

Year 9

Assessment

Handbook

2023



**Respecting the past, embracing the future**

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 ***NOTE: The Transport Assessment Schedules will be issued at the beginning of the course.***

**\* NESA= NSW Education Standards Authority**

Taree High School Contacts

If you need to discuss any issues relating to Year 9 assessment please contact the appropriate people listed below by calling the school on 6552 1166. If the issue relates to a particular course then the Faculty Head Teacher is the person to speak to.

**Executive Principal:** **Ms Allison Alliston**

Year 9 2023 Deputy Principal: Mr Nigel Reece

Head Teacher Administration: Ms Terri Patterson

Head Teacher Welfare: Mrs Lanie Rainger

Year Adviser: Mrs Christine Kirby

Careers Adviser: Mr Glen Bowman

**Faculty Head Teachers:**

English Miss Kim Gurr

Mathematics Mr Mark Hamilton

Science Mr Christopher King (REL)

HSIE Mr Christopher Collier

PDHPE Mr Toby Gollan

CAPA Ms Leanne Ralston (REL)

TAS Mrs Heidi Speers (REL)

Record of School Achievements

Students are required to study courses in each year of Years 7 to 10 for English, Mathematics, Science, PDHPE and Human Society and Its Environment. There are also mandatory requirements in Creative Arts, Languages, and Technological & Applied Studies. Please see the requirements below for the award of the RoSA.

**Mandatory curriculum requirements for the award of the Record of School Achievement**

|  |  |
| --- | --- |
| **English**  | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |

|  |  |
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| **Mathematics** | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |

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| **Science** | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |

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| **Human Society and Its Environment** | 400 hours to be completed by the end of Year 10. Must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5. |

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| **Languages Other than English**  | 100 hours to be completed in one language over one continuous 12 month period between Years 7–10 but preferably in Years 7–8. |

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| **Technological and Applied Studies** | The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours. |

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| **Creative Arts** | 200 hours to be completed consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years. |

|  |  |
| --- | --- |
| **Personal Development, Health and Physical Education**  | The Board’s mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10. |

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. These grades are based on a set of Course Performance Descriptors developed by the NESA. They indicate a student’s full range of achievements in each course, providing a detailed report of the student’s overall performance. The descriptors describe the main features of a typical student's performance at each grade, measured against the syllabus objectives and outcomes for the course.

**NESA General Performance Descriptors**

|  |  |
| --- | --- |
| **A** | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| **B** | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| **C** | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| **D** | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| **E** | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |
| **N** | Where **“N”** appears instead of an A to E Grade it indicates that the student has failed to meet one or more of the following requirements:* **Followed** the course developed and endorsed by the Board, and
* **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
* **Achieved** some or all of the course outcomes.
 |

The school-based assessment mark will be determined by the class teacher, based on components prescribed by the NESA in each syllabus.

**1. Overview of the RoSA**

* The Record of School Achievement (RoSA) is the credential awarded to students who leave school after successfully completing Year 9 and before they receive their Higher School Certificate (HSC).
* The RoSA provides grades for all Stage 5 (Year 10) and Stage 6 courses completed during a student’s secondary education.
* The RoSA will also include all courses that a student is enrolled in, but has not yet completed, at the date of leaving school, which has no grade given for it.
* While formal RoSA credentials are only for school leavers, all students are able to access their results electronically and print a transcript of their results.
* Students who receive their HSC are able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.
* As part of the suite of RoSA initiatives, students are able to take voluntary online literacy and numeracy tests.
* Issuing of the RoSA: Taree High School will notify the NESA of any eligible students leaving school in order to have the RoSA issued. It is essential that any student who leaves school for further education, employment or are over 17 years of age, contact the school so a RoSA application can be forwarded to NESA on the student’s behalf.

**2. Requirements for being awarded a RoSA**

Eligibility requirements for the Record of School Achievement are set out in Section 94 of the Education Act 1990 (NSW)

School attendance and curriculum requirements

*In summary, to qualify for the award of a Record of School Achievement, a student must have:*

* Attended a government school, an accredited non-government school or a recognised school outside NSW;
* Undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the Record of School Achievement;
* Complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and
* Completed Year 10.

**3. Criteria for satisfactory completion of a course**

*A student is considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:*

1. Followed the course developed or endorsed by NESA;
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. Achieved some or all of the course outcomes.

The NESA does not set a minimum attendance for the satisfactory completion of a course. The Principal may determine that, as a result of absence, the above course completion criteria might not be met.

**Warnings**

* Teachers will verbally warn students and issue an N-determination warning letter via mail to the parent/carer as soon as possible and regularly where required. The ‘N’ letter (available on the Millennium database), will outline the teacher’s concerns and detail what the student must do to rectify the situation by a given date by completing the outstanding work.
* Students who comply with the ‘N’ warning and complete the required work will be considered to have **redeemed** the issues outlined in that ‘N’ warning. Students who do not comply will be issued with a ‘Non-redemption Letter’ for the missed work. This letter means the N-determination warning still stands.

**4. N-determinations – Principal’s determination of non-completion of course requirements**

* This is the decision made by the Principal at the end of the course, under delegated authority from NESA, that a student has not satisfactorily completed a course.
* Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the ‘N’ determination.
* For Stage 5 courses, the school must also submit a grade that reflects the student's actual achievement in the course.
* Where the ‘N’ determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on transcripts of study as ‘Not Completed’.
* Additional studies (electives) will not be listed on a student's Record of School Achievement if an 'N' determination has been made.
* If at any time it appears that a student is at risk of receiving an ‘N’ determination (non-completion of course requirements) in any course, **the Principal will**:
1. Advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an ‘N’ determination;
2. Advise the parent or carer in writing (if the student is under the age of 18);
3. Request from the student/parent/carer a written acknowledgement of the warning;
4. Issue at least one follow-up warning letter if the first letter is not effective; and,
5. Retain copies of all relevant documents.

**5. Record of School Achievement requirements for students undertaking Years 7–10 courses based on Life Skills outcomes and content**

* Students are able to satisfy the mandatory curriculum requirements for the Record of School Achievement in individual key learning areas (KLAs) by completing courses based on Life Skills outcomes and content.
* Students can meet the mandatory curriculum requirements by undertaking regular outcomes and content in some Years 7–10 Board Developed and/or Board Endorsed Courses and Life Skills outcomes and content in other courses of study.
* To be eligible for the Record of School Achievement, students must meet the mandatory curriculum requirements in each KLA. The KLAs are English; Mathematics; Science; Human Society and Its Environment; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education; Languages other than English.

Year 9 Assessment Policy 2023

**Procedures for Assessment:**

**1. Period of Assessment**

The Stage 5 assessment program begins at the commencement of the Year 9 course and continues through Year 10.

**2. Course Assessment Schedules**

Course assessment schedules shall include the following features:

* Weightings and approximate date of the task;
* A range of task types relevant to the outcomes being assessed and taking into account the syllabus suggestions;
* Individual tasks worth between 10% and 40% of the total assessment;
* Generally, tasks later in the schedule will carry more weight than the earlier tasks.
* All course outcomes will be addressed in the schedule of tasks.

**3. Assessment Task Notification**

Students will be notified of the outcomes to be assessed and the nature of each task in writing, **at least 2 weeks before it is due**. This notification will include a marking scale, a rubric, or set of criteria on which students will be judged.

**4. Feedback to Students**

Students **should receive feedback within two (2) weeks of submission** (where practicable) indicating the outcomes they have achieved, are working towards, or have not yet achieved, in each individual task.

**5. Late Submission of an Assessment Task**

If a Stage 5 student submits an Assessment Task late without an acceptable reason the following penalties will be given:

* 1 day late – loss of 50% marks
* 2 days late – a zero is awarded

 Note: a student is still expected to complete the task.

**Non-completion of a Year 9 Assessment Task**

* The student, parent or carer must notify the class teacher or Faculty Head Teacher of the student’s absence as early as possible, but prior to the task. An **‘Illness, Misadventure or Variation form’** (see p 10) must be submitted to the Year Deputy Principal on return to school.
* On the first day back at school after the absence, the student must see the Faculty Head Teacher to arrange to complete the task.
* Provision of a Medical Certificate or proof of misadventure must accompany the ‘Illness, Misadventure or Variation form’ to ensure that no penalty will apply.
* When a student fails to submit a task by the due date, an official NESA Warning Letter will be sent. The receipt acknowledgement slip on the letter must be returned to the Faculty Head Teacher as soon as possible.
* Failure to follow the above procedure may result in a zero mark being recorded for the task or a non-attempt recorded.
* A student who believes that he or she has been incorrectly marked on a task must appeal to the teacher of the course immediately after the task is returned. If the class teacher cannot satisfactorily resolve the issue, the Faculty Head Teacher is to adjudicate the matter. If the issue remains unresolved it is to be referred to the Year Deputy Principal or Principal.
* Official NESA warning letters may be issued for matters other than non-completion of assessment tasks, including:
1. **Not** following the course developed or endorsed by the NESA;
2. **Not** applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
3. **Not** achieving some or all of the course outcomes.
* If a teacher is absent for an in class assessment task, the task will continue if possible, otherwise an alternative date will be negotiated.

**Attendance**

While the NESA does not mandate attendance requirements, attendance rates lower than 85% will cause concern and the school may determine that the course completion criteria have not been met. Absences will be regarded seriously by the school staff who will give students early warning of the consequences of such absences.

**Responsibilities of Students**

1. **Complete all tasks -** It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating). Students are responsible for ensuring they are present for assessment tasks and that tasks are submitted on time. Students will submit tasks such as essays, assignments and fieldwork reports to the teacher by the due date and time as specified on the Assessment Task Notification.
2. **Keep yourself informed -** You are expected to check with your class teacher, after any absence from class, whether you have missed any information regarding assessment tasks.
3. **Hand tasks in on time -** It is your responsibility to be present for, or submit, an assessment task on the day and at the time it is due. Tasks MUST be submitted to the class teacher or other staff member nominated by the class teacher, and you must sign the Assessment Task Register provided by the teacher. Alternate arrangements may require written evidence.

All written assessment tasks must be submitted in printed form or by email (after negotiation with your teacher) on or before the due date and time. Thumb drives containing an assessment task will not be accepted without an accompanying hard copy**. Problems with technology will not be accepted as a valid excuse for failure to submit an assessment task by the due date.**

1. **Clashes -** It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an assessment task.
2. **If you are going to be absent -** It is your responsibility to arrange for the handing in of a task during your absence or for the provision of necessary documentation if you are unable to do so.
3. **Understand the Requirements for the Award of a RoSA -** Familiarise yourself with the requirements for the award of a RoSA regarding satisfactory completion of courses and satisfactory attendance (and stick to them).
4. **Assessment Schedule -** Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.
5. **Understand the Taree High School Year 9 Assessment Policy -** Be aware of the THS Assessment Policy and procedures of Taree High School as detailed in this booklet.
6. **Illness/Misadventure -** If a student is absent for a legitimate reason such as illness, a fully documented explanation must be submitted to the class teacher. If a student knows they will be unable to complete the task by the due date, notification in writing must be made to the class teacher.

**Malpractice**

All work presented in assessment tasks must be your own. Malpractice, including plagiarism, could lead to you receiving zero marks and may jeopardise your results.

Plagiarism, or the copying of other authors’ work without appropriate acknowledgement, is illegal under the Copyright Act of 1968. Students found guilty of plagiarism in any assessment task will be awarded zero for that task and have the task recorded as a non-attempt.

Malpractice is an activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

* Copying someone else’s work in part or in whole, and presenting it as your own;
* 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 course expert has contributed substantially;
* Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
* Paying someone to write or prepare material;
* Breaching school examination rule;
* Disrupting an assessment task;
* Using non-approved aides during an assessment task;
* Contriving false explanations to explain work not handed in by the due date;
* Assisting another student to engage in malpractice;
* Missing lesson/s in one or more courses to complete an assessment task for another course;
* Allowing other students to copy your work;
* Truancy or absence from an assessment task without providing a satisfactory explanation.

**Notification of Assessment**

* **Assessment Policies –** each student will receive a copy of the school’s assessment policy and the relevant course schedules.
* **Warnings on Assessments –** whenever a student fails to submit an assessment task, and/or receives a zero for an assessment task, or is in danger of an ‘N’ determination, a standard letter will be forwarded by the Head Teacher concerned, with the Principal as co-signatory, to the parent/carer.
* **Assessment Advice –** those seeking assessment advice should refer to:
1. The Faculty Head Teacher for course–based advice
2. The Head Teacher Administration for advice on procedures
3. The Year Deputy Principal for clarification where problems remain.

**Appeal Process**

**1. Accident, Illness and Misadventure**

* If a student believes that their performance in an assessment task or examination has been affected by accident, illness or misadventure, they may appeal to the Faculty Head Teacher or Year Deputy Principal.
* Students may also appeal if an accident, illness or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The Faculty Head Teacher must be informed if a student is unable to sit for an examination.
* Misadventure appeals also include incidents which are outside a student’s control, but which can affect performance in an examination, or the ability to submit an assessment task, for example, death of a family member.

**2. Special circumstances**

If a student knows an assessment task is due when they will be absent from school due to ‘Special Circumstances’ (for example representative sport commitments), then they must inform the Faculty Head Teacher at least TWO days prior to their departure.

**3. Evidence**

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence will include a parental note and a Medical Certificate as required.

**4. Other Issues**

* Any other issue or issues not mentioned in this policy and related to the completion of the RoSA will be dealt with by the Principal in accordance with the Assessment Certification Examination (ACE) Manual produced by the NESA. Taree High School will follow all procedures as per the ACE Manual and related NESA material.
* Any student eligible for special provisions will be catered for as the need arises.



 Albert Street

Taree, NSW, 2430

Email: taree-school@det.nsw.edu.au

Phone: 02 6552 1166

Fax: 02 6551 2017

**Application for Consideration of Illness/Misadventure/Variation**

|  |  |  |  |
| --- | --- | --- | --- |
| **STUDENT NAME:** |  | **YEAR:** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TASK AFFECTED** | **DATE** | **TEACHER** |
|  |  |  |  |
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Reason for Application (brief description)

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Please attach any supporting evidence to this Application (e.g. Medical Certificate)

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Submit this form to your year Deputy Principal**

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This section will be completed and returned to the student as soon as possible.

**Determination re: Application for Consideration of Illness/Misadventure/Variation**

Date Application received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Application has been approved: YES / NO

The following arrangements have been made:

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Deputy Principal Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referencing Research and Assessment Tasks

When you are given a research task, you need to find and use information that other people have created. However, it is not acceptable to copy straight out of a book or cut and paste information from the internet without using quotation marks and stating where the information came from (acknowledging your source). Even changing the words but keeping the ideas (paraphrasing) requires citation (also called referencing).

**All assessment tasks must contain a reference list if secondary sources were used or you will receive zero for that task, which will be recorded as a non-attempt.**

**Plagiarism**

**What is it?**

Plagiarism is taking the words or ideas of other people and pretending they are your own. If you do not cite the sources you have used, in a bibliography or reference list, then you are plagiarising.

**Why does it matter?**

* Authors own their own words and ideas’, so using them without acknowledgement is cheating, dishonest and unethical.
* You are not developing important skills and knowledge.
* There are penalties if you plagiarise.

**Why does plagiarism happen?**

* Sometimes it is outright and intentional cheating.
* Sometimes it is the result of not knowing that referencing is required or how to cite references in a bibliography or reference list.

**What strategies can be employed to avoid plagiarism?**

* Be honest and ethical. Acknowledge sources appropriately.
* Learn to paraphrase correctly.
* Plan and organise your researching techniques and your time.

***Tip: Use BibMe website (APA formatting) to record each resource – it will automatically compile your Reference List for you.***

**Plagiarism can be detected, often very easily by:**

* Identifying different writing styles in an assessment task.
* Not including a bibliography or reference list.
* Identifying when two assignments are similar or identical.
* Using plagiarism detection software (It is as simple as your teacher typing in a section of your assignment into Google to see where it came from).

 The above was adapted from: NESA. (2006). HSC: All my own work. Retrieved June 23rd 2008, from <http://amow.boardofstudies.nsw.edu.au>

**Always cite the following sources:**

Internet – websites & emails CD ROMS & DVDs Books Artworks

Magazines/newspapers Pamphlets Maps Others students’ work

Encyclopaedia articles TV programs Music Movies

Personal interviews Letters Journals Pictures

Paraphrases, summaries Advertisements Quotations Blogs

**Note: There is no need to cite:**

* When using common knowledge.
* Your own experiences or experimental results.

**Bibliographic details:**

**BOOK**  Author/editor, (Year of publication), Title (edition), Place of publication: Publisher.

Note: Bibliographic information for books is located on the title page and copyright page

(On the back of the title page) of each book

**WEBSITE** Author/organisation, (Publication date), Page title, Website title, Retrieved date accessed, from web address

***Note: Copy and paste web addresses for accuracy, rather than retyping***.

**MAGAZINE ARTICLE** Author, (Publication date), Article title, Magazine title, volume no./month, page/s.

**NEWSPAPER ARTICLE** Author, (Publication date), Article title, Newspaper title, Page numbers

**Examples Of In-Text & Bibliographic Citation:**

|  |  |  |
| --- | --- | --- |
| **TYPE OF RESOURCE** | **IN-TEXT CITATION** | **BIBLOGRAPHY/REFERENCE LIST** |
| **Book** | Inskipp (2006, p.4) defines fresh water as ‘water with less than…’ | Inskipp, C. (2006). Conserving fresh water. London: Evans Brothers Ltd |
| **Website** | The terms of reference for the National Enquiry were… (Human Rights and Equal Opportunity Commission, 2005 | Human Rights and Equal Opportunity Commission. (2005). Bringing them home: The ‘stolen children’ report. Retrieved August 8 2008, from <http://www.hreoc.gov.au/social_justice/stolen_children/index.html>  |
| **Magazine Article** | Lawrie (2007, p.31) describe two types of salinity  | Lawrie, K. (2007). ‘The Salinity Threat’, Issues, 78, 31-35. |
| **Newspaper Article**  | ‘Soaring housing costs were the result of a worldwide property boom according to…’ (Wade, 2007, p.1)  | Wade, M. (2007, June 28). ‘The big Squeeze’, The Sydney Morning Herald, p.1.  |

Year 9

Assessment Schedules

2023

Core Subjects &

Electives



**ENGLISH**

Year 9 Assessment Schedule

|  |
| --- |
| **UNITS OF STUDY** |
| **SEMESTER 1** | **SEMESTER 2** |
| 1. Novel Study
2. Film Study (Gender/Culture)
 | 1. Genre Study
2. Poetry Study
 |

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| --- |
| **REPORTING STATEMENTS (DRS)** |
| **DRS 1** | Skills in Reading |
| **DRS 2** | Skills in Writing |
| **DRS 3** | Skills in Viewing and Representing  |
| **DRS 4** | Skills in Presenting  |

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| --- | --- | --- | --- | --- | --- |
| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **Novel Study** | **Film Study** | **Multimodal Task** | **Poetry – Written Exam** |
| **DRS 1** | **15** | 5 |  |  | 10 |
| **DRS 2** | **60** | 15 | 25 | 5 | 15 |
| **DRS 3** | **20** | 5 |  | 15 |  |
| **DRS 4** | **5** |  |  | 5 |  |
| **TASK WEIGHTING** | **100** | **25** | **25** | **25** | **25** |
| **OUTCOMES ASSESSED** | ENG5-1A, 2A,3B,5C,6C | ENG5-8D, 7D,5C,4B,3B,2A | ENG5-1A,3B,6C,9E | ENG5-6C,3B,1A |

**ENGLISH**

Stage 5 Syllabus Outcomes

**Objectives:**

A: Communicate through speaking, listening, reading, writing, viewing and representing.

B: Use language to shape and make meaning according to purpose, audience and context.

C: Think in ways that are imaginative, creative, interpretive and critical.

D: Express themselves and their relationships with others and their world.

E: Learn and reflect on their learning through their study of English.

**Outcomes:**

EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technology

EN5-3B Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C Investigates the relationships between and among texts

EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

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**GEOGRAPHY**

Year 9 Assessment Schedule

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| --- |
| **UNIT OF STUDY** |
| 1. Sustainable Biomes
2. Changing Places
 |

|  |
| --- |
| **REPORTS STATEMENTS (DRS)** |
| **DRS 1** | Skills in acquiring, processing and communicating geographical information  |
| **DRS 2** | Skills in choosing and applying appropriate geographical tools |
| **DRS 3** | Knowledge and understanding of the geographical issues affecting global environment and communities |
| **DRS 4** | Knowledge and understanding of the effects of interactions and connections between people, places and environments  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** |
| **IBL Report** |  **Investigation Report** |
| **DRS 1** | **20** | 20 |  |
| **DRS 2** | **20** |  | 20 |
| **DRS 3** | **20** | 20 |  |
| **DRS 4** | **40** | 20 | 20 |
| **TASK WEIGHTING** | **100** | **60** | **40** |
| **OUTCOMES ASSESSED** | 5.5, 5.6, 5.10 | 5.7, 5.8, 5.9 |

**GEOGRAPHY**

Stage 5 Syllabus Outcomes

GE5-1 Explains the diverse features and characteristics of a range of places and environments

GE5-2 Explains processes and influences that form and transform places and environments

GE5-3 Analyses the effect of interactions and connections between people, places and environments

GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 Assesses management strategies for places and environments for their sustainability

GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 Communicates geographical information to a range of audiences using a variety of strategies



**HISTORY**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **The Making of the Modern World** |
| 1. Making a Better World: **Movements of Peoples**
2. Australian at War: **World War I and World War II**
 |

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| **REPORT STATEMENT (DRS)** |
| **DRS 1** | Knowledge and understanding of significant developments in Australia’s social, political and cultural history  |
| **DRS 2** | Knowledge and understanding of Australia’s international relationships  |
| **DRS 3** | Skills in undertaking the process of historical inquiry  |
| **DRS 4** | Skills in communicating an understanding of history  |

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| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** |
| **Topic Test****Skills Task** | **Research Assignment (IBL)** |
| **DRS 1** | **40** | 20 | 20 |
| **DRS 2** | **20** |  | 20 |
| **DRS 3** | **20** | 20 |  |
| **DRS 4** | **20** | 20 |  |
| **TASK WEIGHTING** | **100** | **60** | **40** |
| **OUTCOMES ASSESSED** | HT5-1, 2, 3, 4, 5, 6, 7 | HT5-5, 6, 7, 8, 9, 10 |

**HISTORY**

Stage 5 Syllabus Outcomes

HT5-1 Explain and assess the historical forces and factors that shaped the modern world and Australia

HT5-2 Sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 Explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 Explain and analyse the causes and effects of events and developments in the modern world and Australia

HT5-5 Identify and evaluate the usefulness of sources in the historical inquiry process

HT5-6 Use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 Explain different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 Select and analyse a range of historical sources to locate information relevant to an historical inquiry

HT5-9 Apply a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 Select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences



**MATHEMATICS – Advanced**

Stage 5.3 Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| 1. Financial Mathematics
2. Single Variable Data Analysis
3. Indices
4. Algebraic Techniques
5. Equations
6. Trigonometry & Pythagoras Theorem
 | 1. Area & Surface Area
2. Volume
3. Number of any Magnitude
4. Probability
5. Linear Relationships
6. Ration and Rates
7. Bivariate Data Analysis
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Skills, knowledge and understanding of Number and Algebra |
| **DRS 2** | Skills, knowledge and understanding of Measurement and Geometry  |
| **DRS 3** | Skills, knowledge and understanding of Statistics and Probability |
| **DRS 4** | Applied diligence and sustained effort to the set tasks and experience that the school provided in the course |

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| **Components** | **DRS Weightings** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** |
| **Topic Test** | **Topic Test**  | **Investigation Task**  | **Topic Test**  | **Due Diligence** |
| **DRS 1** | **50** | 10 | 25 |  | 15 |  |
| **DRS 2** | **15** |  |  | 15 |  |  |
| **DRS 3** | **25** | 15 |  |  | 10 |  |
| **DRS 4** | **10** |  |  |  |  | 10 |
| **TASK WEIGHTING** | **100** | **25** | **25** | **15** | **25** | **10** |
| **OUTCOMES ASSESSED** | MA5.3‑1WM- MA5.3‑3WM,  | MA5.3‑1WM- MA5.3‑3WM,  | MA5.3‑1WM- MA5.3‑3WM,  | MA5.3‑1WM- MA5.3‑3WM All taught outcomes,  | MA5.3‑1WM- MA5.3‑3WM,  |

**MATHEMATICS - Advanced**

Stage 5 Syllabus Outcomes

MA5.3 1WM Use and interpret formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3 2WM Generalise mathematical ideas and techniques to analyse and solve problems efficiently

MA5.3 3WM Use deductive reasoning in presenting arguments and formal proofs



**MATHEMATICS – Intermediate**

Stage 5.2 Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| 1. Financial Mathematics
2. Single Variable Data Analysis
3. Indices
4. Algebraic Techniques
5. Equations
6. Right-angled Triangle (Trigonometry)
 | 1. Area and Surface Area
2. Volume
3. Numbers of any Magnitude
4. Probability
5. Properties of Geometrical Figures
6. Linear Relationship
7. Ratios and Rates
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Skills, knowledge and understanding of Number and Algebra |
| **DRS 2** | Skills, knowledge and understanding of Measurement and Geometry |
| **DRS 3** | Skills, knowledge and understanding of Statistics and Probability  |
| **DRS 4**  | Applied diligence and sustained effort to the set tasks and experiences that the school provided in the course |

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| **Components** | **DRS Weightings** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** |
| **Topic Test** | **Topic Test** | **Assignment**  | **End of Course Exam** | **Due Diligence**  |
| **DRS 1** | **50** | 10 | 25 |  | 15 |  |
| **DRS 2** | **25** |  |  | 15 | 10 |  |
| **DRS 3** | **15** | 15 |  |  |  |  |
| **DRS 4** | **10** |  |  |  |  | 10 |
| **TASK WEIGHTING** | **100** | **25** | **25** | **15** | **25** | **10** |
| **OUTCOMES ASSESSED** | MA5.2 - 1WM – MA5.2 - 3WM | MA5.2 - 1WM – MA5.2 - 3WM | MA5.2 - 1WM – MA5.2 - 3WM | MA5.2 - 1WM – MA5.2 - 3WM All taught outcomes | MA5.2 - 1WM – MA5.2 - 3WM |

**MATHEMATICS - Intermediate**

Stage 5 Syllabus Outcomes

MA5.2 1WM Select appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2 2WM Interpret mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2 3WM Construct arguments to prove and justify results



**MATHEMATICS - Standard**

Stage 5.1 Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| 1. Financial Mathematics
2. Single Variable Data Analysis
3. Indices
4. Properties of Geometrical Figures
5. Right-angled Triangle (Trigonometry)
 | 1. Area and Surface Area
2. Probability
3. Linear Relationship
4. Financial Mathematics
 |

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| --- |
| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Skills, knowledge and understanding of Number and Algebra |
| **DRS 2** | Skills, knowledge and understanding of Measurement and Geometry  |
| **DRS 3** | Skills, knowledge and understanding of Statistics and Probability |
| **DRS 4** | Applied diligence and sustained effort to the set tasks and experiences that the school provided in the course  |

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| **Components** | **DRS Weightings** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** |
| **Topic Test** | **Topic Test** | **Investigation Task**  | **Topic Test**  | **Due Diligence**  |
| **DRS 1** | **40** | 10 | 15 |  | 15 |  |
| **DRS 2** | **35** |  | 10 | 15 | 10 |  |
| **DRS 3** | **15** | 15 |  |  |  |  |
| **DRS 4** | **10** |  |  |  |  | 10 |
| **TASK WEIGHTING** | **100** | **25** | **25** | **15** | **25** | **10** |
| **OUTCOMES ASSESSED** | MA5.1-1WM, MA5.1-2WM,MA5.1-3WM | MA5.1-1WM, MA5.1-2WM,MA5.1-3WM | MA5.1-1WM, MA5.1-2WM,MA5.1-3WM | MA5.1-1WM, MA5.1-2WM,MA5.1-3WM | MA5.1-1WM, MA5.1-2WM,MA5.1-3WM |

**MATHEMATICS – Standard**

Stage 5 Syllabus Outcomes

MA5.1 1WM Use appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1 2WM Select and use appropriate strategies to solve problems

MA5.1 3WM Provide reasoning to support conclusions that are appropriate to the context



**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

Year 9 Assessment Schedule

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| **UNIT OF STUDY** |
| **Semester 1** | **Semester 2** |
| **Mind Body & Soul:** * Mental Health
* Mental Illness
* Influences & causes
* Resilience
* Coping skills
* Community perceptions
* Support services

**Athletics:** * Individual performance
* Biomechanics
 | **Sexuality** * Relationships
* STI’s
* Contraception
* Keeping Safe
* Domestic Violence
* Gender issues
* Values & Attitudes

**Games:** * Invasion
* Striking/fielding
* Biomechanics
* Performance
 | **Body Owners Guide:** * Risk taking
* Drug Awareness
* Case Studies – Illicit Drugs
* Support Networks
* Barriers – Determinants

**Physical Activity:** * Movements, Composition and Performance
 | **Lifestyles Diseases:** * What they are
* Impacts on Community
* Impact on the individual
* Risk Factors
* Case Studies- Obesity, Diabetes
* Nutritional and physical activity requirements
* Prevention

**Games:** * Net & Court
* Target
* Biomechanics
* Performance
 |

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| **REPORT OUTCOMES (DRS)** |
| **DRS 1** | Knowledge and understanding of the factors that influence personal and community health  |
| **DRS 2** | Application and management of adolescent health risk behaviours  |
| **DRS 3** | Confidence and skill in a range of physical activities  |

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| **Component** | **DRS Weightings** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
| **Mid-Course Examination**  | **Practical Athletics & Games**  | **Health Presentation**  | **Course Examination**  | **Movement, Composition & Performance**  |
| **DRS 1** | **30** | 10 |  | 10 | 10 |  |
| **DRS 2** | **30** |  |  | 15 | 15 |  |
| **DRS 3** | **40** |  | 20 |  |  | 20 |
| **TASK WEIGHTING** | **100** | **10** | **20** | **25** | **25** | **20** |
| **OUTCOMES ASSESSED** | 5.1, 5.2, 5.3, 5.6, 5.7, 5.9, 5.10 | 5.4, 5.5, 5.8, 5.11 | 5.6, 5.7, 5.8 | 5.1, 5.2, 5.3, 5.6, 5.7, 5.8 | 5.4, 5.5, 5.8, 5.11 |

**PDHPE**

Stage 5 Outcomes

5.1 A student analyses how they can support their own and others’ sense of self

5.2 A student evaluates their capacity to reflect on and respond positively to challenges

5.3 A student analyses factors that contribute to positive, inclusive and satisfying relationships

5.4 A student adapts, transfers and improvises movement skills and concepts to improve performance

5.5 A student composes, performs and appraises movement in a variety of challenging contexts

5.6 A student analyses attitudes, behaviours and consequences related to health issues affecting young people

5.7 A student analyses influences on health decision-making and develops strategies to promote health and safe behaviours

5.8 A student critically analyses health information, products and services to promote health

5.9 A student formulates goals and applies strategies to enhance participation in lifelong physical activity

5.10 A student adopts roles to enhance their own and others’ enjoyment of physical activity



**SCIENCE**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| * Science skills
* Electricity - STELR
* Human Environmental Impact
* Atomic Theory
 | * Atomic Theory
* Control & Coordination
* Waves
 |

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| **REPORT OUTCOMES (DRS)** |
| **DRS 5** | Understanding & Knowledge of science  |
| **DRS 6** | Working Scientifically  |

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| **Semester 1**  | **Semester 2** |
| **Components** | **DRS Weightings** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Task 6** |
| **Practical Skills Test** | **Semester 1 Exam** | **Semester 1 Homework**  | **Research Task**  | **Semester 2 Exam** | **Semester 2 Homework** |
| **DRS 5** | **40** |  | 20 |  | 10 | 10 |  |
| **DRS 6** | **60** | 20 | 10 | 5 | 10 | 10 | 5 |
| **TASK WEIGHTING** | **100** | **20** | **30** | **5** | **20** | **20** | **5** |
| **OUTCOMES ASSESSED** | 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 10PW, 11PW | 7WS, 8WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW | 7WS, 8WS, 9WS | 4WS, 5WS, 7WS, 8WS, 9WS, 16CW | 8WS, 9WS, 10PW, 11PW, 14LW, 15LW, 16CW | 7WS, 8WS, 9WS |

**SCIENCE**

Stage 5 Syllabus Outcomes

**Working Scientifically**

SC5-4WS Develop questions or hypotheses to be investigated scientifically

SC5-5WS Produce a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS Undertake first-hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS Process, analyse and evaluate data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS Apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS Present science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

**Physical World**

SC5-10PW Apply models, theories and laws to explain situations involving energy, force and motion

SC5-11PW Explain how scientific understanding about energy conservation, transfers and transformations is applied in systems

**Earth and Space**

SC5-12ES Describe changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES Explain how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

**Living World**

SC5-14LW Analyse interactions between components and processes within biological systems

SC5-15LW Explain how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**Chemical World**

SC5-16CW Explain how models, theories and laws about matter have been refined as new scientific evidence become available

SC5-17CW Discuss the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials



**Agriculture**

Year 9Assessment Schedule

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| **UNITS OF STUDIES** |
| **SEMESTER 1** | **SEMESTER 2** |
| Agriculture Enterprises Cropping and Plant Production  | Importance of Australian Agriculture Animal Production |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Understanding & knowledge of Agriculture |
| **DRS 2** | Working Scientifically  |

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| **Components** | **DRS Weightings** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** |
| **Agriculture Enterprise****Research Task**  | **Sheep / Cattle Handling Practical**  | **Cropping Research Task** | **Yearly Examination** | **Evidence of Due Diligence/****Farm work**  |
| **DRS 1** | **40** | 10 | 5 | 5 | 15 | 5 |
| **DRS 2** | **60** | 10 | 5 | 5 | 20 | 20 |
| **TASK WEIGHTING** | **100** | **20** | **10** | **10** | **35** | **25** |
| **OUTCOMES ASSESSED** | AG5-4, AG5-7, AG5-8, AG5-9 | AG5-13, AG5-14 | AG5-5, AG5-6, AG5-9, AG5-8, AG 5-12 | AG5-5, AG 5-6, AG5-8, AG5-9 | AG5-9, AG5-10, AG5-12, AG5-13, AG5-14 |

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| **Course Requirement** | * Enclosed Leather Footwear
* Hat and/or sunscreen
* Course fee $50.00
 |



**CHILD STUDIES A - The First Two Years**

Year 9 Assessment Schedule

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| **COURSE OUTLINE** |
| **SEMESTER 1**  | **SEMESTER 2** |
| 1. Small Beginnings
2. Newborn Care
 | 1. To grow on and on
2. The world is my playground
 |

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Identifies the characteristics of a child at each stage of growth and development  |
| **DRS 2** | Describes the factors that affect the health and wellbeing of a child from preconception through to the early years.  |
| **DRS 3** | Evaluates strategies that promote growth and development of children. |
| **DRS 4** | Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts.  |

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| **Components** | **DRS Weightings** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **Research** | **Pictorial Diary of Pregnancy**  | **Practical Assessment**  | **Unit Quizzes Progressive** |
| **DRS 1** | **10** |  |  | 10 |  |
| **DRS 2** | **40** | 10 | 10 | 10 | 10 |
| **DRS 3** | **30** | 10 |  | 10 | 10 |
| **DRS 4** | **20** |  | 20 |  |  |
| **TASK WEIGHTING** | **100** | **20** | **30** | **30** | **20** |
| **OUTCOMES ASSESSED** | CS 5-9 | CS 5-1, 5-6, 5-11 | CS 5-4 | CS 5-1, 5-2, 5-5,5-6, 5-7 |



**DRAMA 1**

Year 9 Assessment Schedule

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| **UNITOF STUDY** |
| **Semester 1** | **Semester 2** |
| 1. Improvisation
2. Melodrama
 | 1. Short Film
2. Comedy and Satire
 |

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| **REPORTING STATEMENTS (DRS)** |
| **Making** | Participating, creating, improvising and play-building to create a piece of drama |
| **Performing** | Acting and performing drama and theatre for different audiences |
| **Appreciating** | Investigating, evaluating and reflecting on drama individually and collaboratively |

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| **Components** | **DRS WEIGHTING** | **TASK 1** | **TASK 2** | **TAKS 3** | **TASK 4** |
| **Group Improvisation & Logbook** | **Group Performance & Logbook**  | **Movie Trailer & Logbook**  | **Group Presentation**  |
| **Making** | **40** | 10 | 10 | 10 | 10 |
| **Performance** | **30** | 10 | 10 | 10 |  |
| **Appreciating** | **30** | 10 | 10 | 10 |  |
| **TASK WEIGHTING** | **100** | **30** | **30** | **30** | **10** |
| **OUTCOMES ASSESSED** | 5.1.1, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3 | 5.1.1, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3 | 5.1.1, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3 | 5.1.1 – 5.1.4 |

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| **Course Requirements** | * Logbook
* Couse fee $20.00
 |



**FITNESS, GAMES & COACHING - PASS**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| * Components of Fitness
* Fitness Testing
* Types of Training
* Skill Acquisition
* Practice Methods
 | * Role of the Coach
* Coaching Styles
* Characteristics of an Effective Coach
* Event Management
* Competition Organisation
 |

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| **REPORT STATEMENT (DRS)** |
| **DRS 1** | Knowledge and understanding of factors that impact on physical performance |
| **DRS 2** | Application of performance principles to enhance performance and participation |
| **DRS 3** | Participation and confidence in a range of practical activities and situations |

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| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** |
| **Fitness Assessment**  | **Practical Performance**  | **Coaching Presentation**  | **Course Exam**  | **Practical Performance**  |
| **DRS 1** | **30** | 10 |  | 10 | 10 |  |
| **DRS 2** | **30** | 10 |  | 10 | 10 |  |
| **DRS 3** | **40** |  | 20 |  |  | 20 |
| **TASK WEIGHTING** | **100** | **20** | **20** | **20** | **20** | **20** |
| **OUTCOMES ASSESSED** | PASS:1,2,6,7,8 | PASS:9,10 | PASS:7,8,10 | PASS:1,2,3,4,5,6 | PASS:7,9,10 |



**FOOD TECHNOLOGY A**

Year 9 Assessment Schedule

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| **COURSE OUTLINE** |
| Students gain an understanding of the nutritional requirements throughout the lifespan. Identify conditions resulting from poor nutrition. The course contains a practical component in which students are required to prepare food.  |

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| **REPORT STATEMENT (DRS)** |
| **DRS 1** | Skills related to food hygiene, safety and the preparation and presentation of quality food  |
| **DRS 2** | Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health  |
| **DRS 3** | Skills in designing, producing and evaluating solutions for specific food purpose  |
| **DRS 4** | Skills in researching and communicating issues in relation to the physical effects of food and nutrition  |

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| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| **Food in Australia Task** | **Food Trends Task**  | **Food Special Occasions Task**  | **Food Selection and Health Task**  |
| **DRS 1** | **45** |  | 25 | 5 | 15 |
| **DRS 2** | **30** | 20 |  | 10 |  |
| **DRS 3** | **10** |  |  | 5 | 5 |
| **DRS 4** | **15** | 5 |  | 5 | 5 |
| **TASK WEIGHTING** | **100** | **25** | **25** | **25** | **25** |
| **OUTCOMES ASSESSED** | FT5-6, 5-8,5-11, 5-13 | FT5-1, 5-2, 5-10 | FT5-1, 5-1, 5-9, 5-13 | FT5-2, 5-5, 5-6, 5-12 |

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| **Course Requirements** | The course contains a practical component in which students are required to prepare food a cost is associated with the course. Students will identify and prepare food suitable for a take away shop. Leather shoes which cover the fill foot is mandatory as is the wearing of an appropriate apron. Course Fee $100 |



**INDUSTRIAL TECHNOLOGY - Metal 1**

Year 9 Assessment Schedule

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| **REPORT STATEMENTS (DRS)** |
| **DRS 1** | Knowledge and practice of safe and cooperative work practices within the workshop environment  |
| **DRS 2** | Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects  |
| **DRS 3** | Describes, and analyses a range of current, new and emerging technologies and their various applications  |
| **DRS 4** | Describes feature and uses of technologies and techniques appropriate to area of study  |

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| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** | **TASK 3** |
| **Research Projects** | **Theory Booklet** | **Practical Projects** |
| **DRS 1** | **20** |  |  | 20 |
| **DRS 2** | **40** |  |  | 40 |
| **DRS 3** | **20** | 10 | 10 |  |
| **DRS 4** | **20** | 10 | 10 |  |
| **TASK WEIGHTING** | **100** | **20** | **20** | **60** |
| **OUTCOMES ASSESSED** | IND5.1, 5.2, 5.4, 5.5 | IND5.1, 5.5, 5.8, 5.10 | IND5.1, 5.2, 5.3, 5.4 |

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| **Course Requirements** | Fully enclosed leather shoes Course Fee $80.00 |



**LANGUAGE – Connecting to Country**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| Term 1 – The Gathang LanguageTerm 2 – Natural Resources  | Term 3 – Significant People Term 4 – Aboriginal Art  |

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| **REPORT STATEMENTS (DRS)** |
| DRS 1 | Culture and Identity, analysis and evaluates protocols, programs and techniques to maintain and build Aboriginal Languages and explain the interrelationship between language, culture and identity  |
| DRS 2 | Composes and manipulates texts in the target language, applying a range of linguistic structures for a variety of contexts, purposes, and audiences  |
| DRS 3 | Responds to information, ideas, and perspectives in a range of texts  |
| DRS 4  | Manipulates the target language in sustained interactions to exchange information, ideas and options  |

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| **Components** | **DRS Weightings** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Comparative Study**  | **Test**  | **Research Task**  | **Test** |
| **DRS 1** | **25** | 25 |  |  |  |
| **DRS 2** | **25** |  |  | 25 |  |
| **DRS 3** | **25** |  | 25 |  |  |
| **DRS 4**  | **25** |  |  |  | 25 |
| **TASK WEIGHTING** | **100** | **25** | **25** | **25** | **25** |



**MUSIC 1**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| 1. Music of a Culture – African
 | 1. Rock Music
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| **REPORT STATEMENTS (DRS)** |
| **Performance** | Demonstrates a knowledge and understanding of the musical concepts and skills needed for expressive and technically proficient performance  |
| **Listening** | Demonstrates an understanding of musical concepts through aural discrimination  |
| **Research** | Understanding of concepts in music in a variety of contexts through analysis, comparison and discussion |
| **Composition** | Demonstration of an understanding of the musical concepts and compositional devices needed for creating and improvising music |

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| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** |
| **Music of a Culture -African** **Term 1 & Term 2** | **Rock Music****Term 3 & Term 4** |
| **Performance** | **25** | 10 | 15 |
| **Composition** | **25** | 15 | 10 |
| **Research** | **25** | 15 | 10 |
| **Aural** | **25** | 10 | 15 |
| **TASK WERIGHTING** | **100** | **50** | **50** |
| **OUTCOMES ASSESSED** | 5.1 – 5.12 | 5.1 – 5.12 |



**OUTDOOR EDUCATION – PASS**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| * Outdoor Recreation Activities
* Minimal Impact
* Bushwalk Preparation
* First Aid
 | * Recreation Equipment and Safety
* Survival Strategies
* Navigation Skills
* Planning for Outdoor Expeditions
* Overnight camp
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| **REPORT STATEMENT (DRS)** |
| **DRS 1** | Knowledge and understanding of minimal impact camping  |
| **DRS 2** | Displays management and planning skills to achieve personal and group goals  |
| **DRS 3** | Application of practical skills and safety procedures in a range of outdoor activities  |

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| **Components** | **DRS WEIGHTINGS** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** | **TASK 5** | **TASK 6** |
| **Outdoor Recreation Activity**  | **Trangia Cooking Task**  | **Bulahdelah Bushwalk**  | **Bites and Stings Brochure**  | **Diamond Head Camp**  | **Course Exam**  |
| **DRS 1** | **30** | 5 | 5 | 5 |  | 5 | 10 |
| **DRS 2** | **30** |  | 5 | 5 | 5 | 10 | 5 |
| **DRS 3** | **40** | 10 | 5 | 10 | 5 | 5 | 5 |
| **TASK WEIGHTING** | **100** | **15** | **15** | **20** | **10** | **20** | **20** |
| **OUTCOMES ASSESSED** | 1.2, 2.1, 2.2, 3.1 | 3.1, 4.1, 4.2 | 3.1, 4.1, 4.2 | 2.1 | 3.1, 4.1, 4.2 | 1.2, 2.2, 3.2 |

**PSYCHOLOGY**

Year 9 Assessment Schedule

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| **UNITS OF STUDY** |
| **Semester 1** | **Semester 2** |
| Core 1 – What is Psychology? (25hr) Core 2 – Research Methods in Psychology (25hrs) | Option 1 – Biology Bases of BehaviourOption 2 – Psychology of Success Option 3 – Psychology Disorders and Constructs of Normality  |

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| **REPORT STATEMENTS (DRS)** |
| DRS 1 | Understanding & Knowledge of Psychology  |
| DRS 2 | Working Scientifically  |

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| **Components** | **DRS Weightings** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| **Secondary Source Research Report** | **Semester 1 Examination** | **Primary Source Research Task** | **Semester 2 Examination** |
| DRS 1 | 40 | 5 | 15 | 5 | 15 |
| DRS 2 | 60 | 20 | 10 | 20 | 10 |
| TASK WEIGHTING | 100 | 25 | 25 | 25 | 25 |
| OUTCOMES ASSESSED | PSY5-1PSY5-2PSY5-4PSY5-6PSY5-8 | PSY5-1PSY5-2PSY5-4PSY5-5PSY5-6PSY5-7PSY5-8 | PSY5-1PSY5-2PSY5-5PSY5-5PSY5-7PSY5-8 | PSY5-1PSY5-2PSY5-3PSY5-4PSY5-5PSY5-6PSY5-7PSY5-8 |



**YEAR 9 ASSESSMENT TASK CALENDAR 2023**

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| --- | --- |
| **TERM 1** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **2 (B)** Jan 31 – Feb 3 | **30th SDD** |
| **3 (A)** Feb 6 – Feb 10 |  |
| **4 (B)** Feb 13 – Feb 17 |  |
| **5 (A)** Feb 20 – Feb 24 |  |
| **6 (B)** Feb 27 – Mar 3  |  |
| **7 (A)** Mar 6 – Mar 10  |  |
| **8 (B)** Mar 13 – Mar 17 |  |
| **9 (A)** Mar 20 – Mar 24 |  |
| **10 (B)** Mar 27 – Mar 31  |  |
| **11 (A)** Apr 3 – Apr 6  |  **Apr 7th Good Friday**  |

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| **TERM 2** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (B)** Apr 26 – Apr 28  |  |
| **2 (A)** May 1 – May 5 |  |
| **3 (B)** May 8 – May 12  |  |
| **4 (A)** May 15 – May 19  |  |
| **5 (B)** May 22 – May 26  |  |
| **6 (A)** May 29 – June 2  |  |
| **7 (B)** June 5 – June 9  |  |
| **8 (A)** June 13 – June 16 | **12th Public Holiday** |
| **9 (B)** June 19 – June 23  |  |
| **10 (A)** Jun 26 – June 29  |  |



**YEAR 9 ASSESSMENT TASK CALENDAR 2023**

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| **TERM 3** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (B)** Jul 18 – Jul 21  | **17th SDD** |
| **2 (A)** Jul 24 – Jul 28 |  |
| **3 (B)** Jul 31 – Aug 4  |  |
| **4 (A)** Aug 7 – Aug 11  |  |
| **5 (B)** Aug 14 – Aug 18  |  |
| **6 (A)** Aug 21 – Aug 25  |  |
| **7 (B)** Aug 28– Sept 1 |  |
| **8 (A)** Sept 4 – Sept 8 |  |
| **9 (B)** Sept 11 – Sept 15  |  |
| **10 (A)** Sept 18 – Sept 22  |  |

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| **TERM 4** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1 (B)** Oct 9 – Oct 13  |  |
| **2 (A)** Oct 16 – Oct 20  |  |
| **3 (B)** Oct 23 – Oct 27  |  |
| **4 (A)** Oct 30 - Nov 3  |  |
| **5 (B)** Nov 6 – Nov 10  |  |
| **6 (A)** Nov 13 – Nov 17  |  |
| **7 (B)** Nov 20 – Nov 24  |  |
| **8 (A)** Nov 27 – Dec 1 |  |
| **9 (B)** Dec 4 – Dec 8  |  |
| **10 (A)** Dec 11 – Dec 15  |  |