



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

Kelso High Campus



2022

Stage 5 - Year 9
Assessment Book

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2022 Stage 5 Year 9 Assessment

Principal's Message

Welcome to Year 9 and Stage 5! This is an important year for students – not only do electives begin but it is also the beginning of preparation for senior school and post school opportunities. Students will find that their teacher's 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:

- 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 of the 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 are submitted on time.

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

Michael Sloan

Principal



Michael Sloan
Principal



Nathan Kenny
Deputy Principal Support



Sharon Mendes
Deputy Principal Year 9



Jenny Forster
Carers Advisor



Beatrice Grace
Year 9 Advisor



Peter Grace
Year 9 Advisor

2022 Stage 5 Year 9 Assessment

Year 9 Requirements

This assessment policy is based on NSW Education Standards Authority (NESA) and NSW Department of Education requirements. Detailed information is available on the NESA website www.boardofstudies.nsw.edu.au where you will find links to:

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

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

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

Stage 5 Requirements

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

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

Life Skills

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

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

Special Provisions (for students with special needs)

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

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

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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.

Students will have the first opportunity to prove they meet the standard by achieving Band 8 results or above in Year 9 NAPLAN reading, writing and numeracy tests. Students who achieve Band 8 will not need to sit the online tests later in Years 10, 11 and 12.

Set for success in everyday life

The standard is mapped against the [Australian Core Skills Framework \(ACSF\)](#) Level 3, a nationally agreed standard of functional literacy and numeracy.

The minimum standard is part of a broader NSW Government strategy to support students to succeed in life and work. The minimum standard complements a new cross-sectoral, [state-wide strategy](#) to boost literacy and numeracy.

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.

Students can access a [demonstration test](#) to find out the level of skills required for these tests. No student will be ineligible to sit for the Higher School Certificate on the basis of their Year 9 NAPLAN results.

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. These skills allow students to:

- compare prices and understand percentages
- understand interest rates and lending offers
- work out quantities and measurements
- manage personal budgets
- understand and write routine workplace instructions
- navigate websites
- take meeting notes and complete official documents.

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. Find out more about the [NSW Literacy and Numeracy Strategy](#).

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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 new 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 minimize 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.

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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. Study Group - This is a tutorial type service to assist students in Years 7 - 12 to complete homework, assignments and assessments whilst improving their literacy and self-confidence. It is available Monday to Thursday in the Library. To access study group a referral process must be followed.
3. For further information see Christina Honeyman or Maree Pearce.
4. Norta Norta tutors are available to support ATSI students.
5. Other tutoring may be offered by individual faculties – ask Head Teachers.
6. If you are feeling overwhelmed, speak to someone – this may be another teacher, your Year Adviser or the School Counsellor.

Honesty in assessment

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

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

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

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

Task Submission Process

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

Applications for extension of time and illness/misadventure consideration

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

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Late submission of assessment tasks

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

- 1 school day late 20% deduction
- 2 school day's late 40% deduction
- 3 school day's late 60% deduction
- More than three school day's late 100% deduction

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

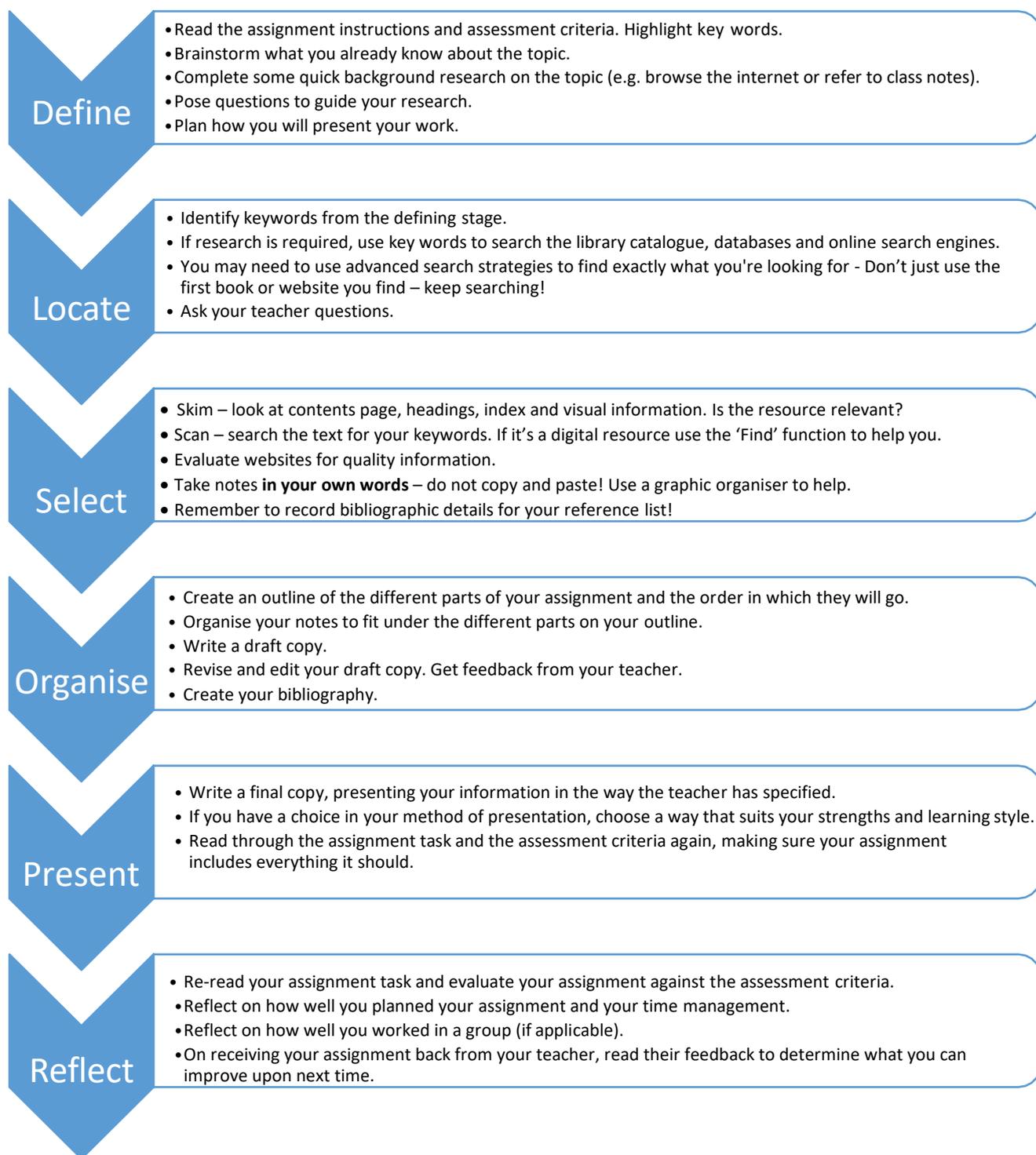
School reports

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

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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.



2022 Stage 5 Year 9 Assessment

Improving your writing

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

STEP ONE Understanding the question

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

Steps for breaking down the question

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

STEP TWO Writing your response

Forming an introduction

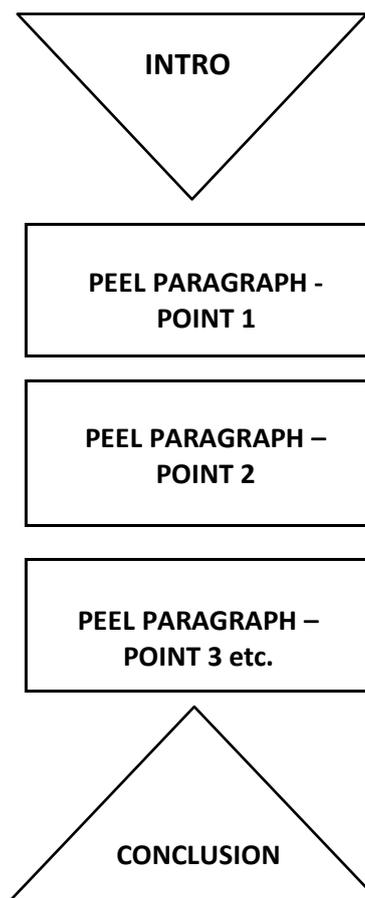
- What is your overall argument/thesis/response to the question?
- Give a summary of the ideas you will discuss in each PEEL paragraph (not a list!)

Paragraph structure

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

Conclusion

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



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.

Eg: 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.

Eg: 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. Eg: 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-](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
- PD/H/PE
- Science

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Subject: Year 9 English

Head Teacher: J Adams

Course Objectives:

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss, and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Teaching and learning programs and assessments will develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating.

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	Assessment Components	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Extended Response	25%	In response to text studied in class	EN 51A EN 53B EN 58D
Term 2 Week 4	Term 2 Week 8	Task 2: In Class Task	25%	Several components examining reading and writing	EN 5-4B EN 5-5C
Term 3 Week 4	Term 3 Week 7	Task 3: Creative Composition	25%	In response to social issues	EN 5-7D EN5-9E
Term 4 Week 1	Term 4 Week 4	Task 4: Multimodal Task	25%	In response to text studied in class	EN 52-A EN5-3B

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

Subject: Year 9 Geography

Head Teacher: K Mortimore

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	Outcomes
Term 3 Week 1	Term 3 Week 5	Task 1: Sustainable Biomes Research Task	40%	Geographical Research, ICT Presentation	GE5-1, GE5-7, GE5-8
Term 4 Week 2	Term 4 Week 5	Task 2: Changing Places Test	40%	Geographical Skills and Knowledge Questions	GE5-2, GE5-3, GE5-5, GE5-8
Ongoing	Ongoing	Task 3: Course Work and Application	20%		All

Additional Course Information: Students will complete an End of Year Examination

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 History

Head Teacher: K Mortimore

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

Task distributed	Task Due	Task	Weight	Assessment components	Outcomes (See Syllabus)
Term 1 Week 4	Term 1 Week 7	Task 1: Topic Test Including Source Analysis	40%	Knowledge and source analysis/interpretation - Making of the Modern World and Movement of Peoples	HT5-6, HT5-9, HT5.1
Term 2 Week 1	Term 2 Week 4	Task 2: Australians at War Research and Source Analysis	40%	Knowledge and source analysis/interpretation - Making of the Modern World and Movement of Peoples	HT5-4, Ht5.8, HT5-9
Ongoing	Ongoing	Task 3: Classwork and Application	20%		All

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Mathematics (5.1 Course)

Head Teacher: L Wilson

Course Objectives:

This level has been designed for those students who possess a basic level of mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of the 2 Unit General Mathematics course 1 in Years 11 and 12.

Outcomes being assessed:

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

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 8	Task 1: Assignment	20%	Stage 4 Review on Number, Earning Money, Algebra	In class test	MA4-4NA to MA4-11NA
Term 2 Week 4	Term 2 Week 6	Task 2: Two Period Test – Half-Yearly	30%		In class test	
Term 3 Week 5	Term 3 Week 7	Task 3: Assignment	20%	Number and Indices, Equations, Area and S.A	In class test	MA5.2-7NA, MA5.2-8NA, MA5.2-11MG
Term 4	Term 4 Week 8	Task 4: Yearly Examination	30%	Linear Relationships, Volume, Capacity Financial Mathematics Earning Money	Yearly Examination	MA5.2-9NA, MA5.2-12MG, MA5.1-4NA

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Mathematics 9 (5.2 Course)

Head Teacher: L Wilson

Course Objectives:

This level has been designed for those students who possess a basic level of mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of the 2 Unit General Mathematics course 1 in Years 11 and 12.

Outcomes being assessed:

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

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 9	Task 1: Assignment	20%	Stage 4 Review on Number, Earning Money, Algebra	In class test	MA4-4NA to MA4-11NA
Term 2 Week 4	Term 2 Week 6	Task 2: Two Period Test – Half-Yearly	30%		In class test	
Term 3 Week 5	Term 3 Week 7	Task 3: Assignment	20%	Number and Indices, Algebraic Techniques	In class test	MA5.1-5NA, MA4-8NA
Term 4	Term 4 Week 8	Task 4: Yearly Examination	30%	Number and Indices, Algebraic Techniques, Perimeter, Area, Equations	Yearly Exam	MA5.1-5NA, MA4-8NA, MA5.1-8MG

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Mathematics (5.3 Course)

Head Teacher: L Wilson

Course Objectives:

This level has been designed for those students who possess a basic level of mathematical intuition and ability. The nature and format of this level enables students to learn the basic mathematical principles required for the study of the 2 Unit General Mathematics course 1 in Years 11 and 12.

Outcomes being assessed:

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

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes (see Syllabus)
Term 1 Week 7	Term 1 Week 9	Task 1: Assignment	20%	Stage 4 Review on Number, Earning Money, Algebra	In class test	MA4-4NA to MA4-11NA
Term 2 Week 4	Term 2 Week 6	Task 2: Two Period Test – Half-Yearly	30%		In class test	
Term 3 Week 5	Term 3 Week 7	Task 3: Assignment	20%	Number and Indices, Equations, Area Volume and Capacity	In class test	MA5.2-7NA, MA5.2-8NA, MA5.2-11MG, MA5.2-12MG
Term 4	Term 4 Week 8	Task 4: Yearly Examination	30%	Linear Relationships, Trigonometry, Geometrical Figures and Congruency	Yearly Exam	MA5.2-9NA, MA5.1-10MG, MA5.2-14MG

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 PDHPE

Head Teacher: R Bolus

Course Objectives:

Students:

- Demonstrate and understanding of strategies that promote a sense of 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 within and across various physical activity contexts
- Value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote health, safe and active lives

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Task distributed	Task Due	Task	Weight	Assessment components	Outcomes
Term 1 Week 5	Term 1 Week 7	Assessment task 1	10%	In-class task - Extended Response (Essay)	PD5-1 PD5-9
Term 1 Week 10	Term 2 Week 3	Class test	20%	Term 1 course content	PD5-1 PD5-9
Term 3 Week 8	Term 3 Week 10	Assessment task 2	20%	Research task	PD5-8 PD5-6
Term 1 Week 1	Ongoing	Assessment of PE skills, participation PE classes	50%	Skill development and participation	PD5-10

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject : Year 9 SCIENCE

Head Teacher: J Lawler

Course Objectives:

Students:

- Develop 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.
- Develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.
- Develop knowledge, understanding of and skills in applying the processes of Working Scientifically.
- 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.

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/science/science-7-10-2018>

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
	Term 1 Week 6	Topic Test	10%	Living World Ecosystems Working Scientifically	In class test	SC5-14LW2 SC5-15LW2 SC5-4WS – SC5-9WS
Term 1 Week 7	Term 1 Week 10	Research Task	25%	Physical World Energy Transfer Working Scientifically	In class and at home components	SC5-10PW1 SC5-11PW1 SC5-4WS – SC5-9WS
	Term 2 Week 5	Topic Test	10%	Chemical World The Atom Working Scientifically	In class test	SC5-16CW1 SC5-17CW1 SC5-4WS – SC5-9WS
	Term 2 Week 10	Topic Test	10%	Earth & Space Plate Tectonics Working Scientifically	In class test	SC5-12ES2 SC5-13ES2 SC5-4WS – SC5-9WS
Term 3 Week 2	Term 3 Week 4	Practical Task	25%	Physical World Electricity Working Scientifically	In class test	SC5-10PW3 SC5-11PW3 SC5-4WS – SC5-9WS
	Term 3 Week 10	Topic Test	10%	Living World Body Control Working Scientifically	In class test	SC5-14LW1 SC5-15LW1 SC5-4WS – SC5-9WS
	Term 4 Week 4	Topic Test	10%	Chemical World Periodic Table Working Scientifically	In class test	SC5-16CW2 SC5-17CW2 SC5-4WS – SC5-9WS
	Term 4 Week 8	Yearly Exam		Living World Physical World Chemical World Earth & Space Working Scientifically	Examination conditions	SC5-14LW1&2 SC5-15LW1&2 SC5-10PW1&3 SC5-11PW1&3 SC5-16CW1&2 SC5-17CW1&2 SC5-12ES2 SC5-13ES2 SC5-4WS – SC5-9WS

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

Year 9

Elective Courses

- Aboriginal Studies
- Agriculture
- Child Studies
- Commerce
- Dance (Year 9 & 10)
- Drama
- Food Technology
- Industrial Technology – Automotive
- Industrial Technology – Metal
- Industrial Technology – Timber
- International Studies/Geography Elective
- iSTEM/Design & Technology
- Japanese
- Music
- PASS
- Textiles
- Visual Arts
- Visual Design

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Aboriginal Studies

Line B

Head Teacher: I Newell

Course Objectives:

Students will:

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

Outcomes being assessed:

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

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Case Study and Report - Visual and Content	Core 2 to cover students in 200h Aboriginal Self-Determination and Autonomy	Term 1 Week 4	Term 1 Week 10	30	AST5-1, AST5-2, AST5-3, AST5-4, AST5-5, AST5-6, AST5-8, AST5-9, AST5-10, AST5-11
2	Perspective Response Narrative	Option 3: Aboriginal Peoples and the Performing Arts	Term 2 Week 3	Term 2 Week 8	20	AST5-1, AST5-3, AST5-9, AST5-10, AST5-11
3	Case Study and Report/Response	Option 1: Aboriginal Enterprises and Organisations	Term 3 Week 2	Term 3 Week 6	25	AST5-1, AST5-2, AST5-3, AST5-4, AST5-7, AST5-8, AST5-10, AST5-11
4	Portfolio	Option: Aboriginal Peoples and the Media	Term 3 Week 8	Term 4 Week 3	25	AST5-1, AST5-2, AST5-3, AST5-5, AST5-7, AST5-8, AST5-10, AST5-11

Additional Course Information:

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

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Agriculture

Line A + B

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 be found in the syllabus via the following link:

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

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

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 CHILD STUDIES

Line B

Head Teacher: R.BOLUS

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
- The role positive parenting and caring has on a child's sense of belonging and their health and wellbeing
- 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 be found in the syllabus via the following link:

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 6	Term 1 Week 8	Assessment task 1	35%	Research task		CS5-12
Term 1 Week 10	Term 2 Week 2	Class test	30%	Term 1 course content		CS5-1,2,3
Term 3 Week 8	Term 4 Week 1	Assessment task 2	35%	In-class task - Extended Response (Essay)		CS5-10,11

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Commerce

Line C

Head Teacher: K. Mortimore

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 be found in the syllabus via the following link:

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 6	Term 1 Week 9	Task 1: Research Task – Consumer and Financial Decisions	20%	Research and Report Writing		COM5-1, COM5-4, COM5-7
Ongoing	Ongoing	Classwork and Application	10%			All
Term 2 Week 1	Term 2 Week 7	Task 2: Budget Planning – Towards Independence	20%	Problem solving, Decision making & Research		COM5-5, COM5-6, COM5-7, COM5-8
Term 3 Week 2	Term 3 Week 5	Task 3: Economic and Business Environment	20%	Content Knowledge and skills		COM5-1, COM5-2, COM5-9
Term 4 Week 3	Term 4 Week 6	Task 4: Business in the Quad – Promoting and Selling	20%	Planning and practical activity		COM5-1, COM5-6
Ongoing	Ongoing	Classwork and Application	10%			All

Additional Course Information: Students will complete and End of Year Examination

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Dance

Line B

Head Teacher: V Manock

Course Objectives:

Students will develop knowledge, understanding and skills about dance as an artform through:

- Dance performance as a means of developing dance technique and performance quality to communicate ideas
- Dance composition as a means of creating and structuring movement to express and communicate ideas.
- Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Students will value and appreciate:

- Their engagement in the study of dance as an artform.

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/dance-7-10>

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Elements of Dance	Term 1 Week 3	Term 1 Week 7	10	5.2.1, 5.2.2
2	Performance Appreciation	Musical Theatre	Term 1 Week 8	Term 2 Week 6	35	5.1.1, 5.1.3, 5.3.1, 5.3.3
3	Composition	Dance Film	Term 2 Week 7	Term 3 Week 6	20	5.2.1, 5.2.2, 5.3.3
4	Performance Appreciation	Contemporary Dance Routine & Appreciation Examination	Term 3 Week 8	Term 4 Week 5 & Week 6	35	5.1.1, 5.1.2, 5.1.3, 5.3.2, 5.3.3

Additional course information: Combined Year 9 and 10 Dance class

Assessment tasks must be submitted to: Ms. A. White

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Drama

Line B

Head Teacher: S Ash

Course Objectives:

Students develop the knowledge and skills to:

- Observe and interpret real and enacted situations and characters
- Express ideas in written, oral and dramatic form
- Reflect on the drama performed and the feelings and responses involved

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/drama-7-10-syllabus>

Task distributed	Task Due	Task	Weighting	Assessment components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 6	Elements of Drama	10%	POSTER - Research and Collage on Elements of Drama	Take home task	4.1.1 4.3.1 5.1.1 5.3.1
Term 1 Week 2	Term 1 Week 11	Intro into Playbuilding	30%	TWISTED FAIRY TALE - Research, Production Design and Performance		4.2.1 4.2.2 5.2.1 5.2.2
Term 2 Week 1	Term 2 Week 10	Commedia del'Arte	30%	Performance and Logbook.	Part of the performance mark is awarded upon performance at CAPA night.	4.2.3 5.2.3
Term 3 Week 1	Term 3 Week 10	Greek Theatre	30%	Performance and Logbook		4.1.3 4.3.2 5.1.3 5.3.2

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Food Technology

Line A, B + C

Head Teacher: William Maloney

Course Objectives:

Students develop:

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

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can be 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	Task	Grade	Assessment components	Additional Task Information	Outcomes
Term 1 Week 8	Term 1 Week 11	Assignment - Food in Australia	A to E	Written Task		FT5-8, FT5-9, FT5-10, FT5-11, FT5-12
Term 2 Week 3	Term 2 Week 5	Practical Skills Exam	A to E	Students will be assessed on: <ul style="list-style-type: none"> • Preparation techniques • Workflow • Hygiene • Safety • Quality of the end product • Management of work area 		FT5-1
Term 3 Week 8	Term 4 Week 2	Assignment – Food Product Development	A to E	Written Task with practical component		FT5-11 FT5-13
Term 5 Week 3	Term 4 Week 5	Practical Skills Exam	A to E	Students will be assessed on: <ul style="list-style-type: none"> • Preparation techniques • Workflow • Hygiene • Safety • Quality of the end product • Management of work area 		FT5-5

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

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

Course Objectives:

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

Outcomes being assessed:

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

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

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Industrial Technology Metal – Year 9

Line A + C

Head Teacher: W.Maloney

Course Objectives:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- 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 Week 2	Term 2 Week 5	Task 1: Observation checklist of practical skills and communication techniques Projects include: Sheetmetal Tool Carry-all Turned Centre punch	A to E	Practical focus: <ul style="list-style-type: none"> • Follows safe work practices. • Use of hand tools to produce practical projects. Theory focus: <ul style="list-style-type: none"> • Research of hand and power tools and techniques • Safety Tests • Project communication 		IND5-1 IND5-3
Term 2 Week 6	Term 2 Week 6	Task 2: Practical Skills Exam & Evaluation	A to E	Project evaluation		IND5-3 IND5-8
Term 3 Week 2	Term 4 Week 3	Task 3: Practical Project and evidence portfolio. Projects include: Campfire BBQ & Sheetmetal Case	A to E	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • Project planning including sketches, cutting lists, costing and time/action plans • Design modifications • Research of materials processes and technologies • Justification of selected materials for specific applications 		IND5-2 IND5-3 IND5-4 IND5-5

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

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Industrial Technology Timber Line B + C

Head Teacher: W.Maloney

Course Objectives:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- 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 Week 2	Term 2 Week 5	<p>Task 1: Observation checklist of practical skills and communication techniques</p> <p>Projects include:</p> <ul style="list-style-type: none"> • Document box • Laminated turned bowl 	A to E	<p>Practical focus:</p> <ul style="list-style-type: none"> • Follows safe work practices. • Use of hand tools to produce practical projects • Resource management <p>Theory focus:</p> <ul style="list-style-type: none"> • Research of hand and power tools and techniques • Safety Tests • Project communication 		<p>IND5-1</p> <p>IND5-3</p>
Term 2 Week 6	Term 2 Week 6	<p>Task 2: Practical Skills Exam & Evaluation</p>	A to E	<p>Project evaluation</p>		<p>IND5-3</p> <p>IND5-8</p>
Term 3 Week 2	Term 4 Week 3	<p>Task 3: Practical Project and evidence portfolio.</p> <p>Projects may include:</p> <ul style="list-style-type: none"> • Small coffee table • Turned Mallet • Turned pens 	A to E	<p>Students are to compile examples of their work demonstrating specific skills such as:</p> <ul style="list-style-type: none"> • Project planning including sketches, cutting lists, costing and time/action plans • Design modifications • Research of materials processes and technologies • Justification of selected materials for specific applications 		<p>IND5-2</p> <p>IND5-3</p> <p>IND5-4</p> <p>IND5-5</p>

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

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 International Studies/Geography Elective Line C Head Teacher: K. Mortimore

Course Objectives:

Students:

- explore and recognise their own cultures
- appreciate the richness of multicultural Australia and the world
- develop knowledge & understanding of cultures from different perspectives
- develop skills to engage harmoniously in the globalised and interconnected world

Outcomes being assessed:

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

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 5	Term 1 Week 10	Task 1: Portfolio & Exhibit	40%	Portfolio & Expo Presentation	Task divided into multiple components and check-points	IS5-1, IS5-3, IS5-4, IS5-6, IS5-8, IS5-9, IS5-12
Term 2 Week 3	Term 2 Week 6	Task 2: Campaign	10%	Propose strategies that challenge stereotypes		IS5-7, IS5-10, IS5-11
Ongoing	Ongoing	Application & Effort	15%	Engagement & contribution to in class tasks and coursework		IS5-8, IS5-9, IS5-11, IS5-12,
Term 3 Week 3	Term 3 Week 6	Task 3: Research Task	15%	Focus study		IS5-2, IS5-6, IS5-8
Term 4 Week 2	Term 4 Week 5	Task 4: Presentation	20%	Research & Presentation		IS5-3, IS5-6, IS5-7, IS5-8, IS5-12

Additional Course Information: An Expo as part of Task 1 will be held in Term 1

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 iSTEM / Design & Technology Line A Head Teacher: W Maloney

Course Objectives:

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

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link: <https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/istem#/asset2>

Task distributed	Task Due	Task	Grade	Additional Task Information	Outcomes
Term 1 Week 6	Term 2 Week 2	Task 1: Bridges	A to E	Portfolio and Presentation	ST5-6, ST5-7
Term 2 Week 3	Term 3 Week 2	Task 2: Bottle Rockets	A to E	Portfolio and Presentation	ST5-9, ST5-3, ST5-4
Term 3 Week 6	Term 4 Week 4	Task 3: Skylap	A to E	Portfolio and Presentation	ST5-2, ST5-5, ST5-8

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Japanese

Line C

Head Teacher: K. Mortimore

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 6	Term 1 Week 8	Task 1: School life	30%	Digital Presentation and Listening task		LJA5-4C, LJA5-5U, LJA5-7U, LJA5-9U
Term 2 Week 3	Term 2 Week 5	Task 2: Family and Pets	30%	Listening, reading and writing task		LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-8U
Term 3 Week 5	Term 3 Week 8	Task 3: Travel	30%	Speaking and writing task		LJA5-1C, LJA5-2C, LJA5-4C, LJA5-6U, LJA5-9U
Ongoing	Ongoing	Classwork and Application	10%			All

Additional Course Information: Students will complete a yearly examination during Term 4

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Music

Line B

Head Teacher: S Ash

Course Objectives:

Students will develop knowledge, understanding and skills in the concepts of music through:

- 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 contexts.

Students will value and appreciate:

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

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/creative-arts/music-7-10>

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 2	Term 1 Week 10	Rock Music	15%	Aural Analysis Performance	At least ONE performance must be completed as a class.	5.4, 5.8, 5.7, 5.12
Term 2 Week 1	Term 2 Week 7	Music and Technology	30%	Composition	Composition must be completed on software of student's choice and emailed to teacher. Portfolio must be handed in as a hard copy or emailed to teacher.	5.6, 5.4
Term 3 Week 1	Term 3 Week 9	Score Reading	20%	Aural	Students to complete an in-class assessment task.	5.4, 5.8, 5.7
Term 4 Week 1	Term 4 Week 6	Music and Technology	20%	Musicology	Students will deliver a Viva Voce to peers.	5.4, 5.5, 5.6

Additional Course Information:

Assessment tasks must be submitted to: Class teacher, unless stated otherwise in Additional Task information.

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Physical Activity and Sports Studies Line A + B Head Teacher: R.BOLUS

Course Objectives:

Students develop;

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

Outcomes being assessed:

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

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

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 6	Assessment task 1	10%	In-class task - Extended Response Essay		PASS5-1 PASS5-2
Term 1 Week 10	Term 2 Week 2	Class test	20%	Term 1 course content		PASS 5-10
Term 3 Week 7	Term 3 Week 9	Assessment task 2	20%	Research task		PASS5-6 PASS5-8
Term 1 Week 1	Ongoing	Assessment of PE class participation & skills	50%	Skill development and class participation		PASS 5-5

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Textiles Technology

Line C

Head Teacher: W Maloney

Course Objectives:

Students develop:

- Knowledge and understanding of the properties and performance of textiles
- Knowledge and understanding of the role of textiles in society
- Skills in creative communication of design ideas
- Skills in designing, producing and evaluating quality textiles items
- Appreciation of the impact of textiles and innovation on the environment and other global issues

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/textiles-technology-2019>

Task distributed	Task Due	Task	Grade	Assessment components	Additional Task Information	Outcomes
Term 1 Week 2	Term 1 Week 9	Project Work: Furnishings or non-apparel	A to E	Designing, producing & evaluating Properties & Performance of Textiles Historical perspectives of textiles	Practical item completed & associated documentation	TEX5-6 TEX5-8 TEX5-11
Term 1 Week 7	Term 3 Week 2	Project work: Apparel	A to E	Designing, producing & evaluating Properties & Performance of Textiles Contemporary perspectives of textiles	Practical item completed & associated documentation	TEX5-2 TEX5-8 TEX5-11
Term 3 Week 4	Term 4 Week 5	Project work: Non-Apparel or Textile Art	A to E	Designing, producing & evaluating Properties & Performance of Textiles The practice of textile designers	Practical item completed & associated documentation	TEX5-3 TEX5-2 TEX5-8 TEX5-9 TEX5-11

Additional Course Information: The majority of class time is spent completing project work

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Visual Arts

Line A

Head Teacher: S Ash

Course Objectives:

- Students will develop technical and conceptual skills in the making of works in visual arts
- Students will engage in talking and writing critically about works of art
- Students will engage in 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://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Research	15%	Historical and critical study	Take home task	5.7, 5.8, 5.9, 5.10
Term 1 Week 5	Term 1 Week 11	Task 2: Portfolio of artworks and art diary	20%	Practical: Artmaking	In class work	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Term 2 Week 1	Term 2 Week 10	Task 3: Portfolio of artworks and art diary	20%	Practical: Artmaking	In class work	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Term 3 Week 5	Term 3 Week 8	Task 4: Research Task	15%	Historical and critical study based on unit of study	Take home task	5.7, 5.8, 5.9, 5.10
Term 3 Week 1	Term 4 Week 5	Task 5: Portfolio of artworks and art diary	30%	Practical: Artmaking	In class work	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Additional Course Information:

Assessment tasks must be submitted to: Class teacher

2022 Stage 5 Year 9 Assessment

Subject: Year 9 Visual Design

Line A

Head Teacher: S Ash

Course Objectives:

- Students will develop technical and conceptual skills in the making of works in visual design
- Students will engage in talking and writing critically about art/designed works
- Students will engage in talking and writing about designers and art/design 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://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-design-7-10>

Task distributed	Task Due	Task	Weight	Assessment components	Additional Task Information	Outcomes
Term 1 Week 4	Term 1 Week 9	Task 1: Research	15%	Historical and critical study	Take home task	5.7, 5.8, 5.9, 5.10
Term 1 Week 5	Term 1 Week 11	Task 2: Portfolio of artworks and design diary	20%	Practical: designed works	In class work	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Term 2 Week 1	Term 2 Week 10	Task 3: Portfolio of artworks and art diary	20%	Practical: designed works	In class work	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Term 3 Week 5	Term 3 Week 8	Task 4: Research Task	15%	Historical and critical study based on unit of study	Task home task	5.7, 5.8, 5.9, 5.10
Term 3 Week 1	Term 4 Week 5	Task 5: Portfolio of artworks and art diary	30%	Practical: designed works	In class work	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

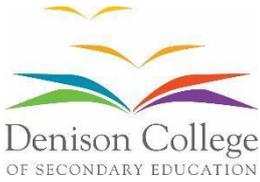
Additional Course Information:

Assessment tasks must be submitted to: Class teacher

Appendix

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

2022 Stage 5 Year 9 Assessment



Denison College of Secondary Education
Kelso High Campus



STAGE 5

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

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

Student name: _____ Year: _____ Date: _____

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

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

Assessment Task or Examination: _____

Explain the reasons for your application:

Independent evidence provided:

- | | |
|---------------------------------------|--------|
| ➤ Doctor's Certificate supplied: | Yes/No |
| ➤ Written declaration by parent/carer | Yes/No |

I declare that the information I have provided is true:

Student signature: _____ Date: _____

Office Use Only

Head Teacher decision and 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)

2022 Stage 5 Year 9 Assessment

Glossary of Key Words

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

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

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

ALARM – Colour Coding Key

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