



Year 9 ASSESSMENT HANDBOOK

2025



YEAR 9 ASSESSMENT POLICY AND PROCEDURES INNER SYDNEY HIGH SCHOOL

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INTRODUCTION

Inner Sydney High School has high expectations for all students and supports students in achieving learning outcomes. This document is designed to ensure consistency in assessment throughout the school and to ensure knowledge of requirements.

PURPOSE

The purpose of assessment at Inner Sydney High School is to successfully drive student growth and attainment through effective teaching and learning practices.

To assess the development of individual student's skills and understanding, each course has an assessment program which will comprise a series of formal assessment tasks. Examples of assessment tasks include formal examinations, presentations, performances, assignments, topic tests, fieldwork reports, laboratory reports, research and practical projects.

Each assessment task provides individualised feedback on student strengths, identifies areas for improvement and suggests strategies to improve on these areas. Students are then supported to set goals and undertake the learning needed to achieve them.

At Inner Sydney High School, we also assess student achievement to:

- Evaluate and report on student learning and achievement
- Gather, analyse and interpret data about teaching and learning, to identify areas where specific improvements can be targeted and achieved
- Evaluate the effectiveness of, and plan for improvement in, teaching programs and strategies
- Provide data to help create student Personalised Learning and Support Plans (PLSPs)
- Acknowledge academic excellence
- Meet New South Wales Education Standards Authority (NESA) and Department of Education (DoE) requirements.

Formative assessment

Formative assessment is used to monitor student learning and provide ongoing feedback that can help students to identify strengths and weaknesses, and target areas for improvement. Students may be required to submit components of their Assessment Tasks for feedback during the process of completing the task.

How can you help your child?

You can:

- Encourage your child to organise, plan, complete and submit work on time
- Provide a space for effective study and school work
- Contact the school if your child is experiencing difficulty.

Students and families will be notified via a Letter of Concern of non-submission of an Assessment Task. This will provide the opportunity for students and their families to put in further supports to ensure that students are able to meet future deadlines.

STUDENT RESPONSIBILITIES

READ AND UNDERSTAND THE ASSESSMENT POLICY

- Students should be familiar with this Assessment Policy and Procedures. Students need to know and understand the expectations, tasks and timing of assessments for each of their courses.

ORGANISATION

- Students must collect any work or Assessment Task Notifications missed due to absence from class for any reason.
- Students should bring all required equipment to assessment tasks or examinations.
- Absence is not an excuse for missing an assessment task.

SATISFACTORY COMPLETION

- It is important that students make a serious attempt at completing all assessment tasks, including submitting their work in an appropriate format and on time. Students should demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.

SUBMITTED TASKS

- The completed assessment task should be submitted via the Assignments Tab on the subject MS Team, or where stipulated on the Assessment Task Notification, by the time stated on the task notification. It is the students' responsibility to ensure that the task can be accessed by the teacher and that it is submitted on time. Late submissions will result in 'Unable to Assess'.

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

- If students have a clash of assessment with another school event or school business, they must discuss this situation in advance with Head Teacher of the relevant subject. It is not necessary to submit the Illness/Misadventure Form.
- Students must ensure that they leave adequate time to discuss any concerns with the Head Teacher of the relevant subject.

EXTENDED ABSENCES

- Extended absences, like an overseas holiday, will not be taken into account and can lead to students not meeting outcomes in that course, as well as achieving 'Unable to Assess' for that task. Students intending on being absent for more than 5 days must complete a Request for Extended Leave form.
- Submitted tasks should be submitted either in advance or whilst the student is on leave. If the task is an in-class task, students will be awarded 'Unable to Assess' and may be given the opportunity to complete the task for feedback only upon their return to school. It is the responsibility of the student to discuss

the impact of their absenteeism with each teacher.

FEEDBACK

- Students should ensure that any questions about grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.

ASSESSMENT PROCEDURES

NOTIFICATION OF TASK

- Students will be provided with at least two weeks' notice in writing of any assessment task in the form of an official Assessment Task Notification. If students are absent, it is their responsibility to request an Assessment Task Notification from the teacher upon their return to school.
- Assessment Task Notifications should also be posted on the respective MS Teams.

SUBMISSION OF DRAFTS

- Students are encouraged to submit one draft only per task, depending on the nature of the task. The due date of the draft will be noted on the Assessment Task Notification.

LATE SUBMISSIONS

- Work submitted late without an Illness/Misadventure application will automatically be awarded 'Unable to Assess'.
- Teachers will provide feedback on the task to enable student growth for future tasks.

COMPUTER AND TECHNOLOGY ISSUES

- Computer and associated technology malfunctions, even theft, without evidence of 'work in progress' is not a reason for late submission.
- Students should ensure that they back up all work as they work on their assessment tasks.
- Students must ensure that they have submitted the task online and that teachers have access to the documents linked to the MS Teams Assignments Tab if it is electronically submitted. PDFs should be uploaded to ensure access – not links to any documents.

Students have access to printers at school.

NON-SERIOUS ATTEMPTS

- Students are required to make a serious attempt in all assessment tasks and class work.

Students may be awarded 'Unable to Assess' depending on the degree of the attempt made.

ABSENTEEISM AND FAIRNESS

- To ensure fairness and equity in the lead up to an Assessment Task, students that are absent on the day at any time of when the task is due should provide a Doctor's Certificate along with an Illness/Misadventure Form to the Head Teacher of the subject to certify their absence. If the task is a submitted task due before the start of the school day and the student is absent, an Illness/Misadventure Form is not required.

MALPRACTICE

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination rules.
- Plagiarism - copying someone else's work (in whole or part) and presenting it as their own, including work from text books, websites and AI produced work.
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts).
- Using non-approved aids during an assessment task including mobile phones, smart watches or other electronic devices.
- Creating false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Students will be required to resubmit the assessment task, with feedback being provided by the class teacher only.

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Mental Health concerns

To apply for Disability Provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Head Teacher Diversity.

ILLNESS / MISADVENTURE

ABSENCE ON THE DAY OF TASK

- Students must ensure that their assessment tasks are submitted on the due date. If a student is absent with reason and does not submit or attend an assessment task, they must complete and submit Illness/Misadventure Form.
- Parents should contact the school on the morning of a task to notify that the student is unable to attend.

MEDICAL CERTIFICATE

- Students will be required to obtain a medical certificate from an independent medical practitioner not immediately related to them, or other formal

documentation to explain their absence.

- This medical certificate should be obtained on the day of the task and state the reason for the absence.

RETURN TO SCHOOL

- On their return to school, students must hand in their Illness/Misadventure Form and supporting documentation to the Head Teacher of the subject.
- Students will be required to submit or take any missed assessment tasks in consultation with the Head Teacher, regardless of the outcome of the Illness/Misadventure Form application.

EXTENSIONS

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension prior to the due date must:

- complete an 'Illness/Misadventure Form'; and
- provide the completed 'Illness/Misadventure Form' to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible prior to the due date. Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis.

Please see Appendix for Illness/Misadventure Forms and Flowchart.

DISABILITY PROVISIONS

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Mental Health concerns

To apply for Disability Provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Head Teacher Diversity.

Record of Student Achievement (RoSA) Assessment Expectations for Years 9-12 (Stages 5 and 6) Eligibility for a Grade

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

- is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.
- records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.
- is useful to students leaving school prior to the HSC because it can be shown to potential employers or places of further learning.

To be eligible to earn a grade in a subject, students must meet the following requirements as established by the NESA.

- 1. Follow course requirements.**
- 2. Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.**
- 3. Achieve some or all of the course outcomes.**

Although Stage 5 encompasses years 9 and 10, in Year 9 at Inner Sydney High School, students will be awarded a Letter of Concern if they do not fulfill course requirements or meet the expectations of the school's Assessment Policy. In year 10, students will be awarded an N-Warning Letter.

RoSA GRADING

Each Course has its individual Course Performance Descriptors (see the NESA website for more details).

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels. Students will be awarded a grade for each of the Courses that they have successfully completed at the completion of Year 10 for their RoSA. Assessment tasks, class work and engagement in the course will form a substantial role in the awarding of grades.

| Grade | Description |
|--------------|---|
| 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. |

FURTHER INFORMATION

All syllabus requirements and outcomes for each course/subject can be found on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>. Please refer to this for clarification.

Note that there may be minor adjustments made to due dates and outcomes. Please see the Course specific Assessment Task Notification (issued two weeks before the assessment task) for up-to-date information.

COURSE ASSESSMENT OVERVIEW – YEAR 9

Core Courses

English – Year 9

Subject overview

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value, and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Topics and Outcomes Covered

- Genre Study - Science Fiction: Outcomes - EN5-URC-01, N5-ECA-01, EN5-ECB-01
- Novel Study: Outcomes - EN5-URA-01, EN5-URB-01, EN5-ECA-01
- Shakespeare/ film comparative: Outcomes – EN5-URC-01, EN5-ECA-01
- Horrors of War Poetry: Outcomes: EN5-URA-01

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|--|--|----------------------------------|----------------------|
| Topic(s) | Science Fiction | Novel Study | Shakespeare and film comparative | Yearly Examination - |
| Task Type | Hand in speech and visual representation | In class extended response | Multimodal Presentation | Written examination |
| Due Date | Term 1, Week 9 | Term 2, Week 10 | Term 3, Week 8 | Term 4 Week 5 |
| Assessment Outcomes | EN5-URC-01 EN5-ECA-01 EN5-ECB-01 | EN5-RVL-01 EN5-URB-01 EN5-ECA-01 | EN5-URC-01 EN5-ECA-01 | EN5-URA-01 |

HSIE – Year 9

Subject overview

Throughout the combined study of History and Geography students will investigate the Making of the Modern World (including World War 1) and the physical characteristics and productivity of biomes and the human impact on environments. Students will understand the relationship between human movement and changes to the physical environment.

Topics Covered

- Industrial Revolution
- Australians at War – World War 1
- Making a Nation
- Sustainable Biomes
- Changing Places

Assessment Schedule

| | History | | Geography | |
|----------------------------|--------------------------------------|-------------------------|--|-----------------------------|
| | Task 1 | Task 2 | Task 3 | Task 4 |
| Topic(s) | Industrial Revolution | Australians at War: WW1 | Sustainable Biomes | Changing Places |
| Task Type | Source Analysis Test In class | Essay In class | Infographic and Article Submitted | Skills Test In Class |
| Due Date | Term 1 Week 6 | Term 2 Week 3 | Term 3 Week 7 | Term 4 Week 2 |
| Assessment Outcomes | HT5-4, HT5-6, HT5-2 | HT5-7, HT5-9 | GE5-1, GE5-8 | GE5-2, GE5-7 |

Mathematics (Express Pathway) – Year 9

Subject overview

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the Core-Paths structure. The school offers three Mathematics pathways to allow students to have the largest range of post-secondary options available for as long as possible: Express Pathway, Access All Areas Pathway and Numerate Citizen Pathway. Students studying the Express Pathway will progress rapidly through the Core topics so that they will have time to fully cover as many Path topics as possible.

Topics Covered

- | | |
|--|---|
| <ul style="list-style-type: none"> • Trigonometry • Financial Mathematics • Indices and Surds • Algebra and Equations • Properties of Geometrical Figures | <ul style="list-style-type: none"> • Linear Relationships • Statistics • Quadratic Expressions • Probability • Measurement |
|--|---|

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|--------------------------------|---|--|---|--|
| Topic(s) | Trigonometry; Financial Mathematics | Indices; Algebra and Equations | Properties of Geometrical Figures; Linear Relationships | All Year 9 Topics |
| Task Type | In-class | In-class | In-class | Formal Examination |
| Due Date | Term 1 Week 10 | Term 2 Week 4 | Term 3 Week 5 | Term 4 Week 5 |
| Assessment Outcomes | MAO-WM-01, MA5-TRG-C-01 MA5-TRG-C-02, MA5-TRG-P-01, MA5-FIN-C-01, MA5-FIN-C-02 | MAO-WM-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-ALG-C-01, MA5-ALG-P-01, MA5-EQU-C-01, MA5-EQU-P-02 | MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01 | In addition to outcomes from Tasks 1-3: MA5-DAT-C-01, MA5-DAT-C-02, MA5-ALG-P-01, MA5-ALG-P-02 |

Mathematics (Access All Areas Pathway) – Year 9

Subject overview

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the Core-Paths structure. The school offers three Mathematics pathways to allow students to have the largest range of post-secondary options available for as long as possible: Express Pathway, Access All Areas Pathway and Numerate Citizen Pathway. Students studying the Access All Areas Pathway will cover every Core topic and a variety of Path topics for Mathematics Standard and Mathematics Advanced.

Topics Covered

- | | |
|--|---|
| <ul style="list-style-type: none"> • Trigonometry • Financial Mathematics • Indices • Algebra and Equations • Properties of Geometrical Figures | <ul style="list-style-type: none"> • Measurement • Linear Relationships • Statistics • Probability • Quadratic Expressions |
|--|---|

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|---|--|---|---|
| Topic(s) | Trigonometry; Financial Mathematics | Indices; Algebra and Equations | Measurement; Linear Relationships | All Year 9 Topics |
| Task Type | In-class | In-class | In-class | Formal Examination |
| Due Date | Term 1 Week 10 | Term 2 Week 4 | Term 3 Week 5 | Term 4 Week 5 |
| Assessment Outcomes | MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-FIN-C-01, MA5-FIN-C-02 | MAO-WM-01, MA5-IND-C-01, MA5-IND-P-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-02 | MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01, MA5-LIN-C-02 | In addition to outcomes from Tasks 1 to 3: MA5-DAT-C-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-ALG-P-01 |

Mathematics (Numerate Citizen Pathway) – Year 9

Subject overview

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the Core-Paths structure. The school offers three Mathematics pathways to allow students to have the largest range of post-secondary options available for as long as possible: Express Pathway, Access All Areas Pathway and Numerate Citizen Pathway. Students studying the Numerate Citizen Pathway will cover the Core topics and as many of the Path topics for Mathematics Standard as possible. Students in this course will extensively revise and consolidate learning from previous years.

Topics Covered

- | | |
|---|---|
| <ul style="list-style-type: none"> Pythagoras' Theorem and Trigonometry Financial Mathematics Indices Expressions and Equations | <ul style="list-style-type: none"> Similar Figures Measurement Linear Relationships Statistics Probability |
|---|---|

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|---|---|---|---|
| Topic(s) | Pythagoras' Theorem and Trigonometry; Financial Mathematics | Indices; Expressions and Equations | Similar Figures; Measurement; Linear Relationships | All Year 9 Topics |
| Task Type | In-class | In-class | In-class | Formal Examination |
| Due Date | Term 1 Week 10 | Term 2 Week 4 | Term 3 Week 5 | Term 4 Week 5 |
| Assessment Outcomes | MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-FIN-C-01, MA5-FIN-C-02 | MAO-WM-01, MA5-IND-C-01, MA5-ALG-C-01, MA5-EQU-C-01 | MAO-WM-01, MA5-GEO-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-LIN-C-01 | In addition to outcomes from Tasks 1 to 3: MA5-DAT-C-01, MA5-PRO-C-01 |

PDHPE – Year 9

Subject overview

In Year 9 PDHPE, students will learn about resilience, independence, adversity, rights of young people, cultural beliefs and practices, as well as first aid procedures. In practical lessons students will explore fundamental movement skills and then transfer these into a variety of team games.

Topics Covered

- Personal Growth
- Promoting Diversity
- The Resiliency Project (Body, Mind and Soul)
- Empowering Individuals
- Net and Court Games 2
- Invasion Games 3 and 4
- Traditional Indigenous Games of Australia (Yulunga)

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|---------------------|--|--|--|
| Topic(s) | Seeking Help | Net and Court | The Resiliency Project | Invasion Games 3 |
| Task Type | In Class Assessment | Ongoing in class – Movement skills and tactics | Collaborative Investigation - Multimodal | Ongoing in class - Movement skills and tactics |
| Due Date | Term 1 Week 10 | Term 2 Week 5 | Term 3 Week 9 | Term 4 Week 5 |
| Assessment Outcomes | PD5-1, PD5-2 | PD5-4, PD5-5 | PD5-6, PD5-7 | PD5-10, PD5-11 |

Science - Year 9

Subject Overview

In Stage 5, students explore biology, chemistry, physics, geology and astronomy. Year 9 focuses on building students' skills in discussing relevant, real-world scientific topics and presenting them to an audience. Practical activities provide the opportunity for students to plan and assess reliable investigations.

Topics and Outcomes Covered

- Chemistry (SC5-9WS, SC5-16CW)
- Electrical Energy (SC5-10PW, SC5-11PW)
- Waves (SC5-10PW, SC5-11PW)
- Body Coordination (SC5-9WS, SC5-14LW)
- Plate Tectonics (SC5-13ES)
- Ecosystems (SC5-8WS, SC5-14LW)
- Earth's spheres (SC5-5WS, SC5-13ES)

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|---|-------------------|--|
| Topic(s) | Chemistry, Electrical Energy and Waves. | Body Coordination | Chemistry, Electrical Energy, Waves, Body Coordination, Plate Tectonics and Ecosystems |
| Task Type | Half-yearly examination | Oral presentation | Yearly examination |
| Due Date | Term 2 Week 4 | Term 3 Week 6 | Term 4 Week 5 |
| Assessment Outcomes | SC5-16CW SC5-10PW, SC5-11PW | SC5-9WS, SC5-14LW | SC5-16CW SC5-10PW, SC5-11PW, SC5-14LW, SC5-14LW |

Elective Courses

Commerce – Year 9

Subject overview

Students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals.

Topics Covered

- **Core topic - Consumer and Financial Decisions** - COM5-1, COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7, COM5-8, COM5-9
- **Core topic - Law, Society and Political Involvement** - COM5-1, COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7, COM5-8, COM5-9
- **Option topic - Law in Action** – COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
- **Option topic - Promoting and Selling** - COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8, COM5-7, COM5-9
- **Option topic – Running a Business** - COM5-1, COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7, COM5-8, COM5-9

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|----------------------------------|---|---|
| Topic(s) | Consumer and Financial Decisions | Law, Society and Political Involvement/ Law in Action | Promoting and Selling/ Running a Business |
| Task Type | Fieldwork and report | Research task/ Podcast | Submission |
| Due Date | Term 1 Week 9 | Term 3 Week 2 | Term 4 Week 2 |
| Assessment Outcomes | COM5-4, COM5-5 | COM5-2, COM5-3 | COM5-6, COM5-7 |

Design and Technology – Year 9

Subject overview

The aim of the Design and Technology Years 7–10 Syllabus is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

Topics Covered

Students will develop skills in using the design process to create solutions to problems. They will undertake units of work covering a range of areas and will be assessed on

- Design Development
- Design Solution Realisation
- Sustainability Case Study

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|--------------------|-----------------------------|----------------------------|
| Topic(s) | Design Development | Design Solution Realisation | Sustainability Case Study |
| Task Type | Design Portfolio | Project and evaluation | Report |
| Due Date | Term 2 Week 1 | Term 3 Week 2 | Term 4 Week 1 |
| Assessment Outcomes | DT5- 2, DT5-7 | DT5-6, DT5-9, DT5-10 | DT5-3, DT5-4, DT5-5, DT5-7 |

Drama – Year 9

Subject overview

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

Topics Covered

- Elements of Drama
- Melodrama
- Scripted Drama
- Playbuilding
- Acting to Camera

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|--|--|---------------------------------|---------------------------------|
| Topic(s) | Elements of Drama, Melodrama | Scripted Drama, Method Acting Techniques | Playbuilding | Acting to Camera |
| Task Type | Melodrama Performance and written reflection | Scripted Performance and reflection | Performance and Process Journal | Submitted short film and review |
| Due Date | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 8 | Term 4 Week 6 |
| Assessment Outcomes | 5.2.1 5.2.2 5.3.2 | 5.1.1 5.3.1 | 5.1.2 5.1.3 5.3.1 | 5.1.4 5.2.3 5.3.3 |

Elective Geography – Year 9

Subject overview

Students will investigate the spatial distribution of the earth's oceans and analyse the way they are valued and managed throughout the world. They learn how to create a transect and design transect from London to Istanbul. Students will learn about the role of informed and active citizenship.

Topics Covered

- Oceanography GEE5-2, GEE5-4, GEE5-5, GEE5-7, GEE5-8, GEE5-9
- Interactions and Patterns along a Transcontinental Transect GEE5-1, GEE5-2, GEE5-3, GEE5-4, GEE5-8, GEE5-9
- Global Citizenship GEE5-2, GEE5-4, GEE5-5, GEE5-6, GEE5-7, GEE5-8, GEE5-9

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|--|---|---|
| Topic(s) | Oceanography | Interactions and Patterns along a Transcontinental Transect | Interactions and Patterns along a Transcontinental Transect |
| Task Type | Creative model and analytical reflection | Website design | Written Reflection |
| Due Date | Term 1 Week 9 | Term 2 Week 8 | Term 3 Week 10 |
| Assessment Outcomes | GEE5-4 GEE5-5 GEE5-7 GEE5-8 | GEE5-1 GEE5-3 GEE5-9 | GEE5-5 GEE5-2 |

Elective History – Year 9

Subject overview

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present. The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

Topics Covered

- **Thematic study** - Heroes and Villains: HTE5-1, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10
- **History, Heritage, Archaeology** - Representations of the Past: History in Cinema, Gaming and Museum: HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
- **Ancient, Medieval or Modern Society** – Athens and Sparta plus choice of The Roman Republic and Empire; Or America before colonisation; Or 1970s and 1980s USA; Or Hawaii Or The Tudors: HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10
- **Thematic study** – Crime and Punishment: HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------------|--|---|---|--|
| Topic(s) | Thematic study - Heroes and Villains | History, Heritage, Archaeology - Representations of the Past: History in Cinema, Gaming and Museum | Ancient, Medieval or Modern Society Athens and Sparta Short | Ancient, Medieval or Modern Society The Roman Republic and Empire; Or America before colonisation; Or 1970s and 1980s USA; Or Hawaii Or The Tudors |
| Task Type | Source analysis and research task | Virtual museum exhibition and extended reflective response | Short answer and source analysis test | Presentation on chosen society |
| Due Date | Term 2 Week 2 | Term 2 Week 9 | Term 3 Week 6 | Term 4 Week 2 |
| Assessment Outcomes | HTE 5-6, HTE5-7, HTE5-9 | HTE5-1, HTE5-2, HTE5-8 | HTE5-3, HTE5-5 | HTE 5-4 |

Food Technology – Year 9

Subject overview

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

Topics Covered

- Food In Australia
- Food Selection and Health
- Food Equity
- Food for Special Occasions

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|-----------------------------|---------------------|----------------------------|
| Topic(s) | Food In Australia | Food Equity | Food for Special Occasions |
| Task Type | Cultural Design Task | \$10 meal challenge | Party Planning & Practical |
| Due Date | Term 1 Week 9 | Term 3 Week 3 | Term 4 Week 3 |
| Assessment Outcomes | FT5-1, FT5-7, FT5-9, FT5-13 | FT5-6, FT5-7, | FT5-9, FT5-11 |

Industrial Technology - Engineering – Year 9

Subject overview

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Topics Covered

- Structures - Truss Tower
- Engineering Testing & Analysis
- Mechanisms – CO2 Racer
- Engineering Report

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|------------------------------------|---------------------------|--|
| Topic(s) | Truss Towers | Load Test | CO2 Racers |
| Task Type | Challenge Project and Design Folio | Engineering Test Report | Challenge Project and Engineering Report |
| Due Date | Term 1 Week 10 | Term 2 Week 4 | Term 4 Week 2 |
| Assessment Outcomes | IND5-2; IND5-6; IND5-7 | IND5-4; IND5-5; IND5-8 | IND5-3; IND5-5; IND5-8 |

Industrial Technology - Multimedia – Year 9

Subject overview

The aim of the Industrial Technology Years 7–10 Syllabus is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Topics Covered

- Vector Landscape
- Website design
- 2D Animation
- Film

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|--|---|---|--|
| Topic(s) | Vector Landscape | Website Design | 2D Animation | Film |
| Task Type | Project with Portfolio | Project with Portfolio | Project with Portfolio | Project with Portfolio |
| Due Date | Term 1 Week 7 | Term 2 Week 5 | Term 3 Week 7 | Term 4 Week 6 |
| Assessment Outcomes | IND5-2, IND5-3, IND5-4, IND5-5, IND5-8 | IND5-2, IND5-3, IND5-4, IND5-5, IND5-8, IND5-10 | IND5-2, IND5-3, IND5-4, IND5-5, IND5-8, IND5-10 | IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9 |

Industrial Technology - Timber and Furniture – Year 9

Subject overview

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Topics Covered

- Serving Tray
- Lolly dispenser
- Portfolio and project management
- Textbook theory content and Written Task

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|-------------------------------|------------------------------|--|--|
| Topic(s) | Serving tray | Lolly dispenser Portfolio | Written Task/ Textbook Theory submission | Lolly dispenser practical submission |
| Task Type | Project and mini-Portfolio | Design Portfolio | Project and Design Portfolio | Project and Management |
| Due Date | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 9 | Term 4 Week 6 |
| Assessment Outcomes | IND5-1, IND5-4, IND5-7 | IND5-1, IND5-5 | IND5-7, IND5-9 | IND5-1, IND5-4, IND5-7 |

Italian – Year 9

Subject overview

The aim of Modern Languages K–10 is to empower students to become effective communicators in Italian by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in Italian
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.

The Year 9 course is designed to expand upon students' existing knowledge of Italian, building upon the foundations established in Year 8. Throughout this course, students will enhance their proficiency in Italian by focusing on developing their abilities to interact, understand, and create within the language.

Topics Covered

- Dates
- Hobbies
- Going out
- Free time
- Past events
- Invitation
- Home

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|---------------------------|-----------------------|---------------------------|---------------|
| Topic(s) | Dates & Hobbies | Going out & Free time | Past events | Invitation |
| Task Type | In-class | In-class | In-class | In-class |
| Due Date | Term 1 Week 8 | Term 2 Week 4 | Term 3 Week 4 | Term 4 Week 6 |
| Assessment Outcomes | ML5-UND-01, ML5-CRT-01 | ML5-INT-01 | ML5-UND-01, ML5-CRT-01 | ML5-INT-01 |

Japanese – Year 9

Subject overview

The aim of Modern Languages K–10 is to empower students to become effective communicators in Japanese by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in Japanese
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.

The Year 9 course is designed to expand upon students' existing knowledge of Japanese, building upon the foundations established in Year 8. Throughout this course, students will enhance their proficiency in Japanese by focusing on developing their abilities to interact, understand, and create within the language.

Topics Covered

- Dates
- Hobbies
- Going out
- Free time
- Past events
- Invitation
- Home

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|---------------------------|-----------------------|---------------------------|---------------|
| Topic(s) | Dates & Hobbies | Going out & Free time | Past events | Invitation |
| Task Type | In-class | In-class | In-class | In-class |
| Due Date | Term 1 Week 8 | Term 2 Week 4 | Term 3 Week 4 | Term 4 Week 6 |
| Assessment Outcomes | ML5-UND-01, ML5-CRT-01 | ML5-INT-01 | ML5-UND-01, ML5-CRT-01 | ML5-INT-01 |

Music – Year 9

Subject overview

This course is aimed at introducing students to the fundamentals of music through experiences in performing, composing and listening. Students will be encouraged to respond to music personally, through a wide involvement in music activities.

Students will be encouraged to begin and or continue with lessons on the instrument of their choice and to extend their skills and explore their creative potential in composition.

Topics Covered

- Improvisation
- Australian Music
- Baroque Music

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|---------------------------------|---------------------------------|---|------------------|
| Topic(s) | Improvisation & Small Ensembles | Improvisation & Small Ensembles | Australian Music | Baroque Music |
| Task Type | Musicology & Aural Skills | Small Ensemble Performance | Composition/ Arrangement submitted online | Solo Performance |
| Due Date | Term 1 Week 8 | Term 2 Week 5 | Term 3 Week 5 | Term 4 Week 5 |
| Assessment Outcomes | 5.8, 5.9 | 5.3 | 5.4 | 5.2 |

PASS – Year 9

Subject overview

In Year 9 PASS, students will learn about body systems and how they are used for physical activity. Students will explore physical fitness and how to properly design fitness sessions. We will discuss various issues in sport and learn the ins and outs of preparing for the running of large sporting events. In practical lessons we will explore alternate games, fitness, martial arts and start to prepare for the Bronze Medallion.

Topics Covered

- Technology in Sport
- Event Management (Integrated Unit)
- Issues in Physical Activity and Sport
- Alternate and Hybrid Games
- Martial Arts
- Bronze Medallion and Water Sports

Assessment Schedule

| | Task 1 | Task 2 | Task 3 |
|----------------------------|---------------------|-----------------------|---------------------------------------|
| Topic(s) | Technology in Sport | Event Management | Issues in Physical Activity and Sport |
| Task Type | Submitted Online | In Class Presentation | Submitted Online |
| Due Date | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 9 |
| Assessment Outcomes | PASS5-6, PASS5-10 | PASS5-7, PASS5-8 | PASS5-3, PASS5-4 |

Photography and Digital Media - Year 9

Subject overview

Students demonstrate their understanding of Photography and Digital Media skills by producing and exploring practical and theoretical skills and concepts.

Topics Covered

- Semester 1- Introduction to Photography
- Semester 2- Surrealism

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|--|---|--|--|
| Topic(s) | History of Photography Critical and Historical Study | Elements of Photography Artmaking | Surrealism Critical and Historical Study | Surrealism Artmaking |
| Task Type | Visual Arts Process Diary Submitted in class | Artmaking task Framed photographs(s) Submitted in class | Theory Task Submitted in class | Artmaking task Framed photograph(s) Submitted in class |
| Due Date | Term 1 Week 10 | Term 2 Week 3 | Term 3 Week 5 | Term 4 Week 6 |
| Assessment Outcomes | 5.8 | 5.1 | 5.7 | 5.5 |

Visual Arts - Year 9

Subject overview

Students demonstrate their understanding of Visual Arts Artmaking and Critical and Historical studies through practical and theoretical conventions and concepts. Students investigate Expressive Portraits, Abstract Expressionism and Printmaking.

Topics Covered

- Portraiture conventions
- Planet in Peril
- Printmaking

Assessment Schedule

| | Task 1 | Task 2 | Task 3 | Task 4 |
|----------------------------|--|--|---|--|
| Topic(s) | Critical and Historical Studies | Ceramics | Power of the Print | Power of the Print |
| Task Type | Artmaking Visual Arts Process Diary and Artist Statement Submitted in class | Artmaking Sculpture Submitted in class | Theory: Presentation Submitted and presented in class | Artmaking Printmaking Submitted in class |
| Due Date | Term 1 Week 9 | Term 2 Week 6 | Term 3 Week 9 | Term 4 Week 6 |
| Assessment Outcomes | 5.7 | 5.1,5.2 | 5.9 | 5.3, 5.4 |

YEAR 9 ASSESSMENT OVERVIEW - SEMESTER ONE

| | TERM 1 | TERM 2 |
|----------------|---|--|
| Week 1 | | AT1 – D&T |
| Week 2 | | AT1 – Elective History |
| Week 3 | | AT2 - HSIE AT2 – Photographic and Digital Media |
| Week 4 | | AT2 – IT Engineering AT2- Italian AT2 – Japanese AT2 – Mathematics (Express; Access All Areas; Numerate Citizen) AT1 – Science |
| Week 5 | | AT2 – IT Multimedia AT2 – Music AT2 – PDHPE |
| Week 6 | AT1 – HSIE | AT2 – Visual Arts |
| Week 7 | AT1 – IT Multimedia | |
| Week 8 | AT1 – Drama AT1 - Italian AT1 - Japanese AT1 – Music | AT2 – Drama AT2- Elective Geography |
| Week 9 | AT1 - Commerce AT1- English AT1 – Food Technology AT1 – Elective Geography AT1 – Visual Arts | AT2 – Elective History |
| Week 10 | AT1 – Mathematics (Express; Access All Areas; Numerate Citizen) AT1 – IT Engineering AT1 – IT Timber AT1 – Photographic & Digital Media AT1 – PASS AT1 – PDHPE | AT2 – English AT2 – PASS AT2 – IT Timber |
| Week 11 | | |

YEAR 9 ASSESSMENT OVERVIEW - SEMESTER TWO

| | TERM 3 | TERM 4 |
|----------------|---|---|
| Week 1 | | AT3 – D&T |
| Week 2 | AT2 – D&T AT2 – Commerce | AT3 – Commerce AT3 – IT Engineering AT4 – Elective History AT4- HSIE |
| Week 3 | AT2 – Food Technology | AT3 – Food Technology |
| Week 4 | AT3- Italian AT3 – Japanese | <i>Assessment Free Week</i> |
| Week 5 | AT3 – Mathematics (Express; Access All Areas; Numerate Citizen) AT3 – Music AT3 – Photographic and Digital Media | AT4 – English AT4 – Mathematics (Express; Access All Areas; Numerate Citizen) AT4 – Music AT4 - PDHPE AT4 – Science |
| Week 6 | AT3 –Elective History AT2 – Science | AT4- Drama AT4 – IT Multimedia AT4 – IT Timber AT4- Italian AT4 – Japanese AT4 – Photographic and Digital Media AT4 – Visual Arts |
| Week 7 | AT3 - HSIE AT3 – IT Multimedia | |
| Week 8 | AT3 – English | |
| Week 9 | AT3 – Drama AT3 - PASS AT3 – PDHPE AT3 – IT Timber AT3 – Visual Arts | |
| Week 10 | AT3- Elective Geography | |

ILLNESS/MISADVENTURE FLOWCHART

STUDENT IS ABSENT, DOES NOT COMPLETE TASK OR FAILS TO SUBMIT BY THE DUE DATE AND TIME



STEP ONE: Contact the School

- Students or parents/carers must inform the school on the day of the absence by phone or via email.
- For hand in tasks, students should submit the task via Microsoft Teams if possible.



STEP TWO: Obtain relevant documentation

- Students should obtain and complete an Illness/Misadventure Form. This is available in the Assessment Booklet, the Year Group Team and the school website. Hard copies are also available from the Administration Office and the Library.
- For ILLNESS, the student must also obtain a medical certificate from an independent medical practitioner stating the reason for illness and cover the period of absence.
- For MISADVENTURE, the student must also obtain a statement or any supporting documentation outlining the situation.



STEP THREE: On the return to school

- It is the student's responsibility to report to the Faculty Head Teacher of the subject and submit the completed Illness/Misadventure Form and accompanying documentation on the return to school.
- If possible, students may sit the examination or submit the assessment task before receiving the outcome of the application for Illness/Misadventure. The date will be negotiated between the Faculty Head Teacher and student.



STEP FOUR: Illness/Misadventure and Feedback

- The relevant Head Teacher will consider the Illness/Misadventure application and inform the student of the outcome.
- If the application is not accepted, students in years 7-9 will receive Unable to Assess and years 10-12 will receive zero marks.
- If the student wishes to appeal this decision, they must firstly discuss with the Head Teacher, and if unresolved, submit the Assessment Task Appeal Application Form to the Deputy Principal of the year group.



Illness / Misadventure Form

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/____

I wish to inform the school of the following circumstances which affected my performance in the above Assessment Task.

Please tick one (or more)

- Circumstances prior to the Assessment Task affected my preparation for this task
- I was absent or late on the day of the Assessment Task
- I was absent or late on the day before the Assessment Task
- I attempted the Assessment Task but was unable to complete it to my usual standard
- Other _____

Reason (if insufficient space, also write on the back of this page):

I have notified the Head Teacher of the subject of my absenteeism Yes / No

I have attached supporting documentation (eg. Medical Certificate) Yes / No

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF USE ONLY

Outcome

- Student is to be awarded 'Unable to Assess' or zero marks
- Student is to be awarded the grade they achieved in the Assessment Task
- Student is to hand in / sit for the Assessment Task on _____
- Student is to be given an estimated grade.

Comment:

Head Teacher Signature: _____ Date: ____/____/____

(Please print out and hand in to Head Teacher of the subject)