



Year 9 ASSESSMENT BOOKLET

2024



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.

PLAGIARISM

- Students must ensure that assignments are all their own work and that the work of others is appropriately presented and referenced in a bibliography. Plagiarised work will be awarded 'Unable to Assess'.
- The piece of work will need to be re-submitted for feedback only if it is found to be plagiarised.

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 must seek approval for leave from the Principal in advance by completing an Application for Extended Leave - travel 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. 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 will 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 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.
- 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 prior or in the morning of the day of when the task is due should provide a Doctor's Certificate to the school to certify their absence.

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.
- 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.

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 the morning of their return to school, students must take their Illness/Misadventure Form and relevant 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 Deputy Principal Wellbeing.

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 fulfil 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

- Shakespeare - *Macbeth*: Outcomes - EN5-URA-01, EN5-URB-01, EN5-ECB-01
- Auteur Study: Outcomes - EN5-ECA-01, EN5-URB-01
- Novel Study: Outcomes - EN5-URA-01, EN5-URB-01, EN5-ECA-01
- Genre Study – Horror: Outcomes - EN5-URC-01, EN5-ECA-01

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Shakespeare's <i>Macbeth</i>	Auteur Study	Novel Study	Yearly Examination
Task Type	Essay - In Class	Test - In class	Multimodal Presentation - Submitted	Formal examination
Due Date	Term 1, Week 11	Term 2, Week 5	Term 3, Week 9	Examination Week Term 4 Week 5
Assessment Outcomes	EN5-URA-01 EN5-URB-01 EN5-ECB-01	EN5-ECA-01 EN5-URB-01	EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-URC-01, EN5-ECA-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

- Changing Places (a) & Movement of Peoples
- Sustainable Biomes
- Australians at War – World War 1
- Making a Nation & Changing Places (b)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Changing Places & Movement of Peoples	Changing Places & Movement of Peoples	Sustainable Biomes	World War 1
Task Type	Source Test In class	Research Task Submitted	Research & Comparative Response Submitted	Essay In Class
Due Date	Term 1 Week 7	Term 2 Week 2	Term 2 Week 10	Term 3 Week 9
Assessment Outcomes	HT5-4, HT5-6, GE5-3	HT5-2, HT5-10, GE5-8	GE5-1, GE5-7	HT5-7, HT5-9

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 | <ul style="list-style-type: none"> • Properties of Geometric Figures • Linear Relationships • Statistics and Data Analysis • Probability • Quadratic Expressions and Algebraic Fractions • Non-Linear Relationships |
|---|---|

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Trigonometry and Financial Mathematics	Indices, Surds, Algebra and Equations	Properties of Geometrical Figures, Linear Relationships	Statistics and Data Analysis, Probability, Quadratic Expressions and Algebraic Fractions
Task Type	In-class	In-class	In-class	Formal Examination
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Examination Week 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-EQU-C-01	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	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-EQU-P-01, MA5-NLI-C-01

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 and Surds • Algebra and Equations | <ul style="list-style-type: none"> • Properties of Geometric Figures • Linear Relationships • Statistics and Data Analysis • Probability • Quadratic Expressions and Algebraic Fractions • Non-Linear Relationships |
|---|---|

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Trigonometry and Financial Mathematics	Indices, Surds, Algebra and Equations	Properties of Geometrical Figures, Linear Relationships	Statistics and Data Analysis, Probability, Quadratic Expressions and Algebraic Fractions
Task Type	In-class	In-class	In-class	Formal Examination
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Examination Week 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-EQU-C-01	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	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-EQU-P-01, MA5-NLI-C-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"> • Trigonometry • Financial Mathematics • Indices and Surds • Algebra and Equations | <ul style="list-style-type: none"> • Properties of Geometric Figures • Linear Relationships • Statistics and Data Analysis • Probability • Quadratic Expressions and Algebraic Fractions • Non-Linear Relationships |
|---|---|

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Trigonometry and Financial Mathematics	Indices, Surds, Algebra and Equations	Properties of Geometrical Figures, Linear Relationships	Statistics and Data Analysis, Probability, Quadratic Expressions and Algebraic Fractions
Task Type	In-class	In-class	In-class	Formal Examination
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Examination Week 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-EQU-C-01	MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-NLI-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
- Towards Independence
- My Best Self
- Empowering Individuals

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Seeking Help Task	Practical Task	Cultural Beliefs and Practices Task	Practical Task
Task Type	Submitted online	Ongoing in class	Submitted online	Ongoing in class
Due Date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 5	Term 4 Week 8
Assessment Outcomes	PD5-2	PD5-4	PD5-10	PD5-4

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, SC5-17CW)
- Light, Sound and Electricity (SC5-7WS, SC5-10PW, SC5-11PW)
- Body Coordination (SC5-9WS, SC5-14LW)
- Earth's spheres (SC5-5WS, SC5-13ES)
- Ecosystems (SC5-8WS, SC5-14LW)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Chemistry	Chemistry, Light, Sound and Electricity	Body Coordination	Chemistry, Light, Sound and Electricity, Body Coordination, Earth's Spheres, Ecosystems
Task Type	Scientific modelling and evaluation task	Half-yearly online exam during class	Oral presentation	Yearly written exam
Due Date	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Examination Week Term 4 Week 5
Assessment Outcomes	SC5-6WS, SC5-17CW	SC5-7WS, SC5-10PW, SC5-16CW, SC5-17CW	SC5-9WS, SC5-14LW	SC5-10PW, SC5-13ES, SC5-14LW, SC5-16CW, SC5-17CW

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

- Consumer and Financial Decisions
- Law, Society and Political Involvement
- Promoting and Selling
- The Economic and Business Environment

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Consumer and Financial Decisions	Law, Society and Political Involvement	Promoting and Selling	The Economic and Business Environment
Task Type	In-class presentation	Submission	Submission	Examination
Due Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Examination Week Term 4 Week 5
Assessment Outcomes	COM5-4, COM5-5	COM5-2, COM5-3	COM5-6, COM5-7	COM5-1, COM5-8

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

- Design Portfolio
- Phone Dock
- Plant Holder Storage Solution
- Designer Report

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Portfolio	Phone Dock	Designer Report	Plant Holder Storage Solution
Task Type	Project Design Portfolio	Project and management	Report	Project and Design Portfolio
Due Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	Term 4 Week 2
Assessment Outcomes	DT5- 2, DT5-7, DT5-9	DT5-6, DT5-9, DT5-10	DT5-3, DT5-4	DT5-7, DT5-10,

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

- Improvisation
- Melodrama
- Scripted Drama
- Playbuilding
- Acting to Camera

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Melodrama	Scripted Drama	Playbuilding	Acting to Camera
Task Type	Performance and written reflection	Performance and portfolio	Performance and written reflection	Submitted film and portfolio
Due Date	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 6
Assessment Outcomes	5.2.2 5.3.2	5.1.1 5.3.1	5.1.2 5.2.3	5.1.4 5.3.3

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 and Outcomes Covered

- **Thematic study** - Heroes and Villains: HTE5-1, HTE5-5, HTE5-6, 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 study 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 7	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, HTE5-8, HTE5-10

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	Task 4
Topic(s)	Food In Australia	Food Selection and Health	Food for Special Occasions	Food Equity
Task Type	Research Task submission	Topic Test	Catering Event	\$10 meal challenge
Due Date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9	Term 4 Week 7
Assessment Outcomes	FT5-1, FT5-7, FT5-9, FT5-13	FT5-6, FT5-7,	FT5-9, FT5-11,	FT5-1, 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

- Paddle pop Bridges
- CO2 Racers
- Mechanisms
- Engineering Report

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Paddle Pop Bridge	CO2 Racers	Mechanisms	All content
Task Type	Project and Engineering Report	Project and Engineering Report	Engineering Challenge and Report	Examination
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Examination Week Term 4 Week 5
Assessment Outcomes	IND5-2, IND5-6, IND5-7	IND5-3, IND5-5, IND5-8	IND5-4, IND5-5, IND5-6	IND5-8, IND5-9, IND5-10

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

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 7. 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 and Outcomes Covered

- Self Introduction
- Hobbie and Daily Routine
- Present and Past Experiences
- School Life
- Family and Neighbourhood

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Self Introduction	Hobbie and Daily Routine	Present and Past Experiences	School Life
Task Type	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)
Due Date	Term 1 Week 6	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 and Outcomes 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 3	Term 3 Week 5	Term 4 Week 6
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 and Outcomes Covered

- Body Systems and Energy for Physical Activity (PASS5-1, PASS5-2, PASS5-9, PASS5-10)
- Physical Fitness (PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10)
- Issues in Physical Activity and Sport (PASS5-3, PASS5-4, PASS5-10)
- Event Management (PASS5-5, PASS5-7, PASS5-8, PASS5-10)
- Alternate Games (PASS5-5, PASS5-7, PASS5-9)
- Martial Arts (PASS5-5, PASS5-7, PASS5-9)
- Bronze Medallion (PASS 5-5, PASS5-7, PASS5-9)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Body Systems Task	Physical Fitness Task	Drugs in Sport Task	Martial Arts/Aquatics Task
Task Type	In Class Task, Submitted Online	Ongoing in Class Task	Submitted Online	Ongoing in class
Due Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 3 Week 10
Assessment Outcomes	5-1	5.6	5-3	5-9

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

- Surrealism
- Portraiture
- Mechanics

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	History of Photography Critical and Historical Study	Surrealism Artmaking	Portraiture Artmaking	Mechanics d Artmaking
Task Type	Theoretical Research Task	Practical/Theory Task Submitted in class	Practical/Theory Task Submitted in class	Theory Task with accompanying Visual Arts Process Diary Submitted in class
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 5	Term 4 Week 6
Assessment Outcomes	5.7, 5.10	5.1, 5.2	5.3	5.4, 5.6

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)	The Portrait	Planet in Peril	Power of the Print	Power of the Print
Task Type	Artmaking: Portrait experimentations & Artist Statement Submitted in class	Artmaking: Sculptural artwork & Visual Arts Process Diary Submitted in class	Theory: Interactive Oral Assessment outlining students' topic, printmaking processes and their artmaking. Submitted and presented in class	Artmaking: Series of prints representing students' chosen topic of concern. Submitted in class
Due Date	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6
Assessment Outcomes	5.6	5.3	5.9	5.4

Work Education – Year 9

Subject overview

Work Education provides students with opportunities to develop knowledge and understanding of the world of work, including its dynamic and diverse nature. Students prepare for the working world by developing an understanding of the roles of education, training and employment, and an appreciation of the role of lifelong learning in career development and managing transitions. They develop transferable work-related skills, including interpersonal skills and entrepreneurial behaviours.

Topics Covered

- What is Work? (Core 1)
- Transitions and Wellbeing (Core 2)
- Managing Transitions (Option 2)
- Workplace Environment (Option 3)
- Communication and Collaboration (Core 3)
- Technology in the Workplace (Core 4)
- Workplace Safety (Core 5)
- Preparing for the Workforce (Option 5)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	What is Work? - Occupation Report Form (with scaffold sheet)	Transition and Wellbeing, Managing Transitions, Workplace Environment – CV and mock job application	Communication and Collaboration, Technology in the Workplace – Group presentation on workplace environments	Workplace Safety, Preparing for the Workforce –
Task Type	Submitted	In class activity	In class presentation	Online evaluation, with in class activity
Due Date	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 8
Assessment Outcomes	WE5-4 WE5-9	WE5-2 WE5-10	WE5-3 WE5-5	WE5-1 WE5-6

YEAR 9 ASSESSMENT OVERVIEW - SEMESTER ONE

	TERM 1	TERM 2
Week 1		
Week 2		AT1 – History Elective AT2 - HSIE
Week 3		AT2 – Music AT2 – Photographic and Digital Media
Week 4		AT2 – Mathematics (Express; Access All Areas; Numerate Citizen) AT2 – Science AT2 – Japanese
Week 5		AT2 – English AT2 – IT Multimedia
Week 6	AT1 - Japanese	AT2 – Commerce AT2 – Visual Arts AT2 – Work Education
Week 7	AT1 – HSIE AT1 – Science AT1 - Commerce AT1 – IT Multimedia	AT2 – D&T AT2 – Drama AT2 – PASS
Week 8	AT1 – PDHPE AT1 – D&T AT1 – Food Technology AT1 – IT Engineering AT1 – Music AT1 – PASS AT1 – Work Education	AT2 – IT Engineering
Week 9	AT1 – Drama	AT2 – History Elective
Week 10	AT1 – Mathematics (Express; Access All Areas; Numerate Citizen) AT1 – IT Timber AT1 – Photographic & Digital Media AT1 – Visual Arts	AT2 – PDHPE AT2 – Food Technology AT2 – IT Timber AT3 - HSIE
Week 11	AT1 - English	

YEAR 9 ASSESSMENT OVERVIEW - SEMESTER TWO

	TERM 3	TERM 4
Week 1		
Week 2		AT4 – D&T AT4 – History Elective
Week 3		
Week 4	AT3 – Japanese AT3 - PASS	
Week 5	AT3 – Mathematics (Express; Access All Areas; Numerate Citizen) AT3 – PDHPE AT3 – Music AT3 – Photographic and Digital Media	EXAMINATION WEEK AT4 – English AT4 – Mathematics (Express; Access All Areas; Numerate Citizen) AT4 – Science AT4 – Commerce AT4 – IT Engineering
Week 6	AT3 – Science	AT4- Drama AT4 – IT Multimedia AT4 – IT Timber AT4 - Japanese AT4 – Photographic and Digital Media AT4 – Visual Arts AT4 – Music
Week 7	AT3 – Commerce AT3 – D&T AT3 – Drama AT3 – History Elective AT3 – IT Multimedia AT3 – Work Education	AT4 – Food Technology
Week 8	AT3 – IT Engineering	AT4 – PDHPE AT4 – Work Education
Week 9	AT3 - English AT3 – Food Technology AT3 – IT Timber AT3 – Visual Arts AT4 - HSIE	
Week 10	AT4 - PASS	

APPENDIX

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 first day of 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.
- 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 on the day of 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'
- 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: ____/____/____