



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

Kelso High Campus



2024

Stage 5 - Year 9
Assessment Book

Contents

Principal’s Message.....	Page 3
Year 9 Requirements.....	Page 4
Life Skills.....	Page 4
NSW Higher School Certificate Minimum Standards.....	Page 5
Kelso High Campus Assessment Policies and Procedures.....	Page 6
Strategies to Assist with Assessments.....	Page 8
How to Write a Bibliography.....	Page 11
Year 9 Core Courses	Pages 12 - 21
Year 9 Elective Courses	Pages 22 - 42
Appendix	Page 43
Application for Extension Time & Illness/Misadventure Consideration Form	Page 44
Glossary of Key Words	Page 45
ALARM – Colour Coding Key	Page 46

2024 Stage 5 Year 9 Assessment

Principal's Message

Welcome to Year 9 and Stage 5! This is an important year for students – not only do electives begin but it is also the beginning of preparation for senior school and post school opportunities. Students will find that their teachers' expectations around work in class and at home increases and they will also be expected to take more individual responsibility for their own learning.

At the successful completion of Year 10 students will be able to attain a RoSA which stands for a Record of Student Achievement. This is a necessary requirement for progressing to Year 11 or an alternative educational setting such as TAFE, or entering the workforce. In order to attain a RoSA students must meet the following requirements as determined by the NSW Education Services Authority (NES):

- a) Follow each course;
- b) Apply themselves with diligence and sustained effort to the set tasks and experiences provided by the school and
- c) Achieve some or all course outcomes

This means that students must demonstrate that they are working consistently in class and at home to produce work that is reflective of their ability. It is also expected that attendance for each class will be at least 85% and that all assessment and class tasks will be submitted on time.

This booklet sets out exactly when each assessment task is due for each subject. Students with the support of their families are encouraged to use it as a reference to help plan and manage their time as effectively as possible.

Michael Sloan

Principal



Michael Sloan
Principal



Nathan Kenny
Deputy Principal Support



Karen Mortimore
Deputy Principal Year 9 (Rel)



Jenny Forster
Carers Adviser



Shaun Rowlands
Year 9 Adviser

2024 Stage 5 Year 9 Assessment

Year 9 Requirements

This assessment policy is based on NSW Education Standards Authority (NESA) and NSW Department of Education requirements. Detailed information is available on the NESA website

www.boardofstudies.nsw.edu.au where you will find links to:

- Stage 5 Assessment
- Stage 5 Syllabuses
- Record of School Achievement (RoSA) requirements
- NSW Higher School Certificate Minimum Standards

The NSW Department of Education Curriculum Policy Standards outline the requirements for public schools in NSW and can be found on the NSW Government – Education website via the following link:

<https://education.nsw.gov.au/policy-library/policies/pd-2005-0290>

Stage 5 Requirements

In NSW Department of Education schools, to complete Stage 5, students must:

- Satisfactorily complete mandatory hours in English, Mathematics, Science, History, Geography and PD/H/PE as per NESA requirements for a RoSA.
- Satisfactorily complete elective courses as mandated by the NSW Department of Education.

Life Skills

NESA has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

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

Special Provisions (for students with special needs)

<http://www.boardofstudies.nsw.edu.au/disability-provisions>

Disability provisions are available for a range of medical and learning conditions in the HSC. Where a student is likely to be granted disability provisions in the HSC year they may apply for provisions in Stage 5 examinations. For example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses may be approved for examination special provisions. Contact the Head Teacher Welfare for further information and application details.

2024 Stage 5 Year 9 Assessment

NSW Higher School Certificate Minimum Standards

All Year 12 students in NSW must reach the minimum standard of literacy and numeracy to receive a Higher School Certificate.

Set for success in everyday life

The standard is mapped against a nationally agreed standard of functional literacy and numeracy. It is part of a broader NSW Government strategy to support students to succeed in life and work. Students at risk of not demonstrating the standard will be identified early and supported to improve their reading, writing and numeracy skills.

Multiple opportunities to pass

Students can demonstrate they meet the standard by passing the online reading, writing and numeracy tests, which will be available for students to sit in:

- Year 10
- Year 11
- Year 12
- for up to five years after beginning their first Higher School Certificate courses.

Why have a minimum standard?

The best indicators of success (employment, higher salaries, and good health) rely on a student's literacy and numeracy skills.

Without targeted intervention and support to reach the standard, some students risk missing out on skills necessary for everyday life.

The minimum standard will prompt an early focus on literacy and numeracy, and help students meet progressive milestones. Advanced students will also benefit from an increased focus on literacy and numeracy by developing more sophisticated skills.

Students who don't meet the standard

All students should complete high school with a functional level of literacy and numeracy for everyday life and employment.

Students who don't demonstrate the standard will have five years after beginning their first Higher School Certificate courses to meet the minimum standard and receive a Higher School Certificate. They will receive a Record of School Achievement on leaving school.

While Mathematics will not be mandatory for Year 11 and 12, studying Mathematics General 1 is an option for students who need to improve their numeracy skills in order to meet the minimum standard.

Exemptions

Disability provisions will be available for the tests in line with existing provisions for the Higher School Certificate.

Some students, including those studying Life Skills courses in English and Mathematics, will be exempt from meeting the minimum standard.

Kelso High Campus Assessment Policies and Procedures

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Kelso High Campus we use a variety of assessment tasks to assess students' performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Most courses have between four and five assessment tasks. Tasks may be differentiated to meet a range of student needs however the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Regularly revise all work.
- Complete all assessment tasks.

Assessment and organisation

- Students will be given written notification of each assessment task with a minimum of two weeks' notice before the due date of the task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.
- Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.
- It is recommended that students make use of diaries, calendars and/or wall planners to organise their time.

Who can help with assessments?

1. The first person to ask for help is your class teacher – make sure you understand the task and ask questions about what is expected.
2. Norta Norta tutors are available to support ATSI students.
3. Other tutoring may be offered by individual faculties – ask Head Teachers.
4. If you are feeling overwhelmed, speak to someone – this may be another teacher, your Year Adviser or the School Counsellor.

2024 Stage 5 Year 9 Assessment

Honesty in assessment

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

- Malpractice includes, but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
 - building on the ideas of another person without reference to the source;
 - buying, stealing or borrowing another person's work and presenting it as your own;
 - submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
 - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
 - breaching school examination rules or using non-approved aides during an assessment task;
 - contriving false explanations to explain work not handed in by the due date; or
 - assisting another student to engage in malpractice.

Where there is evidence that a student has not submitted their own work a decision as to the consequence of malpractice will be determined by the faculty Head Teacher and Deputy Principal.

Task Submission Process

In Years 9 and 10 students must sign an assessment register to acknowledge they have received the task and sign again upon submission. The task will be handed to the class teacher during the lesson on the due date. **Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.**

Applications for extension of time and illness/misadventure consideration

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). Documentation (e.g. doctor's certificate or written declaration) should be provided.

Late submission of assessment tasks

Assessment work submitted late without written application (See Appendices for form) and approval will incur the following penalties:

1 school day late	20% deduction
2 school days late	40% deduction
3 school days late	60% deduction
More than three school days late	100% deduction

Any cases of illness or misadventure on the due date will be treated on a case by case basis in negotiation with the class and/or Head Teacher.

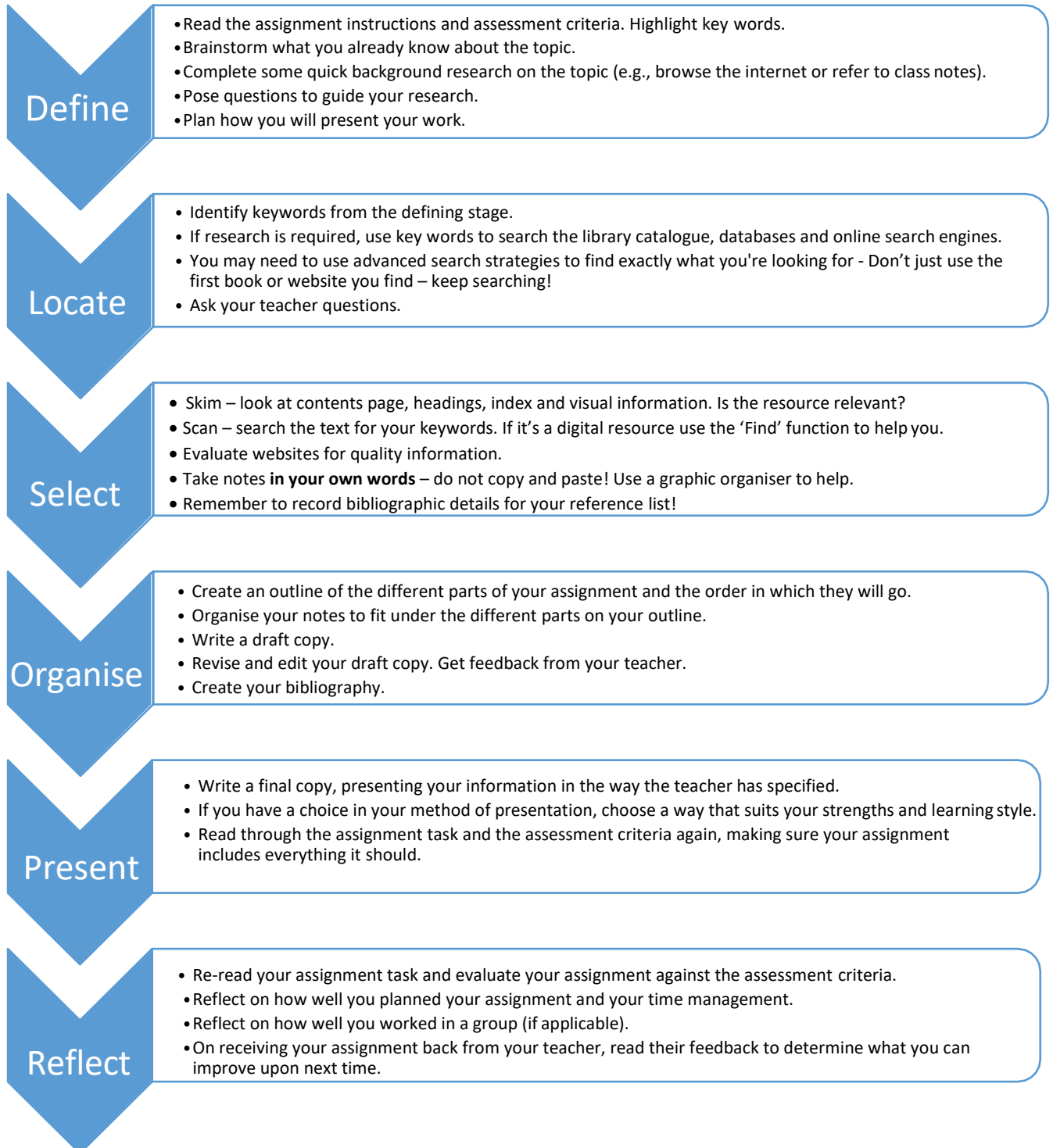
School reports

School reports will be issued twice a year in Term 2 and in Term 4.

2024 Stage 5 Year 9 Assessment

Strategies to Assist with Assessments

You should consider your assessment as a series of planned steps and stages – a work in progress!
Below is a flow chart to help you plan assessments and break tasks down to key steps.



2024 Stage 5 Year 9 Assessment

Improving your writing

This is an area many students find challenging. At Kelso High Campus we have been using the ALARM approach to build writing skills. ALARM stands for A Learning and Responding Matrix and this approach provides students with a framework to understand questions and structure their responses.

STEP ONE Understanding the question

You will be asked to respond to a range of questions throughout Stage 5. To understand what you need to write you should break the question down. Refer to the Glossary of Key Terms and ALARM colours to assist you here.

Steps for breaking down the question

- 1) **Circle** the verb – what do I need to do?
- 2) **Squiggly** line under the focus of the question.
- 3) **Highlight** the content – what do I need to know to answer the question?

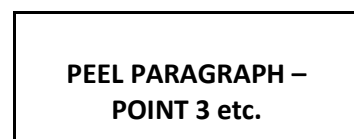
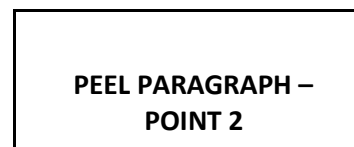
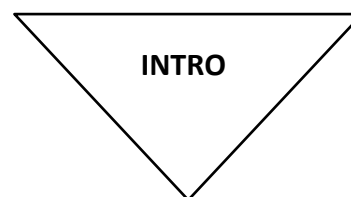
STEP TWO Writing your response

Forming an introduction

- What is your overall argument/thesis/response to the question?
- Give a summary of the ideas you will discuss in each PEEL paragraph (not a list!)

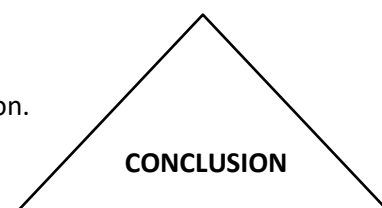
Paragraph structure

P	POINT	Topic sentence – what is the main point your paragraph will show.
E	EXPLAIN	Elaborate on your topic sentence by giving details that shows what is important about this point.
E	EVIDENCE/EXAMPLE	What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material.
L	LINK	Link back to the question – how does this point answer the question?



Conclusion

- Rewrite the question into a statement that directly answers the question.
- You should then give an overview of your main points.
- Try to write a closing statement that makes your point of view POP!



2024 Stage 5 Year 9 Assessment

What language should you use?

If you want to do this...	Try this instead...
Start your paragraph with firstly, secondly, thirdly...	Take it out! State your topic sentence directly.
Say 'I believe' & 'In my opinion' etc.	Use third person. Say 'this shows', 'this portrays', 'therefore', 'it is evident that', 'as a result' etc.
Long sentences with lots of commas	Keep sentences short and sharp.
Chunking lots of ideas/examples together	Every example should have its own explanation.

When you need to explain both sides of the argument

On the other hand...
Whereas...
However...
Alternatively...
In contrast,

When you need to explain cause and consequence

Therefore...
As a result...
One consequence of this was ...
This means that...
The impact of this was...
This caused ...

When you need to explain significance/importance

This was significant because...
Significantly...
The most important...
It can be argued that...
This was a turning point because...

Setting S.M.A.R.T. Goals

What do you want to achieve this year? Do better in your school assignments? Be more organized? We all work better when we have goals. However to be effective, you must have S.M.A.R.T. goals:

SPECIFIC Your goal must be clear and specific. What goal do you actually want to achieve?

MEASURABLE You must be able to measure progress towards your goal, in time or quantity. To check whether your goal is measurable, ask yourself such questions as how much, how often and can I measure my progress?

ACHIEVABLE You must be able to achieve your goal, with some effort.

REALISTIC You must be willing and able to work towards your goal.

TIME-FRAMED When do you want to achieve your goal? One month, one term? If you set a long term goal, it often helps to also set a series of short term goals to reach your longer term one. Try recording your goals somewhere. Look at them regularly to check your progress. This can really help!

How to write a bibliography

Some key terms

Referencing: acknowledging all the sources you have used when doing an assignment

Bibliography: the list of references used at the end of your assignment

Why reference?

- ✓ To show the **research** you have done for your task
- ✓ To **acknowledge** when you've used other people's words, ideas, data and images
- ✓ So other people can **locate** the sources of information you have used
- ✓ Academic honesty – to avoid **plagiarism**

How to List Sources Correctly in a Bibliography

There are lots of different methods of referencing and writing bibliographies, the one most commonly used in secondary schools is the **Harvard** or Author-Date system.

BOOK

Author(s) of book – family name and initials, Year of publication, *Title of book – italicised*, Edition, Publisher, Place of publication.

E.g: Paterson, D, Willoughby, D & Willoughby, S, 2001, *Civil Rights in the USA, 1863-1980*, Heineman, Melbourne

NEWSPAPER, MAGAZINE OR JOURNAL ARTICLE

Author(s) of journal article – family name and initials, Year of publication, 'Title of journal article – in single quotation marks', *Title of publication – italicised*, Volume, Issue or number, Page number(s).

Eg: Hagan, K, 2014, 'Salt remains the hidden killer in fast food', *Sydney Morning Herald*, April 2, 2014, p.21

WEB PAGE

Author(s) of page – (person or organisation), Year (page created or revised), *Title of page - italicised*, Publisher (if applicable), Place of publication (if applicable), viewed date, URL.

E.g: Australian Sport Commission, 2016, *AIS*, viewed 3 April, 2016, <http://www.ausport.gov.au/>

DVD or BLU-RAY

Author/Producer/Director Year, *Title - italicised*, Type of medium, Publisher, Place. E.g: Teplitzky, J, 2014, *The Railway Man*, feature film, Paramount Pictures, Australia

➤ Finally, all references should be listed in your bibliography in **alphabetical order** by the author(s) names

Good websites for tips on referencing

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills/bibliographies/write-your-bibliography> <http://www.library.usyd.edu.au/elearning/learn/referencing/index.php>
<http://amow.boardofstudies.nsw.edu.au/module2/module2.html>

Online bibliography generators

Cite this for me:

<https://www.citethisforme.com/Bibme>:

<http://www.bibme.org/>

Refme: <https://www.refme.com/au/referencing-generator/harvard/>

Year 9

Core Courses

- English
- Geography
- History
- Mathematics
- Personal Development, Health & Physical Education
- Science
- Work Education

2024 Stage 5 Year 9 Assessment

Subject: Year 9 English

Head Teacher: J Adams

Course Objectives:

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. 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. 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.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Task Distributed	Task Due	Task	Weight	Outcomes
Term 1 Week 6	Term 1 Week 10	Task 1: Memoir	25%	EN5-ECA-01
Term 3 Week 6	Term 3 Week 9	Task 2: Extended response	25%	EN5-URA-01

Additional Course Information: Year 9 students will be assessed formally twice. The rest of their assessment will be taken from their classwork.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Geography

Head Teacher: M Wood (Rel)

Course Objectives:

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments
- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 3 Week 3	Term 3 Week 9	Task 1: Sustainable Biomes	40%	Research investigation and ICT presentation		GE5-3 GE5-5 GE5-7 GE5-8
Term 4 Week 2	Term 4 Week 5	Task 2: Changing places	40%	Skills and written responses		GE5-2 GE5-3 GE5-7
Ongoing	Ongoing	Task 3: Application and Classwork	20%	Demonstration of application, task completion, and engagement		All

Additional Course Information: Students will complete a Yearly Examination in Term 4

Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet

2024 Stage 5 Year 9 Assessment

Subject: Year 9 History

Head Teacher: M Wood (Rel)

Course Objectives:

Students:

- develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
- develop skills to undertake the process of historical inquiry
- develop skills to communicate their understanding of history.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 3	Term 1 Week 7	Task 1: Movement of Peoples and Making a Nation	40%	Knowledge and source interpretation		HT5-1 HT5-2 HT5-6 HT5-9
Term 2 Week 1	Term 2 Week 5	Task 2: Australians at War	40%	Historical investigation and source analysis		HT5-5 HT5-7 HT5-9 HT5-10
Ongoing	Ongoing	Task 3: Classwork and Application	20%	Demonstration of application, task completion, and engagement		All

Additional Course Information: Students will complete a Yearly Examination in Term 4

Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Mathematics Foundation (New Syllabus) Head Teacher: M Anderson

Course Objectives:

The aim of Mathematics 7–10 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. Students who require ongoing support in completing these outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 6	Term 1 Week 8	Task 1: Topic Test	20%	Term 1 course content	In class test	FIN DAT
Term 2 Week 6	Term 2 Week 8	Task 2: Topic Test	30%	Term 2 course content	In class test	ARE SUA VOL
Term 3 Week 6	Term 3 Week 8	Task 3: Topic Test	20%	Term 3 course content	In class test	RAT TRG
Term 4	Term 4 Week 7	Task 4: Yearly Examination	30%	All course content covered in 2024	Yearly Examination	All the above

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Mathematics Standard (New Syllabus) Head Teacher: M Anderson

Course Objectives:

The aim of Mathematics 7–10 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. Successful understanding of the outcomes provides students with the foundation for Mathematics Standard 2 in Stage 6.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 6	Term 1 Week 8	Task 1: Topic Test	20%	Term 1 course content	In class test	FIN ARE
Term 2 Week 6	Term 2 Week 8	Task 2: Topic Test	30%	Term 2 course content	In class test	IND EQU LIN
Term 3 Week 6	Term 3 Week 8	Task 3: Topic Test	20%	Term 3 course content	In class test	TRG SUA VOL
Term 4	Term 4 Week 7	Task 4: Yearly Examination	30%	All course content covered in 2024	Yearly Examination	All the above

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Mathematics Advanced (New Syllabus) Head Teacher: M Anderson

Course Objectives:

The aim of Mathematics 7–10 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. Successful understanding of the Core outcomes provides students with the foundation for Mathematics Standard 2 in Stage 6. The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5 and successful understanding of this should prepare students for Mathematics Advanced and Extension 1.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 6	Term 1 Week 8	Task 1: Topic Test	20%	Term 1 course content	In class test	FIN ARE
Term 2 Week 6	Term 2 Week 8	Task 2: Topic Test	30%	Term 2 course content	In class test	IND EQU LINL
Term 3 Week 6	Term 3 Week 8	Task 3: Topic Test	20%	Term 3 course content	In class test	TRG SUA VOL
Term 4	Term 4 Week 7	Task 4: Yearly Examination	30%	All course content covered in 2024	Yearly Exam	All the above

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 PDHPE

Head Teacher: Z Macpherson

Course Objectives:

Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- enact and strengthen health, safety, wellbeing and participation in physical activity
- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions
- move with confidence, competence and creativity across various physical activity contexts
- value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 7	Term 1 Week 9	Assessment Task 1	20%	Extended response task		PD5-1 PD 5-9
Term 1 Week 9	Term 1 Week 9	Term 1 Topic Test	5%	Term 1 course content		PD5.5-1 PD%-0
Term 2 Week 6	Term 1 Week 6	Term 2 Topic Test	5%	Term 2 course content		PD5-1 PD 5-9
Term 3 Week 2	Term 3 Week 4	Assessment Task 2	20%	Research task		PD5-8
Term 1 Week 1	Ongoing	Assessment of participation and skill development in practical PE classes	50%	Skill development and participation		PD5-10

Additional Course Information: Students will complete a written Yearly Examination in Term 4.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 SCIENCE

Head Teacher: J Lawler

Outcomes Being Assessed:

Students develop:

- knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.
- knowledge, understanding of and skills in applying the processes of working scientifically.
- an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.
- a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 7	Term 1 Week 11	Task 1: Student Investigation	35%	Living World – Ecosystems	In and out of class	SC5-14LW SC5-4WS SC5-6WS SC5-7WS SC5-8WS
Term 2 Week 6	Term 2 Week 9	Task 2: Research Task	30%	Chemical World – Atom & Periodic Table	Out of class	SC5-16CW SC5-7WS SC5-9WS
Term 3 Week 6	Term 3 Week 8	Task 3: Practical Task	35%	Physical World – Energy Transfer & Electricity	In class practical	SC5-10PW SC5-11PW SC5-6WS SC5-7WS
Term 4 Week 7	Term 4 Week 7	Task 4: Yearly Examination		Living World Chemical World Physical World Earth & Space Working Scientifically	Yearly Examination	SC5-10PW SC5-11PW SC5-12ES SC5-14LW SC5-16CW SC5-(4WS-9WS)

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Work Education

Head Teacher: M Feening

Course Objectives:

Knowledge and understanding: Students develop knowledge and understanding of:

- the world of work
- roles of individuals and diverse organisations within the local and Australian community
- the role of education, employment and training in planning and managing transitions.

Skills: Students develop:

- skills related to workplace contexts, entrepreneurship and managing transitions
- research and communication skills that relate to the world of work.

Values and attitudes: Students value and appreciate:

- the importance of lifelong learning and its role in planning future pathways
- the benefits of collaboration and the contribution of diverse organisations to the community
- the significance of applying ethical, responsible and accountable practices in work and the community for individuals and organisations.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 8	Term 1 Week 10	Task 1: What is Work? Term 1 Quiz	15%	Quiz Test in class.	To be completed in class time during week 10 via the Google classroom	WE5-1, WE5-3 WE5-4, WE5-5 WE5-6, WE5-9 WE5-10
Term 2 Week 4	Term 2 Week 9	Task 2: Preparing for the Workplace Portfolio, Resume and Cover Letter Task	30%	Portfolio package for Mock Job Application	Consists of 4 Parts and will be worked on as content in class to be completed and submitted by end of Week 9	WE5-2, WE5-5 WE5-6, WE5-7 WE5-8, WE5-9 WE5-10
Ongoing	Ongoing Terms 1 and 2	Application and Classwork	10%	Completion and submission of classwork, application and engagement in learning tasks		ALL
Term 3 Week 1	Term 3 Week 3	Task 3: Mandatory Work Experience Training and Safe @ Work Certificate	20%	Successful completion of BOTH My Work Experience Training and Safe@ Work Training Certificates	Completed online via Link in classroom during allocated lessons.	WE5-2, WE5-3 WE5-4, WE5-7 WE5-9, WE5-10
Term 3 Week 6	Term 4 Week 9	Task 4: Workplace Safety Term 3 and 4 Quiz	15%	Content knowledge and skills of Preparing for the Workplace and Workplace Safety and First Aid	To be completed in class time during week 9 via the Google classroom.	WE5-2, WE5-3 WE5-4, WE5-7 WE5-9, WE5-10
Ongoing	Ongoing Terms 3 and 4	Workplace Communication Application and Classwork	10%	Completion and submission of classwork, application and engagement in learning tasks		ALL

Additional Course Information: Students must complete ALL Mandatory Training in Term 4

Assessment tasks must be submitted to: Class teacher and via Work Education Google Classroom– see submission instructions on task sheet

Year 9

Elective Courses

- Aboriginal Studies
- Agriculture
- Child Studies
- Commerce
- Computing Technology (Both)
- Dance (BHC)
- Drama (BHC)
- Food Technology
- History Elective
- Industrial Technology – Automotive
- Industrial Technology – Metal
- Industrial Technology – Timber
- Information and Software Technology
- iSTEM
- Japanese
- Marine Studies
- Music (BHC)
- Photography
- Physical Activity and Sports Studies
- Visual Arts

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Aboriginal Studies

Line B

Head Teacher: M Wood (Rel)

Course Objectives:

Students will develop:

- knowledge, understanding and appreciation of similarities and diversity in Aboriginal identities, communities and cultural expression
- understanding and appreciation of the importance of Aboriginal autonomy to Australia’s future
- understanding and appreciation of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies>

Task Distributed	Task Due	Task	Weight	Topic	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Perspective Response Narrative	25%	Core 1: Aboriginal Identities	AST5-1 AST5-2 AST5-4 AST5-5 AST5-6
Term 2 Week 3	Term 2 Week 9	Task 2: Research Report	25%	Option 8: Aboriginal Peoples and Sport	AST5-6 AST5-7 AST5-8 AST5-9
Term 3 Week 1	Term 3 Week 9	Task 3: Visual Art Piece and Description	25%	Option 2: Aboriginal Peoples and the Visual Arts	AST5-1 AST5-3 AST5-5 AST5-8 AST5-10
Term 4 Week 1	Term 4 Week 5	Task 4: Case Study Report and Response	25%	Option 9: Aboriginal Peoples’ Interaction with Legal and Political Systems	AST5-2 AST5-4 AST5-6 AST5-9 AST5-11

Additional Course Information: The subject is a Year 9/10 composite class.

Assessment tasks must be submitted to: Google Classroom or hard copy to classroom teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Agriculture

Line D

Head Teacher: J Lawler

Course Objectives:

Students develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing collaborative and safe work practices in agricultural contexts

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 7	Term 1 Week 10	Practical Task	40%	Beef Cattle	In class practical and test	AG5-1, AG5-4 AG5-5, AG5-7 AG5-9, AG5-13 AG5-14
Term 2 Week 6	Term 2 Week 9	Topic Test	30%	Introduction to Agriculture	In class test	AG5-1, AG5-2 AG5-3, AG5-4 AG5-8, AG5-13
Term 3 Week 6	Term 3 Week 9	Research Task	30%	Poultry	In and out of class components	AG5-2, AG5-4 AG5-7, AG5-10 AG5-12
	Term 4 Week 7	Yearly Exam		Beef Cattle Introduction to Agriculture Poultry Vegetables	Examination conditions	AG5-1 – AG5-14

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Child Studies

Line D

Head Teacher: Z Macpherson

Course Objectives:

Students develop:

- knowledge and understanding of child development from preconception to the early years
- knowledge, understanding and skills required to influence the growth, development and wellbeing of children
- skills in researching and evaluating issues related to child development
- an appreciation of the role of positive parenting and caring has on a child's wellbeing
- an appreciation of the positive impact that significant others play in the growth and development of children

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 5	Term 1 Week 8	Task 1: Assessment Task 1	35%	Research task		CS5-12
Term 2 Week 4	Term 2 Week 6	Task 2: In-Class Assessment	30%	Project based task		CS5-1,2,3
Term 3 Week 2	Term 3 Week 5	Task 3: Assessment Task 2	35%	In-class task – Extended Response		CS5-10,11

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Commerce

Line D

Head Teacher: M Wood (Rel)

Course Objectives:

Students develop knowledge and understanding of:

- consumer, financial, economic, business, legal, political and employment matters

Students develop skills in:

- decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues
- effective research and communication
- working independently and collaboratively

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>

Task Distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week	Term 1 Week 10	Task 1: Consumer and Financial Decision	25%	Research Task		COM5-1 COM5-4 COM5-5 COM5-6 COM5-7 COM5-9
Term 2 Week 1	Term 2 Week 6	Task 2: Investing Task	15%	Portfolio response		COM5-1 COM5-4 COM5-6 COM5-8
Ongoing	Ongoing Terms 1 & 2	Application and Classwork	10%	Completion of classwork, application and engagement in learning tasks		ALL
Term 3 Week	Term 3 Week 9	Task 3: Economic and Business Environment	20%	Content knowledge and skills		COM5-1 COM5-2 COM5-8 COM5-9
Term 4 Week 1	Term 4 Week 5	Task 4: Business in the Quad	20%	Workbook and market stall business	Individual workbook and groupwork market stall components	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8 COM5-9
Ongoing	Ongoing Terms 3 & 4	Application and Classwork	10%	Completion of classwork, application and engagement in learning tasks		ALL

Additional Course Information: Students will complete a Yearly Examination in Term 4

Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Computing Technology (New Syllabus) (BHC) Line B Head Teacher: P Ford

Outcomes being assessed:						
EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology.						
COM-01 communicates ideas, processes and solutions using appropriate media						
DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions						
THI-01 applies computational, design and systems thinking to the development of computing solutions						
DAT-02 acquires, represents, analyses and visualises simple and structured data						
SAF-01 elects and applies safe, secure and responsible practices in the ethical use of data and computing technology						
COL-01 manages, documents and explains individual and collaborative work practices						
OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language						
DES-01 designs and creates user interfaces and the user experience						
The outcomes for this course can found in the syllabus via the following link: https://www.nsw.gov.au/education-and-training/nesa/news/all/new-computing-technologies-7-12-syllabuses						
Task Distributed	Task Due	Task	Weight	Topic	Additional Task Information	Outcomes
Term 1 Week 7	Term 1 Week 10	Task 1: Written Task	15%	Enterprise Systems		EVL-01 CPM-01
Term 2 Week 1	Term 2 Week 4	Task 2: Formative Assessment	35%	Enterprise Systems		DPM-01 DAT-01 COM-01 THI-01 DAT-02
Term 2 Week 8	Term 3 Week 4	Task 3: Research Task and Formative Assessment	15%	Creating Games and Simulations		EVL-01 THI-01
Term 3 Week 7	Term 4 Week 4	Task 4: Formative Assessment	35%	Creating Games and Simulations		DPM-01 COL-01 COM-01 OPL-01 DES-01
Additional Course Information:						
Assessment tasks must be submitted to: Class teacher						

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Computing Technology (New Syllabus) (KHC) Line A

Head Teacher: W Maloney

<p>Course Objectives: The study of Computing Technology in Years 7–10 enables students to</p> <ul style="list-style-type: none"> • become safe and responsible users of computing technologies and developers of innovative digital solutions • develop an understanding of the interrelationships between technical knowledge, social awareness and project management • develop their ability to think creatively to produce and evaluate products • develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies <p>Outcomes being assessed: Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: https://curriculum.nsw.edu.au/learning-areas/tas/computing-technology-7-10-2022/overview</p>						
Task Distributed	Task Due	Task	Grade or Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 3	Term 2 Week 8	Task 1:	A to E	Part 1- Identifying and defining (15%) Part 2 - Research and planning (25%) Part 3 - Producing and implementing (40%) Part 4 – Testing and evaluating (20%)	Formative assessment, each part will be completed in class throughout the topic	CT5-DAT-01 CT5-DAT-02 CT5-THI-01 CT5-COM-01
Term 3 Week 1	Term 4 Week 7	Task 2	A to E	Part 1- Identifying and defining (15%) Part 2 - Research and planning (25%) Part 3 - Producing and implementing (40%) Part 4 – Testing and evaluating (20%)	Formative assessment, each part will be completed in class throughout the topic.	CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT-OPL-01
<p>Additional Course Information: Assessment tasks must be submitted to: Class teacher</p>						

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Dance (BHC)

Line B

Head Teacher: V Manock

Outcomes being assessed:

- 5.1.1** demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2** demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3** demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1** explores the elements of dance as the basis of the communication of ideas
- 5.2.2** composes and structures dance movement that communicates an idea
- 5.3.1** describes and analyses dance as the communication of ideas within a context
- 5.3.2** identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3** applies understandings and experiences drawn from their own work and dance works of art

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10>

Task Distributed	Task Due	Task	Weight	Topic	Additional Task Information	Outcomes
Term 1 Week 3	Term 1 Week 7	Task 1: Composition	15%	Spatial Elements		5.2.1 5.2.2
Term 1 Week 8	Term 2 Week 6	Task 2: Performance Appreciation	35%	Contemporary Dance and History Test		5.1.1 5.1.3 5.3.1 5.3.3
Term 2 Week 7	Term 3 Week 6	Task 13 Composition	15%	Film		5.2.1 5.2.2 5.3.3
Term 3 Week 8	Term 4 Week 5	Task 4: Performance Appreciation	35%	Musical Theatre and Dance Analysis		5.1.1 5.1.2 5.1.3 5.3.2 5.3.3

Additional course information: This is a combined Year 9 and 10 class.

Assessment tasks must be submitted to: The class teacher by the due date specified in each Assessment Notification

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Drama (BHC)

Line B

Head Teacher: V Manock

Outcomes being assessed:

- 5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
- 5.2.1** applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2** selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3** employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2** analyses the contemporary and historical contexts of drama
- 5.3.3** analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

Task Distributed	Task Due	Task	Weight	Topic	Additional Task Information	Outcomes
Term 1 Week 2	Term 1 Week 9	Task 1: Creating and Appreciation	30%	Research Task		5.1.1 5.1.3 5.1.4 5.3.2
Term 1 Week 9	Term 2 Week 5	Task 2: Creating and Performing	25%	Group Performance: Dramatic Forms		5.1.2 5.1.3 5.2.1 5.2.3
Term 2 Week 9	Term 3 Week 5	Task 3: Creating and Performing	25%	Monologue: Performance Style		5.1.2 5.1.3 5.2.1 5.2.2
Term 4 Week 1	Term 4 Week 5	Task 4: Appreciation	20%	Yearly Examination		5.3.1 5.3.2 5.3.3

Additional course information: This is a combined Year 9 and 10 class.

Assessment tasks must be submitted to: The class teacher by the due date specified in each Assessment Notification

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Food Technology Lines A, B + D Head Teacher: William Maloney

Course Objectives:

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019>

Task Distributed	Task Due	Grade	Task	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 8	Term 1 Week 11	A to E	Assignment - Food Selection and Health	Written Task		FT5-9 FT5-12
Term 2 Week 2	Term 2 Week 4	A to E	Practical Skills Exam	Students will be assessed on: <ul style="list-style-type: none"> • Preparation techniques • Workflow • Hygiene • Safety • Quality of the end product • Management of work area 	Students will be given the recipe 2 weeks prior to that examination and will complete the task individually.	FT5-1
Term 3 Week 3	Term 3 Week 5	A to E	Practical Skills Exam	Students will be assessed on: <ul style="list-style-type: none"> • Preparation techniques • Workflow • Hygiene • Safety • Quality of the end product • Management of work area 	Students will be given the recipe 2 weeks prior to that examination and will complete the task individually.	FT5-5 FT5-11
Term 3 Week 10	Term 4 Week 3	A to E		Written Task with practical component		FT5-8 FT5-13

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 History Elective Line D

Head Teacher: M Wood (Rel)

Course Objectives:						
The aim of the History Elective is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.						
Outcomes being assessed:						
Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:						
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10						
Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 6	Term 1 Week 8	Task 1: Local History	30%	Multimodal Presentation		HT5-1 HT5-2 HT5-6 HT5-7 HT5-8
Term 2 Week 4	Term 2 Week 6	Task 2: Heroes and Villains	30%	Essay Task		HT5-1 HT5-5 HT5-6 HT5-8 HT5-9 HT5-10
Term 3 Week 5	Term 3 Week 7	Task 3: Medieval Europe	30%	Source Portfolio		HT5-1 HT5-3 HT5-4 HT5-8 HT5-10
Ongoing	Ongoing	Bookwork and Application	10%			
Additional Course Information: Students will complete a Yearly Examination in Term 4						
Assessment tasks must be submitted to: Class teacher – see submission instructions on task sheet						

2024 Stage 5 Year 9 Assessment

Subject: Industrial Technology Automotive – Year 9 Line D Head Teacher: W Maloney

Course Objectives:

Students:

- develop knowledge and capability in applying Work Health and Safety and risk-management procedures and practices
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- appreciate the contribution and impact of innovation and technologies on leisure, lifestyle, work and further learning
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Grade	Assessment components	Outcomes (See Syllabus)
Term 1 Week 2	Term 2 Week 5	Task 1: Practical Project and associated portfolio Projects include: Disassemble, identify key components and reassemble a single cylinder engine	A to E	Practical focus: <ul style="list-style-type: none"> • Follows safe work practices • Uses hand tools to produce practical projects Portfolio focus: <ul style="list-style-type: none"> • Research of hand and power tools and techniques • Sketches • Safety Tests 	IND5-1 IND5-3
Term 2 Week 4	Term 2 Week 6	Task 2: Practical Skills Exam & Evaluation	A to E	Project evaluation	IND5-3 IND5-8
Term 3 Week 2	Term 4 Week 5	Task 3: Practical Project and evidence portfolio. Projects include: Service and make minor repairs to a multi cylinder engine	A to E	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • Project planning including use of check lists, parts lists, costings and time/action plans • Research of tools, procedures and technologies • Justification of selection of materials and consumables for specific applications 	IND5-2 IND5-3 IND5-4 IND5-5

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Industrial Technology Metal – Year 9 Line D Head Teacher: W Maloney

Course Objectives:

Students:

- develop knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- develop knowledge and skills in the design and production of practical projects
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop understanding to transfer knowledge and skills to other experiences
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Grade	Assessment Components	Outcomes
Term 1 Week 2	Term 2 Week 5	Task 1: Observation checklist of practical skills and communication techniques Projects include: Sheetmetal Tool Carryall Turned Centre Punch and associated workbook	A to E	Practical Focus: <ul style="list-style-type: none"> • Follows safe work practices • Uses hand tools to produce practical projects Theory Focus: <ul style="list-style-type: none"> • Research of hand and power tools and techniques • Safety Tests • Project communication 	IND5-1 IND5-3
Term 2 Week 6	Term 2 Week 6	Task 2: Practical Skills Exam and Evaluation	A to E	Project evaluation	IND5-3 IND5-8
Term 3 Week 2	Term 4 Week 3	Task 3: Practical Project and evidence portfolio Projects include: Campfire BBQ and Sheetmetal Case	A to E	Students are to compile examples of their work demonstrating specific skills such as <ul style="list-style-type: none"> • Project planning including sketches, cutting lists, costing and time/action plans • Design modifications • Research of materials, processes and technologies • Justification of selected materials for specific applications 	IND5-2 IND5-3 IND5-4 IND5-5

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Industrial Technology TimberLine A Head Teacher: W Maloney

Course Objectives:

- develop knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- develop knowledge and skills in the design and production of practical projects
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop understanding to transfer knowledge and skills to other experiences
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task Distributed	Task Due	Task	Grade	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 2	Term 2 Week 4	Task 1: Documentation of production process and communication techniques Projects include: <ul style="list-style-type: none"> • Chopping Board • Step Stool 	A to E	Practical focus: <ul style="list-style-type: none"> • Follows safe work practices. • Use of hand tools to produce practical projects • Resource management Theory focus: <ul style="list-style-type: none"> • Research of hand and power tools and techniques • Safety Tests • Project communication 	13 weeks	IND5-1 IND5-3 IND5-9
Term 2 Week 5	Term 3 Week 7	Task 2: Practical Skills Development <ul style="list-style-type: none"> • Turned green timber bowl • Box with inlays 	A to E	Students document and evaluate the process of developing	13 weeks	IND5-2 IND5-3 IND5-6 IND5-8
Term 3 Week 8	Term 4 Week 5	Task 4: Practical project and evidence portfolio Projects may include: <ul style="list-style-type: none"> • Folding stool/table 	A to E	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • Project planning including sketches, cutting lists, costing and time/action plans • Design modifications • Research of materials, processes and technologies • Justification of selected materials for specific applications 	8 weeks	IND5-3 IND5-4 IND5-5 IND5-7

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task. Students will complete a Yearly Examination in Term 4.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 iSTEM

Line B

Head Teacher: W Maloney

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/istem#/asset2>

Task Distributed	Task Due	Task	Grade	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 10	Task 1	30%	Portfolio Practical project		ST5-3
Term 2 Week 4	Term 2 Week 10	Task 2	35%	Portfolio Practical project		ST5-4 ST5-6
Term 3 Week 4	Term 4 Week 5	Task 3	35%	Portfolio Practical project		ST5-2 ST5-7

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Japanese

Line A

Head Teacher: M Wood (Rel)

Outcomes Being Assessed:

Students:

- • develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning
- obtain, process and respond to information through a range of spoken, written, digital and/or multimodal texts.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 5	Term 1 Week 7	Task 1: Me, my friends, our spare time	30%	Reading and writing		LJA5-2 5-3C 5-4C 5-6U
Term 2 Week 2	Term 2 Week 4	Task 2: My house, my home	30%	Listening and speaking		LJA5-1C 5-5U 5-8U
Term 3 Week 6	Term 3 Week 8	Task 3: My busy life	30%	Reading and writing		LJA5-6U 5-7U 5-9U
Ongoing	Ongoing	Classwork & Application	10%			All

Additional Course Information:

Assessment tasks must be submitted to: Class teacher (Ms R Alliband) – see submission instructions on task sheet

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Marine Studies

Line B

Head Teacher: J Lawler

Course Objectives:

Students:

- develop an understanding of the marine and freshwater environments in terms of threats, conservation and management of these fragile ecosystems
- engage with hands on, student led learning that develops their sense of curiosity and critical thinking.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019>

Task Distributed	Task Due	Task	Weight	Topic	Outcome (see syllabus)
Term 1 Week 5	Term 1 Week 10	Task 1: Marine Explorers Journal	50%		MAR5-1 MAR5-2 MAR5-3 MAR5-7 MAR5-9 MAR5-10 MAR5-11 MAR5-13 MAR5-14
Term 3 Week 1	Term 3 Week 8	Task 2: Personal Interest Project	50%		MAR5-1 MAR5-7 MAR5-14

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Music (BHC)

Line B

Head Teacher: V Manock

Outcomes being assessed:

- 5.1** performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2** performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3** performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5** demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5** notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6** uses different forms of technology in the composition process
- 5.7** demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8** demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9** demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10** demonstrates an understanding of the influence and impact of technology on music
- 5.11** demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10>

Task Distributed	Task Due	Task	Weight	Topic	Addition Task Information	Outcomes
Term 1 Week 2	Term 1 Week 10	Task 1: Composition	30%	Music & Technology		5.4, 5.5 5.6, 5.10 (5.11, 5.12)
Term 2 Week 1	Term 2 Week 6	Task 2: Musicology	10%	Music of a Culture		5.7, 5.8 5.9 (5.11, 5.12)
Term 3 Week 1	Term 3 Week 10	Task 3: Musicology and Performance	25%	Music for Radio, Film, Television & Multimedia		5.1, 5.2 5.3, 5.7 (5.11, 5.12)
Term 4 Week 1	Term 4 Week 5	Task 4: Aural Performance	35%	Australian Music		5.1, 5.2 5.8, 5.9 (5.11, 5.12)

Additional Course Information: Students will be required to do practical and perform on either voice or an instrument as part of the Year 9 Music elective course/

Assessment tasks must be submitted to: The class teacher by the due date specified in each Assessment Notification.

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Physical Activity and Sports Studies

Line A and B

Head Teacher: Z Macpherson

Course Objectives:

Students:

- develop a foundation for efficient participation and performance in physical activity
- develop knowledge and understanding of the contribution of physical activity and sport to wellbeing
- develop personal skills to participate in physical activity and sport with confidence
- develop a commitment to lifelong participation in physical activity and sport
- recognise the value contributions of physical activity and sport have to wellbeing and society

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes (See Syllabus)
Term 1 Week 2	Term 1 Week 10	Assessment Task 1	25%	In-class task		PASS5-1
Term 3 Week 2	Term 3 Week 10	Assessment Task 2	25%	Research Task (Assignment)		PASS5-6 PASS5-8
Term 1 Week 1	Ongoing	Assessment of participation and skill development in practical PE classes	50%	Skill development and participation		PASS5-5

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Photography & Digital Media Line B

Head Teacher: S Ash

Course Objectives:

- to develop technical and conceptual skills in the making of works for Photography
- to engage in talking and writing critically about photography and digital media
- to engage in talking and writing about photographers and their work.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

https://educationstandards.nsw.edu.au/wps/wcm/connect/f5c29bd6-86ab-4ed3-9a3c-80f40ca52bde/photo_dig_media_710_syl.pdf?MOD=AJPERES&CVID=

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 8	Task 1: Camera Obscura Research Task	10%	Camera obscura	Take home research task	5.7 5.8 5.9 5.10
Term 1 Week 4	Term 1 Week 10	Task 2: Portfolio of photographs	20%	Wet and digital photography based on the history of photography	In class work	5.1 5.2 5.3 5.4 5.5 5.6
Term 2 Week 2	Term 2 Week 5	Task 3: Steve McCurry Research Task	10%	Historical and critical study based on unit of study	Take home research task	5.7 5.8 5.9 5.10
Term 2 Week 1	Term 2 Week 10	Task 4: Portfolio of photographs	20%	Digital photography based on composition	In class work	5.1 5.2 5.3 5.4 5.5 5.6
Term 3 Week 1	Term 4 Week 4	Task 5: Portfolio of photographs	40%	Digital photography SLR function and Photoshop	In class work	5.1 5.2 5.3 5.4 5.5 5.6

Additional Course Information: It is beneficial for each student to have their own SD card with their name on it, as well as an A4 plastic sleeved folder.

Assessment tasks must be submitted to: Class teacher

2024 Stage 5 Year 9 Assessment

Subject: Year 9 Visual Arts

Line A

Head Teacher: S Ash

Course Objectives:

- to develop technical and conceptual skills in the making of Visual Arts
- to engage in the talking and writing about works of art
- to engage in the talking and writing about artists and art histories.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be found in the syllabus via the following link:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Task Distributed	Task Due	Task	Weight	Assessment Components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Written Task	15%	Historical and critical study based on unit of study		5.7 5.8 5.9 5.10
Term 1 Week 5	Term 2 Week 5	Task 2: Portfolio of artworks and art diary	30%	Media exploration and skill development in a portfolio of works	In class work	5.1 5.2 5.3 5.4 5.5 5.6
Term 3 Week 3	Term 3 Week 8	Task 3: Written Task	15%	Historical and critical study based on unit of study		5.7 5.8 5.9 5.10
Term 2 Week 8	Term 4 Week 4	Task 4: Portfolio of artworks and art diary	40%	Media exploration and skill development in a portfolio of works	In class work	5.1 5.2 5.3 5.4 5.5 5.6

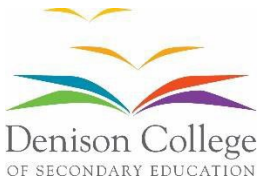
Additional Course Information: Each student must have an art diary, which will comprise part of their assessment.

Assessment tasks must be submitted to: Class teacher

Appendix

- Illness/Misadventure Application Form
- Glossary of Key Words
- ALARM Colour Coding Key

2024 Stage 5 Year 9 Assessment



Denison College of Secondary Education Kelso High Campus



STAGE 5

Application for Extension of Time and Application for Illness/Misadventure Consideration Form Assessment Tasks and Examinations

- Extension applications **MUST** be submitted at least one day **before** the due date of an assessment task or before sitting for a test or examination
- Illness/Misadventure applications **MUST** be submitted **within one week** of the date of the task or examination. This form should be used if you had an illness or a misadventure that prevented you from doing the task or examination, or that **impacted** on your performance during the task or examination.

Student name: _____ Year: _____ Date: _____

I wish to apply for an extension of time/consideration due to illness/misadventure (*delete whichever does not apply*).

Course: _____ Date task is due or test/exam: _____

Assessment Task or Examination: _____

Explain the reasons for your application:

Independent evidence provided:

- Doctor's Certificate supplied: Yes/No
- Written declaration by parent/carer Yes/No
- I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only

Head Teacher decision and commentApproved/Declined

New date if granted: _____ Head Teacher Signature: _____

Head Teacher is to retain a copy, a copy given to the student and a copy placed in the students file (Office)

2024 Stage 5 Year 9 Assessment

Glossary of Key Words

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together arguments or items
Contrast	Show how things are different or opposite
Critically(analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/ evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria
Examine	Enquire into
Explain	Relate cause and effect; make the relationships between things evident
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward a point of view, idea, argument, suggestion for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesize	Putting together various elements to make a whole

ALARM – Colour Coding Key

Identify	Name and define each area of content; what? <i>Verbs: name; define; classify; recall; identify</i>
Describe	Provide the features, characteristics of the area of content; what? <i>Verbs: describe; outline; recount</i>
Explain	Explain the purpose/function of the area of content; what is the effect/impact; give evidence; why? <i>Verbs: explain; account; clarify; construct; demonstrate; predict; summarise</i>
Analyse	Explain how each feature/characteristic addresses the problem/issue; what is the effect/impact; give evidence; how do they interact – relationships; how? <i>Verbs: apply; calculate; compare; distinguish; examine; extract; investigate</i>
Critically analyse	Explain the positives and negatives of each area of content; how well does this relate to the set criteria/main idea? <i>Verbs: extrapolate; interpret; synthesise; compare & contrast</i>
Evaluate	Explain to what extent each component/feature is successful/effective/suitable/useful/important/ impact <i>Verbs: To what extent; assess; deduce; justify; recommend; predict; propose</i>
Critically evaluate	Overall evaluations – conclude as to how successful/effective all the components are overall
Concept	Explanation of the essential idea/concept of the topic – big picture
Appreciate	Connection to real life