



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

# Kelso High Campus



2025

Stage 5 - Year 9  
Assessment Book

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## 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 (NESA):

- 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**



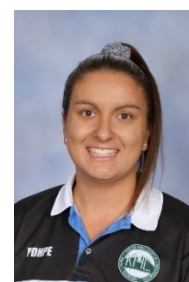
Lauren Dean  
**Deputy Principal Inclusion and Support (Rlg)**



Gemma Carter (Acting)  
**Deputy Principal Year 9**



Jennifer Forster  
**Careers Adviser**



Emily Rhynehart  
**Year 9 Adviser**

# 2025 Stage 5 Year 9 Assessment Book

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## 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

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home> 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

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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)

<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions/guide>

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, Kelso High Campus may grant disability 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. Contact the Deputy Principal Inclusion for further information.

## 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. North North 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.

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## **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**

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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**

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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**

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Assessment work submitted late without written application (See Appendices for form) and approval may incur a penalty to the marks awarded.

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.

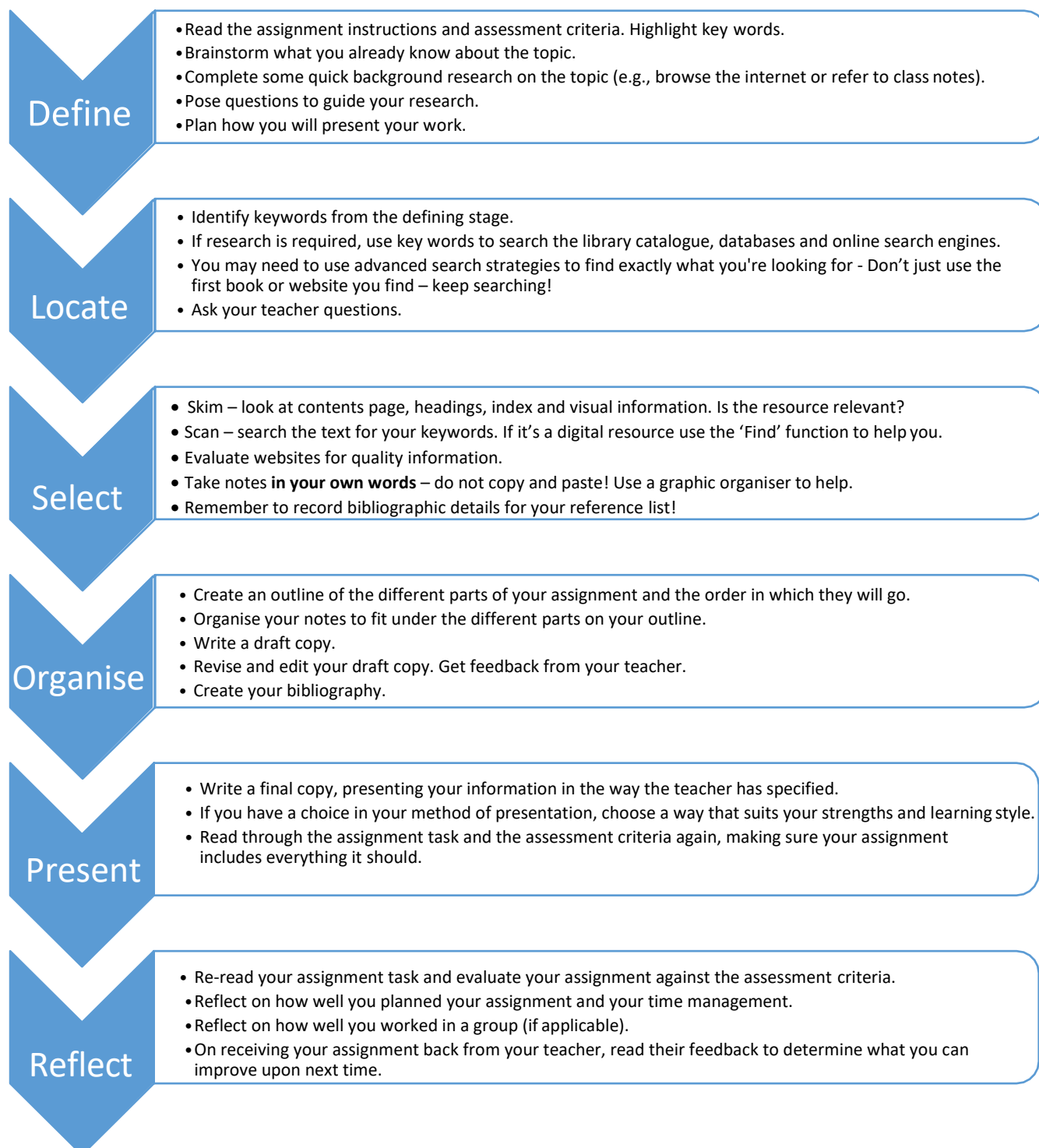
## **School reports**

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

## 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.





## 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?

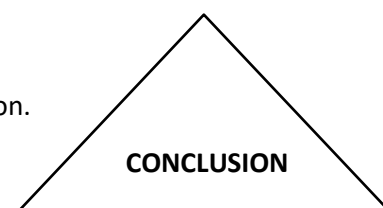
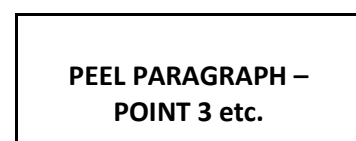
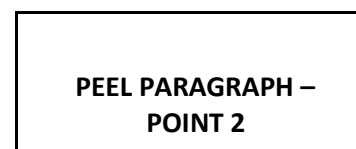
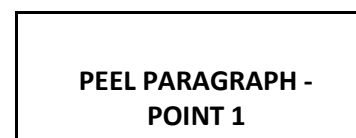
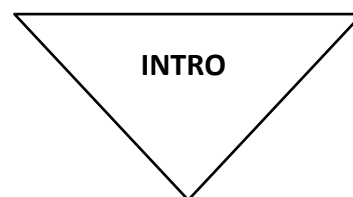
### **STEP TWO Writing your response**

#### 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

|          |                         |  |
|----------|-------------------------|--|
| <b>P</b> | <b>POINT</b>            | Topic sentence – what is the main point your paragraph will show.  |
| <b>E</b> | <b>EXPLAIN</b>          | Elaborate on your topic sentence by giving details that shows what is important about this point.                            |
| <b>E</b> | <b>EVIDENCE/EXAMPLE</b> | What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material. |
| <b>L</b> | <b>LINK</b>             | 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!

## 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

# 2025 Stage 5 Year 9 Assessment Book

**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 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<br>Week 6 | Term 1<br><b>Week 10</b> | <b>Task 1:</b> Research and memoir        | N/A    | EN5-ECA-01               |
| Term 2<br>Week 6 | Term 2<br><b>Week 9</b>  | <b>Task 2:</b> In class extended response | N/A    | EN5-URB-01<br>EN5-RVL-01 |
| Term 3<br>Week 6 | Term 3<br><b>Week 10</b> | <b>Task 2:</b> In class extended response | N/A    | EN5-URA-01               |

**Additional Assessment Information:** Year 9 students will be assessed formally three times. The rest of their assessment will be taken from their classwork.

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**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<br>Week 2 | Term 3<br><b>Week 7</b> | <b>Task 1:</b><br>Sustainable Biomes        | 40%    | Research investigation and ICT presentation                   | To be completed in school and at home | GE5-3<br>GE5-5<br>GE5-7<br>GE5-8 |
| Term 4<br>Week 1 | Term 4<br><b>Week 4</b> | <b>Task 2:</b><br>Changing places           | 40%    | Skills and written responses                                  | In class topic test                   | GE5-2<br>GE5-3<br>GE5-7          |
| Ongoing          | Ongoing                 | <b>Task 3:</b><br>Application and Classwork | 20%    | Demonstration of application, task completion, and engagement | Ongoing yearly assessment             | 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

## 2025 Stage 5 Year 9 Assessment Book

**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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>  | <b>Weight</b> | <b>Assessment Components</b>                                  | <b>Additional Task Information</b> | <b>Outcomes (See Syllabus)</b>    |
|-------------------------|-------------------------|--|---------------|---|------------------------------------|-----------------------------------|
| Term 1<br>Week 6        | Term 1<br><b>Week 9</b> | <b>Task 1:</b><br>Depth Study 1                      | 40%           | Knowledge and source interpretation                           |                                    | HT5-1<br>HT5-2<br>HT5-6<br>HT5-9  |
| Term 2<br>Week 1        | Term 2<br><b>Week 4</b> | <b>Task 2:</b><br>Australians at War Source Analysis | 40%           | Historical investigation and source analysis                  |                                    | HT5-5<br>HT5-7<br>HT5-9<br>HT5-10 |
| Ongoing                 | Ongoing                 | <b>Task 3:</b><br><b>Classwork and Application</b>   | 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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Mathematics Foundation**

**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 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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>                       | <b>Weight</b> | <b>Assessment Components</b>             | <b>Additional Task Information</b> | <b>Outcomes (see Syllabus)</b>      |
|-------------------------|-------------------------|-----------------------------------|---------------|--|------------------------------------|-------------------------------------|
| Term 1<br>Week 6        | Term 1<br><b>Week 8</b> | <b>Task 1:</b> Topic Test         | 25%           | Term 1 course content                    | <b>In class test</b>               | Finance<br>Trigonometry             |
| Term 2<br>Week 6        | Term 2<br><b>Week 8</b> | <b>Task 2:</b> Topic Test         | 25%           | Term 2 course content                    | <b>In class test</b>               | Algebra<br>Equations                |
| Term 3<br>Week 6        | Term 3<br><b>Week 8</b> | <b>Task 3:</b> Topic Test         | 25%           | Term 3 course content                    | <b>In class test</b>               | Measurement<br>Linear Relationships |
| Term 4                  | Term 4<br><b>Week 7</b> | <b>Task 4:</b> Yearly Examination | 25%           | All course content covered over the year | <b>Yearly Examination</b>          | All the above                       |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher



## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Mathematics Standard**

**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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>                       | <b>Weight</b> | <b>Assessment Components</b>             | <b>Additional Task Information</b> | <b>Outcomes (see Syllabus)</b>      |
|-------------------------|-------------------------|-----------------------------------|---------------|--|------------------------------------|-------------------------------------|
| Term 1<br>Week 6        | Term 1<br><b>Week 8</b> | <b>Task 1:</b> Topic Test         | 25%           | Term 1 course content                    | <b>In class test</b>               | Finance<br>Trigonometry             |
| Term 2<br>Week 6        | Term 2<br><b>Week 8</b> | <b>Task 2:</b> Topic Test         | 25%           | Term 2 course content                    | <b>In class test</b>               | Algebra<br>Equations                |
| Term 3<br>Week 6        | Term 3<br><b>Week 8</b> | <b>Task 3:</b> Topic Test         | 25%           | Term 3 course content                    | <b>In class test</b>               | Measurement<br>Linear Relationships |
| Term 4                  | Term 4<br><b>Week 7</b> | <b>Task 4:</b> Yearly Examination | 25%           | All course content covered over the year | <b>Yearly Examination</b>          | All the above                       |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Mathematics Advanced**

**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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>                       | <b>Weight</b> | <b>Assessment Components</b>             | <b>Additional Task Information</b> | <b>Outcomes (see Syllabus)</b>      |
|-------------------------|-------------------------|-----------------------------------|---------------|--|------------------------------------|-------------------------------------|
| Term 1<br>Week 6        | Term 1<br><b>Week 8</b> | <b>Task 1:</b> Topic Test         | 25%           | Term 1 course content                    | <b>In class test</b>               | Finance<br>Trigonometry             |
| Term 2<br>Week 6        | Term 2<br><b>Week 8</b> | <b>Task 2:</b> Topic Test         | 25%           | Term 2 course content                    | <b>In class test</b>               | Algebra<br>Equations                |
| Term 3<br>Week 6        | Term 3<br><b>Week 8</b> | <b>Task 3:</b> Topic Test         | 25%           | Term 3 course content                    | <b>In class test</b>               | Measurement<br>Linear Relationships |
| Term 4                  | Term 4<br><b>Week 7</b> | <b>Task 4:</b> Yearly Examination | 25%           | All course content covered over the year | <b>Yearly Examination</b>          | All the above                       |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>  | <b>Weight</b> | <b>Assessment Components</b>        | <b>Additional Task Information</b> | <b>Outcomes (See Syllabus)</b> |
|-------------------------|-------------------------|--|---------------|-------------------------------------|------------------------------------|--------------------------------|
| Term 1<br>Week 2        | Term 1<br><b>Week 6</b> | <b>Assessment Task 1</b>   | 20%           | Extended response task              |                                    | PD5-1<br>PD5-3<br>PD5-9        |
| Term 2<br>Week 6        | Term 2<br><b>Week 8</b> | <b>Semester1 Topic Test</b>  | 5%            | Semester 1 course content           |                                    | PD5.5-1<br>PD5-2               |
| Term 3<br>Week 2        | Term 3<br><b>Week 5</b> | <b>Assessment Task 2</b>   | 20%           | Research task                       |                                    | PD5-8                          |
| Term 4<br>Week 2        | Term 4<br><b>Week 4</b> | <b>Semester2 Topic Test</b>  | 5%            | Research task                       |                                    | PD5-5<br>PD5-9<br>PD5-10       |
| Term 1<br>Week 1        | Ongoing                 | <b>Assessment of participation and skill development in practical PE classes</b> | 50%           | Skill development and participation |                                    | PD5-10                         |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Science**

**Head Teacher: J Lawler**

**Course Objectives:**

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<br>Week 7 | Term 1<br><b>Week 11</b> | <b>Task 1:</b> Practical Task     | 35%    | Living World – Ecosystems   | In and out of class         | SC5-14LW<br>SC5-4WS<br>SC5-6WS<br>SC5-7WS<br>SC5-8WS                      |
| Term 2<br>Week 6 | Term 2<br><b>Week 9</b>  | <b>Task 2:</b> Research Task      | 30%    | Chemical World – Atom & Periodic Table  | Out of class                | SC5-16CW<br>SC5-7WS<br>SC5-9WS  |
| Term 3<br>Week 6 | Term 3<br><b>Week 8</b>  | <b>Task 3:</b> Practical Task     | 35%    | Physical World – Energy Transfer & Electricity  | In and out of class         | SC5-10PW<br>SC5-11PW<br>SC5-6WS<br>SC5-7WS                                |
|                  | Term 4<br><b>Week 7</b>  | <b>Task 4:</b> Yearly Examination |        | Living World<br>Chemical World<br>Physical World<br>Earth & Space<br>Working Scientifically | Yearly Examination          | SC5-10PW<br>SC5-11PW<br>SC5-12ES<br>SC5-14LW<br>SC5-16CW<br>SC5-(4WS-9WS) |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

# 2025 Stage 5 Year 9 Assessment Book

**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 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<br>Week 8 | Term 1<br><b>Week 11</b> | <b>Task 1: What is Work?</b><br>Term 1 Quiz   | 15%    | Quiz Test in class.  | To be completed in class time during week 11 via the Google classroom  | WE5-1, WE5-3<br>WE5-4, WE5-5<br>WE5-6, WE5-9<br>WE5-10 |
| Term 2<br>Week 4 | Term 2<br><b>Week 9</b>  | <b>Task 2: Preparing for the Workplace</b><br>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<br>WE5-6, WE5-7<br>WE5-8, WE5-9<br>WE5-10 |
| Ongoing          | Ongoing<br>Terms 1 and 2 | Application and Classwork   | 10%    | Completion and submission of classwork, application and engagement in learning tasks           |  | ALL  |
| Term 3<br>Week 1 | Term 3<br><b>Week 3</b>  | <b>Task 3: Mandatory Work Experience Training and Safe @ Work Certificate</b>         | 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<br>WE5-4, WE5-7<br>WE5-9, WE5-10          |
| Term 3<br>Week 6 | Term 4<br><b>Week 4</b>  | <b>Task 4: Workplace Safety</b><br>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 4 via the Google classroom.  | WE5-2, WE5-3<br>WE5-4, WE5-7<br>WE5-9, WE5-10          |
| Ongoing          | Ongoing<br>Terms 3 and 4 | <b>Workplace Communication</b><br>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
- Graphics Technology
- Dance (BHC)
- Drama (BHC)
- Food Technology
- Industrial Technology – Engineering
- Industrial Technology – Metal
- Industrial Technology – Timber
- iSTEM
- Japanese
- Marine Studies
- Music
- Photography and Digital Media
- Physical Activity and Sports Studies
- Visual Arts

## 2025 Stage 5 Year 9 Assessment Book

**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 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<br>Week 4 | Term 1<br><b>Week 10</b> | <b>Task 1:</b><br>Perspective<br>Response Narrative   | 25%    | Core 1: Aboriginal<br>Identities                           | AST5-1<br>AST5-2<br>AST5-4<br>AST5-5<br>AST5-6             |
| Term 2<br>Week 3 | Term 2<br><b>Week 9</b>  | <b>Task 2:</b><br>Research Report                     | 25%    | Option 8: Aboriginal<br>Peoples and Sport                  | AST5-6<br>AST5-7<br>AST5-8<br>AST5-9                       |
| Term 3<br>Week 1 | Term 3<br><b>Week 9</b>  | <b>Task 3:</b><br>Visual Art Piece and<br>Description | 25%    | Option 2: Aboriginal<br>Peoples and the Visual<br>Arts     | AST5-1<br>AST5-3<br>AST5-5<br>AST5-8<br>AST5-10            |
| Term 4<br>Week 1 | Term 4<br><b>Week 4</b>  | <b>Task 4:</b><br>Person Overview                     | 25%    | Option 6: Aboriginal<br>Peoples and film and<br>television | AST5-2<br>AST5-4<br>AST5-6<br>AST5-9<br>AST5-10<br>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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Agriculture**

**Line C**

**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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>               | <b>Weight</b> | <b>Assessment Components</b> | <b>Additional Task Information</b> | <b>Outcomes</b>  |
|-------------------------|-------------------------|---------------------------|---------------|------------------------------|------------------------------------|--|
| Term 1<br>Week 5        | Term 1<br><b>Week 9</b> | <b>Research Task</b>      | 20%           | Careers in Agriculture       |                                    | AG5-3<br>AG5-12  |
| Term 2<br>Week 2        | Term 2<br><b>Week 9</b> | <b>Practical Task</b>     | 35%           | Soils                        |                                    | AG5-2<br>AG5-6<br>AG5-8<br>AG5-11<br>AG5-12              |
| Term 3<br>Week 6        | Term 3<br><b>Week 9</b> | <b>Research Task</b>      | 25%           | Animals                      |                                    | AG5-1, AG5-4<br>AG5-5, AG5-7,<br>AG5-9, AG5-10<br>AG5-14 |
|                         | Term 4<br><b>Week 7</b> | <b>Yearly Examination</b> | 20%           | Final Examination            |                                    | AG5-1, AG5-2<br>AG5-8, AG5-9<br>AG5-13                   |

**Additional Course Information:**

**Assessment tasks must be submitted to: Class teacher**



## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Child Studies**

**Line A**

**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 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>

| <b>Task Distributed</b> | <b>Task Due</b>         | <b>Task</b>                               | <b>Weight</b> | <b>Assessment Components</b>      | <b>Additional Task Information</b> | <b>Outcomes (See Syllabus)</b> |
|-------------------------|-------------------------|---|---------------|-----------------------------------|------------------------------------|--------------------------------|
| Term 1<br>Week 2        | Term 1<br><b>Week 5</b> | <b>Task 1:</b> Assignment                 | 35%           | Project based task                |                                    | CS5-2, 4, 6, 8, 10             |
| Term 2<br>Week 6        | Term 2<br><b>Week 8</b> | <b>Task 2:</b> In-Class Assessment        | 35%           | Research task                     |                                    | CS5-1, 2, 3                    |
| Term 4<br>Week 4        | Term 4<br><b>Week 6</b> | <b>Task 3:</b> Yearly Topic Test in class | 30%           | In-class task – Extended Response |                                    | CS5-2, 3, 5, 6, 9, 11, 12      |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**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<br>Week 7 | Term 1<br><b>Week 10</b>          | <b>Task 1:</b><br>Consumer and Financial Decision   | 25%    | Research Task   |   | COM5-1, COM5-4<br>COM5-5, COM5-6<br>COM5-7, COM5-9 |
| Term 2<br>Week 1 | Term 2<br><b>Week 6</b>           | <b>Task 2:</b><br>Investing Task                    | 15%    | Portfolio response  |   | COM5-1, COM5-4<br>COM5-6, COM5-8                   |
| Ongoing          | Ongoing<br><b>Terms 1 &amp; 2</b> | Application and Classwork                           | 10%    | Completion of classwork, application and engagement in learning tasks |   | ALL  |
| Term 3<br>Week 5 | Term 3<br><b>Week 7</b>           | <b>Task 3:</b><br>Economic and Business Environment | 20%    | Content knowledge and skills  |   | COM5-1, COM5-2<br>COM5-8, COM5-9                   |
| Term 3<br>Week 8 | Term 4<br><b>Week 3</b>           | <b>Task 4:</b><br>Business in the Quad              | 20%    | Workbook and market stall business                                    | Individual workbook and groupwork market stall components | COM5-1, COM5-2<br>COM5-4, COM5-5<br>COM5-8, COM5-9 |
| Ongoing          | Ongoing<br><b>Terms 3 &amp; 4</b> | 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

## 2025 Stage 5 Year 9 Assessment Book

**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 Type                                     | Weight | Topic                          | Additional Task Information | Outcomes                                  |
|------------------|-------------------------|---|--------|--------------------------------|-----------------------------|---|
| Term 1<br>Week 3 | Term 1<br><b>Week 7</b> | <b>Task 1:</b><br>Composition                 | 15%    | Composition Elements           |                             | 5.2.1<br>5.2.2                            |
| Term 1<br>Week 8 | Term 2<br><b>Week 6</b> | <b>Task 2:</b><br>Performance<br>Appreciation | 35%    | Jazz Dance and History         |                             | 5.1.1<br>5.1.3<br>5.3.1<br>5.3.3          |
| Term 2<br>Week 7 | Term 3<br><b>Week 6</b> | <b>Task 3</b><br>Composition                  | 15%    | Composition Construction       |                             | 5.2.1<br>5.2.2<br>5.3.3                   |
| Term 3<br>Week 8 | Term 4<br><b>Week 5</b> | <b>Task 4:</b><br>Performance<br>Appreciation | 35%    | Contemporary Dance<br>Analysis |                             | 5.1.1<br>5.1.2<br>5.1.3<br>5.3.2<br>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

## 2025 Stage 5 Year 9 Assessment Book

**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 Type                                      | Weight | Topic  | Additional Task Information | Outcomes                                  |
|------------------|--------------------------|--|--------|--|-----------------------------|---|
| Term 1<br>Week 2 | Term 1<br><b>Week 10</b> | <b>Task 1:</b><br>Appreciation                 | 20%    | Research Task:<br>History of Theatre                                 |                             | 5.3.1<br>5.3.2                            |
| Term 2<br>Week 1 | Term 2<br><b>Week 5</b>  | <b>Task 2:</b><br>Performance in<br>Playmaking | 30%    | Group Performance:<br>Physical Theatre as a<br>Performance Style     |                             | 5.1.2<br>5.1.3<br>5.2.1<br>5.2.3<br>5.3.3 |
| Term 3<br>Week 1 | Term 3<br><b>Week 9</b>  | <b>Task 3:</b><br>Making                       | 30%    | Individual Monologue:<br>Shakespearean Theatre<br>as a Dramatic Form |                             | 5.1.1<br>5.1.4<br>5.2.3<br>5.3.3          |
| Term 4<br>Week 1 | Term 4<br><b>Week 5</b>  | <b>Task 4:</b><br>Appreciation                 | 20%    | Yearly Examination   |                             | 5.3.1<br>5.3.2                            |

**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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Food Technology Lines A, B + C**

**Head Teacher: W 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 inter-relationship 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<br>Week 8  | Term 1<br><b>Week 11</b> | A to E | <b>Assignment - Food Selection and Health</b> | Written Task with practical component  |  | FT5-9<br>FT5-12 |
| Term 2<br>Week 2  | Term 2<br><b>Week 4</b>  | A to E | <b>Practical Skills Exam</b>                  | Students will be assessed on: <ul style="list-style-type: none"> <li>• Preparation techniques</li> <li>• Workflow</li> <li>• Hygiene</li> <li>• Safety</li> <li>• Quality of the end product</li> <li>• Management of work area</li> </ul> | Students will be given the recipe two weeks prior to that examination and will complete the task individually. | FT5-1           |
| Term 3<br>Week 3  | Term 3<br><b>Week 5</b>  | A to E | <b>Practical Skills Exam</b>                  | Students will be assessed on: <ul style="list-style-type: none"> <li>• Preparation techniques</li> <li>• Workflow</li> <li>• Hygiene</li> <li>• Safety</li> <li>• Quality of the end product</li> <li>• Management of work area</li> </ul> | Students will be given the recipe two weeks prior to that examination and will complete the task individually. | FT5-5           |
| Term 3<br>Week 10 | Term 4<br><b>Week 3</b>  | A to E | <b>Assignment – Food Product Development</b>  | Written Task with practical component  |  | FT5-8<br>FT5-13 |

**Additional course information:**

**Assessment tasks must be submitted to:** Class teacher

# 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Graphics Technology**

**Line C**

**Head Teacher: W Maloney**

**Course Objectives:**

Students:

- develop knowledge, understanding and skills to:
  - visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
  - interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques
  - use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations
  - select and apply techniques in the design and creation of digital presentations and simulations to communicate information
- investigate and appreciate the role and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment.
- 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://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/graphics-technology-2019>

| Task Distributed | Task Due | Task | Grade | Assessment components | Outcomes (See Syllabus) |
|------------------|----------|------|-------|-----------------------|-------------------------|
|                  |          | TBA  |       |                       |                         |
|                  |          | TBA  |       |                       |                         |
|                  |          | TBA  |       |                       |                         |

**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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Industrial Technology Engineering Line B      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<br>Week 2 | Term 2<br><b>Week 5</b> | <b>Task 1:</b><br>Practical project and engineering report (engineered structures) | A to E | <b>Practical Focus:</b> <ul style="list-style-type: none"> <li>• Follows safe work practices</li> <li>• Uses hand tools to produce practical projects</li> </ul> <b>Theory Focus:</b> <ul style="list-style-type: none"> <li>• Research of engineering materials</li> <li>• Factors influencing design</li> <li>• Project communication techniques</li> </ul>                                    | IND5-1<br>IND5-3                     |
| Term 2<br>Week 6 | Term 2<br><b>Week 6</b> | <b>Task 2: In class topic test on course content</b> (Engineered Structures)       | A to E | Term 1 and 2 course content  | IND5-3<br>IND5-8                     |
| Term 3<br>Week 2 | Term 4<br><b>Week 3</b> | <b>Task 3:</b><br>Practical Project and evidence portfolio (Engineered Mechanisms) | A to E | Students are to compile examples of their work demonstrating specific skills such as <ul style="list-style-type: none"> <li>• Project planning including sketches, cutting lists, costing and time/action plans</li> <li>• Design modifications</li> <li>• Research of materials, processes and technologies</li> <li>• Justification of selected materials for specific applications</li> </ul> | IND5-2<br>IND5-3<br>IND5-4<br>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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Industrial Technology Metal      Line B & C      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<br>Week 2 | Term 2<br><b>Week 5</b> | <b>Task 1:</b> Observation checklist of practical skills and communication techniques<br><br>Projects include:<br>Sheetmetal Tool Carryall,<br>Turned Centre Punch and associated workbook | A to E | <b>Practical Focus:</b> <ul style="list-style-type: none"> <li>• Follows safe work practices</li> <li>• Uses hand tools to produce practical projects</li> </ul> <b>Theory Focus:</b> <ul style="list-style-type: none"> <li>• Research of hand and power tools and techniques</li> <li>• Safety Tests</li> <li>• Project communication</li> </ul>   | IND5-1<br>IND5-3                     |
| Term 2<br>Week 6 | Term 2<br><b>Week 6</b> | <b>Task 2:</b> In class topic test on course content   | A to E | Term 1 and 2 course content  | IND5-3<br>IND5-8                     |
| Term 3<br>Week 2 | Term 4<br><b>Week 3</b> | <b>Task 3:</b> Practical Project and evidence portfolio<br><br>Projects include:<br>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"> <li>• Project planning including sketches, cutting lists, costing and time/action plans</li> <li>• Design modifications</li> <li>• Research of materials, processes and technologies</li> <li>• Justification of selected materials for specific applications</li> </ul> | IND5-2<br>IND5-3<br>IND5-4<br>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



## 2025 Stage 5 Year 9 Assessment Book

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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 iSTEM**

**Line A**

**Head Teacher: W Maloney**

**Course Objectives:**

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/departments-approved-courses/istem#/asset2>

| <b>Task Distributed</b> | <b>Task Due</b>          | <b>Task</b>   | <b>Grade</b> | <b>Assessment Components</b>    | <b>Additional Task Information</b> | <b>Outcomes</b> |
|-------------------------|--------------------------|---------------|--------------|---------------------------------|------------------------------------|-----------------|
| Term 1<br>Week 4        | Term 1<br><b>Week 10</b> | <b>Task 1</b> | 30%          | Portfolio and practical project |                                    | ST5-3           |
| Term 2<br>Week 4        | Term 2<br><b>Week 10</b> | <b>Task 2</b> | 35%          | Portfolio and practical project |                                    | ST5-4<br>ST5-6  |
| Term 3<br>Week 4        | Term 4<br><b>Week 5</b>  | <b>Task 3</b> | 35%          | Portfolio and practical project |                                    | ST5-2<br>ST5-7  |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**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 found in the syllabus via the following link:

<https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/outcomes>

| Task Distributed | Task Due                | Task   | Weight | Assessment Components  | Additional Task Information | Outcomes                               |
|------------------|-------------------------|--|--------|------------------------|-----------------------------|--|
| Term 1<br>Week 6 | Term 1<br><b>Week 8</b> | <b>Task 1:</b><br>Holidays, Travel & Tourism | 30%    | Reading and writing    |                             | ML5-UND-01<br>ML5-INT-01               |
| Term 2<br>Week 2 | Term 2<br><b>Week 4</b> | <b>Task 2:</b><br>Education and work         | 30%    | Listening and speaking |                             | ML5-UND-01<br>ML5-INT-01               |
| Term 3<br>Week 2 | Term 3<br><b>Week 4</b> | <b>Task 3:</b><br>My lifestyle               | 30%    | Reading and writing    |                             | ML5-UND-01<br>ML5-INT-01<br>ML5-CRT-01 |
| Ongoing          | Ongoing                 | Classwork & Application                      | 10%    |                        |                             | All                                    |

**Additional Course Information:**

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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Marine Studies**

**Line A**

**Head Teacher: J Lawler**

**Course Objectives:**

Students:

- develop 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>

| <b>Task Distributed</b> | <b>Task Due</b>          | <b>Task</b>                              | <b>Weight</b> | <b>Assessment Components</b> | <b>Outcome (see syllabus)</b>  |
|-------------------------|--------------------------|--|---------------|------------------------------|--|
| Term 1<br>Week 5        | Term 1<br><b>Week 10</b> | <b>Task 1:</b> Marine Explorers Journal  | 50%           |                              | MAR5-1<br>MAR5-2<br>MAR5-3<br>MAR5-7<br>MAR5-9<br>MAR5-10<br>MAR5-11<br>MAR5-13<br>MAR5-14 |
| Term 3<br>Week 1        | Term 3<br><b>Week 8</b>  | <b>Task 2:</b> Personal Interest Project | 50%           |                              | MAR5-1<br>MAR5-7<br>MAR5-14  |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

# 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Music**

**Line B**

**Head Teacher: S. Ash**

**Course Objectives:**

**Knowledge, understanding and skills**

Students will develop:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social cultural and historical context.

**Values and attitudes:**

Students will value and appreciate:

- the **aesthetic** value of music and the enjoyment of engaging in performing, composing, listening and responding.

**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/creative-arts/music-7-10>

| Task Distributed | Task Due                 | Task  | Weight     | Assessment Components                                      | Addition Task Information                    | Outcomes                            |
|------------------|--------------------------|---|------------|--|--|-------------------------------------|
| Term 1<br>Week 4 | Term 1<br><b>Week 10</b> | <b>Task 1:</b> Rock Music<br>Aural<br>Performance                         | 10%<br>10% | Research, analysis and presentation and performance        | Task will be completed at home and at school | 5.7<br>5.8<br>5.9                   |
| Term 2<br>Week 2 | Term 2<br><b>Week 6</b>  | <b>Task 2:</b> Popular Music<br>Composition<br>Aural                      | 10%<br>15% | Performance of selected repertoire and student composition | Students will be required to work in groups  | 5.1, 5.2,<br>5.3, 5.4,<br>5.5       |
| Term 3<br>Week 2 | Term 3<br><b>Week 9</b>  | <b>Task 3:</b> Music for Film and Multimedia<br>Composition<br>Musicology | 15%<br>10% | Composition of film music and research presentation        | Task will be completed at home and at school | 5.4, 5.5<br>5.6<br>5.1, 5.2,<br>5.3 |
| Term 4<br>Week 2 | Term 4<br><b>Week 6</b>  | <b>Task 4:</b> Music of a Culture<br>Musicology<br>Performance            | 15%<br>15% | Research and class performance                             |  | 5.11, 5.9,<br>5.12                  |

**Additional Course Information:**

**Assessment tasks must be submitted to:** The class teacher

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Photography & Digital Media Line A**

**Head Teacher: S Ash**

**Course Objectives:**

Students:

- develop technical and conceptual skills in the making of works for Photography
- engage in talking and writing critically about photography and digital media
- 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=](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<br>Week 4 | Term 1<br><b>Week 8</b>  | <b>Task 1:</b><br>Camera Obscura<br>Research Task | 10%    | Camera obscura   | Take home<br>research task  | 5.7<br>5.8<br>5.9<br>5.10               |
| Term 1<br>Week 4 | Term 1<br><b>Week 10</b> | <b>Task 2:</b><br>Portfolio of<br>photographs     | 20%    | Wet and digital<br>photography based<br>on the history of<br>photography | In class work               | 5.1<br>5.2<br>5.3<br>5.4<br>5.5<br>5.6  |
| Term 2<br>Week 2 | Term 2<br><b>Week 5</b>  | <b>Task 3:</b><br>Steve McCurry<br>Research Task  | 10%    | Historical and<br>critical study based<br>on unit of study               | In class task               | 5.7<br>5.8<br>5.9<br>5.10               |
| Term 2<br>Week 1 | Term 2<br><b>Week 10</b> | <b>Task 4:</b><br>Portfolio of<br>photographs     | 20%    | Digital<br>photography based<br>on composition                           | In class work               | 5.1,<br>5.2<br>5.3<br>5.4<br>5.5<br>5.6 |
| Term 3<br>Week 1 | Term 4<br><b>Week 4</b>  | <b>Task 5:</b><br>Portfolio of<br>photographs     | 40%    | Digital<br>photography<br>SLR function and<br>Photoshop                  | In class work               | 5.1<br>5.2<br>5.3<br>5.4<br>5.5<br>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

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Physical Activity and Sports Studies**

**Line A, B and C**

**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>

| <b>Task Distributed</b> | <b>Task Due</b>          | <b>Task</b>  | <b>Weight</b> | <b>Assessment Components</b>        | <b>Additional Task Information</b> | <b>Outcomes (See Syllabus)</b> |
|-------------------------|--------------------------|--|---------------|-------------------------------------|------------------------------------|--------------------------------|
| Term 1<br>Week 8        | Term 1<br><b>Week 10</b> | <b>Topic Test</b>  | 10%           | In-class task                       |                                    | PASS5-1                        |
| Term 2<br>Week 2        | Term 2<br><b>Week 10</b> | <b>Assessment Task</b>   | 15%           | In-class assessment                 |                                    | PASS5-2<br>PASS5-9             |
| Term 3<br>Week 7        | Term 3<br><b>Week 10</b> | <b>Research Task</b>   | 25%           | Research Task Assignment            |                                    | PASS5-1<br>PASS5-5<br>PASS5-6  |
| Term 1<br>Week 1        | Ongoing                  | <b>Assessment of participation and skill development in practical PE classes</b> | 50%           | Skill development and participation |                                    | PASS5-5                        |

**Additional Course Information:**

**Assessment tasks must be submitted to:** Class teacher

## 2025 Stage 5 Year 9 Assessment Book

**Subject: Year 9 Visual Arts**

**Line C**

**Head Teacher: S Ash**

**Course Objectives:**

Students:

- develop technical and conceptual skills in the making of Visual Arts
- engage in the talking and writing about works of art
- 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                           | Grade | Assessment Components   | Additional Task Information | Outcomes                  |
|------------------|-------------------------|--------------------------------|-------|---|-----------------------------|---------------------------|
| Term 1<br>Week 4 | Term 1<br><b>Week 9</b> | <b>Task 1:</b><br>Written Task | A-E   | Historical and critical study based on unit of study          | Take home task              | 5.7<br>5.8<br>5.9<br>5.10 |
| Term 3<br>Week 2 | Term 3<br><b>Week 5</b> | <b>Task 2:</b><br>Written Task | A-E   | Written task based on The Frames and artists studied in class | In class task               | 5.7<br>5.8<br>5.9<br>5.10 |

**Additional Assessment Information:** Each student must have an art diary, which will comprise part of their in-class formative assessment work.

Students' practical work will be formatively assessed continually throughout the year, allowing for skill development and technical accomplishment.

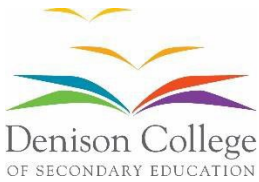
**Assessment tasks must be submitted to:** Class teacher



# Appendix

- Illness/Misadventure Application Form
- Glossary of Key Words

# 2025 Stage 5 Year 9 Assessment Book



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:

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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: \_\_\_\_\_

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### Office Use Only

Head Teacher decision and comment .....Approved/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)*

## 2025 Stage 5 Year 9 Assessment Book

### 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<br>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  |