & Construction Report	30%	5.1.1, 5.1.2, 5.2..2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.7.1	Term 4 Week 4
4	Semester Two Examination	20%	5.1.1, 5.1.2, 5.2..2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.15.7.1, 5.7.2	Term 4 Week 8
		100%		

## INDUSTRIAL TECHNOLOGY OUTCOMES

A Student:

- 5.1.1-identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2-applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1-applies design principles in the modification, development and production of projects
- 5.2.2-identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1-justifies the use of a range of relevant and associated materials
- 5.3.2-selects and uses appropriate materials for specific applications
- 5.4.1-selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2-works cooperatively with others in the achievement of common goals
- 5.5.1-applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1-evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1-describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2-describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



## INFORMATION AND SOFTWARE TECHNOLOGY

Year 9 2017

Task	Description Of Task	Weighting	Syllabus Outcomes	Date
1	<b>Web Development Task</b> Students use HTML & CSS to develop a website of their own	25%	5.2.1, 5.2.2, 5.2.3	Term 2 Week 2 Tuesday 2nd May 2017
2	<b>Project Submission 1</b> Students are to develop and present a proposal for a project which will use ICT to solve a problem. They will specifically aim to make someone else's life better through this solution.	10%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.2	Term 2 Week 5 Wednesday 24th May 2017
3	<b>Project Submission 2</b> Students are to submit their completed projects.	35%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2	Term 3 Week 9
4	<b>Semester Two Examination</b> Multiple choice and short answer questions as well as practical group work activities	30%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	Term 4

## INFORMATION AND SOFTWARE TECHNOLOGY OUTCOMES

A Student:

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks

5.1.2 selects, maintains and appropriately uses hardware for a range of tasks

5.2.1 describes and applies problem-solving processes when creating solutions

5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems

5.2.3 critically analyses decision-making processes in a range of information and software solutions

5.3.1 justifies responsible practices and ethical use of information and software technology

5.3.2 acquires and manipulates data and information in an ethical manner

5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society

5.5.1 applies collaborative work practices to complete tasks

5.5.2 communicates ideas, processes and solutions to a targeted audience

5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

## JAPANESE (ELECTIVE)

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	IN CLASS TEST	Responding to written texts. Self-introduction	15%	5.UL.2 5.UL.3 5.UL.4	Term 1
2	HALF YEARLY	Responding to written texts Responding to spoken texts	35%	5.UL.1 5.UL.2 5.UL.3 5.UL.4 5.MBC.1	Term 2
3	CULTURE: HOUSE DIORAMA	Composing a text in Japanese Interview on the Japanese house. Diorama	20%	5.MLC.2 5.MBC.1 5.MBC.2	Term 3
4	SEMESTER 2 EXAMINATION	Responding to and composing written texts Responding to spoken texts	30%	5.UL.1 5.UL.2 5.UL.3 5.UL.4 5.MBC.2	Term 4

## JAPANESE OUTCOMES

A Student:

5.UL.1 selects, summarises and analyses information and ideas in spoken texts and responds appropriately

5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately

5.UL.3 uses Japanese by incorporating diverse structures and features to express own ideas

5.UL.4 experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas

5.MLC.2 uses linguistic resources to support the study and production of texts in Japanese

5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts

5.MBC.2 identifies and explains aspects of the culture of Japanese-speaking communities in texts.

## MATHEMATICS 5.1, 5.2, 5.3

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>ASSIGNMENT Numbers of any Magnitude and Area &amp; Surface</b>	Measurement & Geometry Working Mathematically	20	MA5.1,2,3-1WM MA5.1,2,3-2WM MA5.1,2,3- 3WM MA5.1-9MG, MA5.1-8MG MA5.2-11MG, MA5.3-13MG	Term 1
2	<b>IN CLASS TEST Algebraic Techniques, Equations, Rates and Ratios</b>	Number & Algebra Working Mathematically	30	MA5.1,2,3-1WM MA5.1,2,3-2WM MA5.1,2,3- 3WM MA5.2-6NA MA5.3-5NA MA5.2 – 8NA MA5.3-7NA MA5.2 -5NA,MA5.3 – 4NA	Term 2
3	<b>ASSIGNMENT Single Variable Data</b>	Statistics and Probability Working Mathematically	20	MA5.1,2,3-1WM MA5.1,2,3-2WM MA5.1,2,3- 3WM MA5.1 – 12SP MA5.2-15SP MA5.3-12SP MA5.1-18SP	Term 3
4	<b>SEMESTER 2 EXAMINATION Earning Money and Taxation, Properties of Geometrical Figures, Indices.</b>	Number and Algebra Measurement and Geometry Working Mathematically	30	MA5.1,2,3-1WM MA5.1,2,3-2WM MA5.1,2,3- 3WM MA5.1 – 4NA MA5.2 – 4NA MA5.1 – 11MG MA5.2 – 14MG MA5.3-16MG MA5.1 – 5NA MA5.2 – 5NA MA5.3 – 6NA	Term 4
			100		

## MATHEMATICS OUTCOMES

*A student:*

MA5.1 – 1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1 – 2WM selects and uses appropriate strategies to solve problems

MA5.1 – 3WM provides reasoning to support conclusions that are appropriate to the context

MA5.1 – 4NA solves financial problems involving earning, spending and investing money

MA5.1 – 5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1 – 6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1 – 7NA graphs simple non-linear relationships

MA5.1 – 8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

## MATHEMATICS OUTCOMES (CONT)

- MA5.1 – 9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1 – 10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1 – 11 MG describes and applies the properties of similar figures and scale drawings
- MA5.1 – 12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1 – 13SP calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2 – 1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2 – 2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2 – 3WM constructs arguments to prove and justify results
- MA5.2 – 4NA solves financial problems involving compound interest
- MA5.2 – 5NA recognizes direct and indirect proportion, and solves problems involving direct proportion
- MA5.2 -6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2 – 7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2 – 8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2 – 9NA uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2 – 10NA connects algebraic and graphical representations of simple non-linear relationships
- MA5.2 – 11MG calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2 – 12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2 – 13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.2 – 14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2 – 15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2 – 16SP investigates relationships between two statistical variables, including their relationship over time
- MA5.2 – 17SP describes and calculates probabilities in multi-step chance experiments
- MA5.3 – 1WM uses and interprets formal definitions and generalizations when explaining solutions and/or conjectures
- MA5.3 – 2WM generalizes mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3 – 3WM uses deductive reasoning in presenting arguments and formal proofs
- MA5.3 – 4NA draws, interprets and analyses graphs of physical phenomena
- MA5.3 – 5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3 – 6NA performs operations with surds and indices
- MA5.3 – 7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3 – 8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3 – 9NA sketches and interprets a variety of non-linear relationships
- MA5.3 – 10NA recognizes, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3 – 11NA uses the definition of a logarithm to establish and apply the laws of logarithms
- MA5.3 – 12NA uses function notation to describe and sketch functions
- MA5.3 – 13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3 – 14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3 – 15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3 – 16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3 – 17MG applies deductive reasoning to prove circle theorems and to solve related problems
- MA5.3 – 18SP uses standard deviation to analyse data
- MA5.3 – 19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## MUSIC

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENT			WEIGHT	SYLLABUS OUTCOMES	DATE
		Compose	Listen	Perform			
1	COMPOSITION	25			25	5.2 5.4 5.5 5.6 5.10 5.12	Term 1
2	RESEARCH TASK		20		20	5.7 5.8 5.9 5.11 5.12	Term 2
3	PERFORMANCE			20	20	5.1 5.2 5.3 5.11 5.12	Term 3
4	SEMESTER 2 EXAM		15	20	35	5.1 5.2 5.3 5.7 5.8 5.9 5.11 5.12	Term 4
					100		

## MUSIC OUTCOMES

*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
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## PDHPE

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>ADVERTISING CAMPAIGN</b>	Strand 1 – Self and Relationships Strand 3 – Individual and Community Health	25	5.1, 5.2, 5.3, 5.11	Term 1
2	<b>ONGOING PRACTICAL ASSESSMENT</b>	Strand 2 – Movement Skill and Performance	10	5.4, 5.5, 5.13, 5.14, 5.16	Terms 1-2
3	<b>ANALYSIS TASK</b>	Strand 1 – Self and Relationships Strand 3 – Individual and Community Health	25	5.6, 5.7, 5.8, 5.12, 5.15	Term 3
4	<b>ONGOING PRACTICAL ASSESSMENT</b>	Strand 2 – Movement Skill and Performance	15	5.4, 5.5, 5.13, 5.14, 5.16	Terms 3-4
5	<b>SEMESTER 2 EXAMINATION</b>	Strand 2 - Movement Skill and Performance Strand 4 - Lifelong Physical Activity	25	5.4, 5.5, 5.9, 5.10	Term 4

## PDHPE OUTCOMES

*A student:*

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health and describes strategies to minimise harm decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

## PHYSICAL ACTIVITY SPORTS STUDIES

Year 9, 2017

TASK	DESCRIPTION of TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>ONLINE COACHING COURSE</b>	Coaching	15	3.1, 3.2, 4.1, 4.4	Term 1
2	<b>ONGOING PRACTICAL SEMESTER 1</b>	Enhancing Performance - Strategies and Techniques	15	3.1, 3.2, 4.1, 4.3	Term 2
3	<b>EVENT MANAGEMENT</b>	Event Management	20	3.1, 3.2, 4.4	Term 3
4	<b>SEMESTER 2 EXAMINATION</b>	Body Systems and Energy for Physical Activity, Event Management, Issues in Sport and Physical Activity	25	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 4.4	Term 4
5	<b>ONGOING PRACTICAL SEMESTER 2</b>	Physical Fitness, Physical activity for health	25	4.1, 4.2, 4.3	Term 4

## PHYSICAL ACTIVITY SPORTS STUDIES OUTCOMES

*A student:*

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## SCIENCE

Year 9, 2017

TASK	DESCRIPTION OF TASK	COMPONENTS	WEIGHTING	SYLLABUS OUTCOMES	DATE
1	<b>RESEARCH ASSIGNMENT</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information, Investigating and Researching.	25	SC5-1VA SC5-3VA SC5-5WS SC5-7WS SC5-8WS SC5-9WS SC5-16CW	TERM 1
2	<b>FIRST HAND INVESTIGATION</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information	25	SC5-1VA SC5-3VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW	TERM 2
3	<b>SCIENCE RESEARCH PROJECT</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information.	25	SC5-1VA SC5-2VA SC5-3VA SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-16W	TERM 3
4	<b>SEMESTER 2 EXAMINATION</b>	Knowledge and Understanding, Interpreting Data and Drawing Conclusions, Communicating and Presenting Information.	25	SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5 - 17CW	TERM 4
			100		



## SCIENCE OUTCOMES

*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

## Appendix 1: Malpractice and Plagiarism

### INTRODUCTION:

Macquarie Anglican Grammar School seeks to instil in the lives of its students a high regard for truth, honesty, and academic integrity and scholarly work. Students are encouraged to study the work of others in a critical and reflective way so that they may communicate their own ideas in an informed, principled and ethical way. Such standards and processes will assist students to present work of a high standard; work of which they can be proud.

There is a great deal of material which students can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst students are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, students must not wilfully present the ideas or work of another (in any form) as their own.

The proliferation of various technologies which allow the easy perusal and retrieval of information has given rise to a significant increase in the incidence of plagiarism in school years (Conradson: 2004, Underwood and Szabo: 2003; Cromwell: 2000, Schulte: 2002) and it appears that students are using increasingly sophisticated methods for their plagiarism.

### DEFINITIONS & EXAMPLES:

(from Conradson, 2004 et. al. & <http://www.plagiarism.org/>)

Malpractice is any behaviour or action that results in, or has the potential to result in, the candidate or any other candidate gaining an unfair advantage in an assessment task.

Malpractice includes:

- a. Plagiarism
- b. Collusion
- c. Duplication
- d. Any Other Behaviour that gains an unfair advantage for a student or behaviour that affects the results of another candidate.

#### a. Plagiarism

Plagiarism is the representation of the ideas or work of another person (or persons) as the student's own. Plagiarism can be wilful or unintentional. Examples of plagiarism include: Direct duplication of paragraphs, sentences, a single sentence or significant part of a sentence, by copying (or allowing to be copied) another's work. This includes copying from a book, article, web site, electronic media or another student's work;

Paraphrasing another person's work with minor changes, but keeping the meaning, form and/or progression of ideas of the original, without acknowledging the source of the material;

Piecing together sections of the work of others into a new whole;

Submitting an assignment that has already been submitted for assessment in another subject;

Presenting an assignment as independent work when it has been produced in whole or part in collusion with other people, for example, another student;

Submitting a practical task such as an artwork or design & technology project which has been completed, in part or whole, by another person, without acknowledgement of the other's involvement;

- Submitting the work of a coach or tutor, in part or whole, without acknowledgement.

#### b. Collusion

Collusion is supporting an act of malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another student (whether or not the student whose work is copied gains an advantage or not). Examples of collusion include:

- Sharing an assessment task that has previously been submitted by another person with others;
- Working with another student to complete an assignment, when neither student covers the whole of the assignment (e.g. each student agrees to do half of the assignment).

#### c. Duplication

Duplication of work is the presentation of the same work for different assessment tasks.

Examples of duplication include:

- Submitting all or part of a previously completed assessment task as a part of a task in the same subject;
- Submitting all or part of a previously completed assessment task as a part of a task in a different subject.

#### d. Other Examples of Malpractice

- fabricating data for an assessment task
- taking unauthorised material into an assessment task or examination room (for example, an electronic device other than a permitted calculator)
- misbehaving during an examination, including any attempt to disrupt the examination or distract another candidate
- copying the work of another candidate
- failing to comply with the instructions of the supervising teacher or another member of the School's staff responsible for the conduct of the assessment tasks or examination
- including offensive material in a script for reasons other than analysis
- stealing examination papers.

### THE COPYING OF WORKS

The copying works of art, whether music, film, dance, theatre arts or visual arts, constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged, and must be within the parameters set by the teacher.

It is acknowledged that in some subjects where practical assessment tasks are attempted, students may need to use outside expertise to complete a part of an assessment task (for example, in Design & Technology or Visual Arts.) In such a case it is necessary for the student to clearly acknowledge the assistance sought.

## Appendix 2: Application for Appeal

*To be submitted to the Director of Studies within 3 days of the return of an Assessment Task or in the case of absence, upon returning to School.*

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

Please be advised that \_\_\_\_\_ hereby requests an Appeal regarding the Assessment Task in:

**SUBJECT:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

**Title of Task and Due Date:**

\_\_\_\_\_

**REASON FOR APPEAL: (Please attach relevant documentary evidence)**

<b>Student Signature:</b> _____	<b>Date:</b> _____
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**RESULT OF APPEAL (Date of interview/ panel and comments)**

<b>Director of Studies Signature:</b> _____	<b>Date:</b> _____
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*One copy to be given to the student and one retained in the student's file.*

## Appendix 3: Request for extension of time or alternative task

*To be submitted to the Director of Studies before the Task Due Date.*

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

Please be advised that \_\_\_\_\_ hereby requests an extension of time for Assessment Task specified below or an alternative task;

**SUBJECT:** \_\_\_\_\_ **TEACHER:** \_\_\_\_\_

**Title of Task and Due Date:**

\_\_\_\_\_

**REASON FOR EXTENSION OR ALTERNATIVE TASK: (Please attach relevant documentary evidence from a Parent and/or a Doctor)**

**Student Signature:**

**Date:**

**RESULT OF REQUEST**

**I have noted the above request and Have/ Have Not granted an extension of time or alternative task.**

**Extension Time \_\_\_\_\_ days and Task is now due on \_\_\_\_\_**

Or Alternative Task is to be completed by \_\_\_\_\_  
Director of Studies Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*One copy to be given to the student and one retained in the student's file.*

## Appendix 4: Academic Code of Honour

Macquarie Anglican Grammar School seeks to instil in the lives of its students a high regard for honesty, personal and academic integrity and scholarly work and thought. As students you are encouraged to study the work of others in a critical and reflective manner so that you can communicate your own ideas in an informed, principled and ethical way. Such standards and processes will assist you to present work of a high standard; work which you can be proud of.

There is a great deal of material which you can draw from and use in preparing and submitting assessment tasks, assignments and major works. However, whilst you are encouraged to read, research widely, and explore a range of different ideas, opinions and practical works, you must abide by all of Macquarie Anglican Grammar School's expectations regarding ethical scholarship and academic integrity, and must not wilfully present the ideas or work of someone else (in any form) as your own.

To assist in the development of the values espoused by Macquarie Anglican Grammar School, this Academic Honour Code has been developed. As a student of Macquarie Anglican Grammar School you are expected to maintain the highest standards of personal and academic integrity, scholarship, leadership of your peers, and communal responsibility. In signing this Academic Code of Honour, you are agreeing that you;

- Have read and understand the school's policy regarding malpractice and plagiarism.
- Understand the consequences of being involved in any form of malpractice or plagiarism.
- Agree to abide by the school's expectations regarding ethical scholarship, and personal and academic integrity.
- Agree to abide by the school's expectations regarding the completion and submission of assessment tasks.

I, \_\_\_\_\_ agree to abide by the Macquarie Anglican Grammar School Academic Code of Honour.

Signed (student) \_\_\_\_\_

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

Signed (parent) \_\_\_\_\_

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