

St Paul's
Catholic College



Booragul

Stage 5

Year 9

***Assessment Policy
and
Schedules***

2018

NB Assessment Calendar Dates are subject to change. Students should always check with their subject teacher in relation to dates/rescheduling of tasks.

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Dear Students and Parents

Every student at St Paul's receives an assessment overview for the year. This takes the form of an outline for each course, together with an assessment grid and assessment procedures.

These assessment overviews are designed for you to:

- ▶ **know** what assessments you will have, and
- ▶ learn to **plan** for your assessments so you can perform better in them. Please keep in mind that dates will, at times, be changed and students will be notified.

You need to be aware of three **important aspects** of assessments:

1. If you are **absent** from an assessment task or are away when it should be handed in, on the day you return to school, you need to **bring a letter/email** to your Tutor Group teacher explaining the reason for your absence. On the day of your return you will be required to undertake or submit the task. Marks will be awarded as normal provided the explanation for absence is satisfactory. Estimates are only given in exceptional circumstances. Parents should **email or telephone the school** if you are away when a task is scheduled and arrange for a message to be passed onto the relevant Leader of Pedagogy.
2. If you have a good reason for not having time to complete an assessment task (eg you have been ill for a week), you can **apply for an extension** by a written parental request presented to the Leader of Pedagogy. It is usually anticipated that this is clearly done in advance of the due date.
3. If you are absent without explanation and/or fail to submit a task on time without an adequate explanation, you will be penalised according to the following scale:

Task Submitted	Penalty
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

Please remember that all tasks still **must be submitted** regardless of penalties to fulfil NSW Education Standards Authority (NESAs) expectations. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work.

All assessment task notifications **will be available to view on the school Student Portal via MNConnect**. **Assessment handbooks can also be viewed on St Paul's Catholic College website.**

It is vitally important that you realise managing assessment is complex, but we are training students to be responsible organisers in their school responsibilities.

I hope this information allows you to be a far better prepared student in 2018.

Every success,



Mr Graeme Selmes
Principal

2. Introduction

This year, for the most part, is the first year of a two-year course structure. It is important then to understand the assessment responsibilities you have and to prepare for the type of tasks you will undertake over the next two years.

Assessment tasks are set in all subjects to cover the outcomes prescribed by the syllabus for that subject.

Informal Assessment will be continuous throughout the year as students develop their skills to handle the major tasks. These activities will help the teacher allocate the **Performance Profiles** that appear on the School Report.

Performance Profiles

In each course, there will be a series of profiles that reflect a range of skills, knowledge, values and attitudes. These profiles are intended to provide a specific overview within each course. Each student, apart from statistical data, will receive this additional evaluation. The combination of profiles, data and personal comment will ideally create a complete profile of where a student is at, with regard to their course.

3. Subject Assessment Procedures

Each subject area determines its individual assessment procedure with consideration to the following:

- a) Assessment is continuous/progressive.
- b) The Assessment mark is relative to a pre-determined standard.
- c) Assessment may be comprised of a variety of tasks, tests, assignments, presentations etc., throughout a semester.
- d) Final grades appearing on reports will reflect student achievements in assessments relative to standards as outlined by the NSW Education Standards Authority.

4. Assessment Guidelines

In terms of the Gospel value of justice, our assessment procedures:

- Are clearly and concisely articulated, and communicated to all involved in the teaching/learning process.
- Are designed in conjunction with the teaching/learning process.
- Are based on the goals of the syllabi and/or school teaching programmes.
- Provide to each student, through a variety of assessment tasks, maximum scope to demonstrate breadth of achievement.
- Provide to each student significant opportunity to demonstrate his/her highest level of competence.

Consequently, at the beginning of each course teachers will provide Stage 5 candidates with a written statement as to how their Stage 5 Grade is determined. This will:

1. give a brief overview of course content
2. explain the nature of each assessment task
3. explain the weighting of each task in the overall scheme for that assessment period

5. Plagiarism

Do not Plagiarise

Plagiarism is the use of another person's words or ideas, without stating where they came from. It is a form of **theft**.

Plagiarism is dishonest, unfair to you and others and is illegal under the Copyright Act, 1963.

There are two types of plagiarism:

1. **Deliberate Plagiarism** - this involves buying or stealing an essay, hiring someone to write it for you or copying from any other source without citing it.
2. **Accidental Plagiarism** – using someone else's ideas without referring to them or using "notes" that are really "quotes".

Always cite the following:

Internet sites, magazines and newspapers, books, pamphlets, music, TV and movies, personal interviews, maps and other students' work.

To avoid plagiarism:

- Write new information in point form
- Identify the source you are using **immediately**
- Record the author, title, publication details or web site
- Use your own words
- Put quotation marks around direct sources – note the page

For assistance with bibliographies please see the Librarian.

IF YOU PLAGIARISE ALL OF THE TASK, YOU WILL NOT BE AWARDED ANY MARKS.

6. What To Do If -

Lateness in Submitting Tasks

Every effort should be made to hand tasks in or sit for tasks on or by the due date. If a student fails to hand in set tasks at all, or without a suitable written explanation, their work will be penalised according to the following scale:

Task Submitted	Penalty
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

Should there be an appropriate reason for late submission, the student must submit an explanation note to the Leader of Pedagogy. Technological malfunction is not usually viewed as a satisfactory reason for late submission – students are expected to maintain a back-up copy at all times.

Absence from In-Class Tasks

- a) Parents/Guardians are expected to **email/telephone the school**, on the day, if the student will miss a task.
- b) Students will generally be expected to complete the task on their return to school. However, in exceptional circumstances, an estimate may be given.
- c) Students will be required to provide a **suitable written explanation** such as a note from a parent or guardian **on the day they return to school**. Failure to provide this written explanation to the Tutor Group Teacher within 1 week may result in a zero being awarded for the task.

Extensions to Due Date

Extensions to the due date will only be given if special circumstances warrant and a request is made **in writing three days prior to the due date**. The actual extension in a particular circumstance is up to the discretion of the relevant Leader of Pedagogy.

Academic Misconduct

Cheating during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero mark awarded for the paper or part). Likewise, proven **dishonesty** in relation to other assessment tasks will result in marks being adjusted accordingly.

7. Non-Submission of an Assessment Task

If you have legitimate reasons for non-submission then the following options may be exercised:

- a) provide a **suitable written explanation or email** from a parent or guardian if there is a problem.

OR

- b) Apply for an extension (3 days before the due date) if there is a valid reason you cannot complete the task on time.

It is not satisfactory to miss an assessment task and be content just to receive a **Zero '0'**.

You must hand it in late anyway (up to three (3) days) and receive a reduced mark.

If you fail to complete a task the following procedure will apply:

Written warning letter is sent home to say you didn't complete the task by the due date



The letter tells you that the task needs to be submitted by a new designated date



If you still do not hand in the task you will automatically be placed on afternoon detention



During the detention (which is different to normal afternoon detention) you will be given time to complete the outstanding task or some part of it

You need to submit Assessment Tasks, even if you receive a **Zero (0)**, as you still need to meet the course outcomes to fulfil expectations of the NSW Education Standards Authority.

8. Reports

Students will be issued with **three reports during Year 9**. They are as follows:

- **Term 1 Interim Report** will be a brief reflection on the student's progress to date and their approaches to learning.
- **Term 2 Report** will be more comprehensive, summative report of Semester One, providing both feedback and direction for Semester Two.
- **Term 4 Report** will provide each student with a summation of their approaches to learning throughout the academic year.

9. The Stage 5 Grading System Explained

Performance Descriptors

- NSW Education Standards Authority has developed a set of General Performance Descriptors outlined on Page 9 which are statements describing the five levels of student achievement used as the basis for specific subject descriptors.
- Sets of descriptors for each subject called Course Performance Descriptors have been developed from the General Performance Descriptors.
- Each descriptor is a statement about a student's achievement related to the knowledge and skills objectives of each course. The descriptors range from Excellent (A) to Elementary (E) achievement.
- Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. These will assist teachers to make the final judgement of the grade to award students at the end of each semester.

The grade a student receives in each course will be the one which best relates to the description of the student's achievement given in the course Performance Descriptors.

Comparing Grades

- No attempt should be made to compare the grades awarded in different subjects.
- There is no valid basis for comparing results between the various courses in Mathematics or between any other subjects.

General Performance Descriptors

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates high level of achievement in the course. The student has thorough knowledge and understanding of the course content and a high level of competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and skills to most new situations.
C	Indicates sound achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates basic achievement in the course. The student has demonstrated a basic level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

The following pages provide both the Course and Assessment Overview for individual courses.

Commerce

Stage 5 – Year 9

Course Overview

The Commerce course assesses students on the basis of their knowledge and understanding of commercial activities as well as the skills involved in studying these activities.

Topics

- a Business
- Running Consumer Choice
- Personal Finance
- E Commerce

Assessment Overview

Semester 1

Task	Weighting	Due In / To be Done
1. Operating a Business Task	40%	Term 1, Week 9
2. Semester 1 Examination	40%	Term 2, Week 6
3. Class Mark	20%	
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
4. Research Task	25%	Term 3, Week 4
5. In Class Examination	30%	Term 4, Weeks 5
6. Budget Stimulus Task	25%	Term 4, Week 7
7. Class Mark	20%	
Total	100%	

Drama

Stage 5 Year 9 2018

Course Overview

Drama is an elective course that, at St Paul's Catholic College, is semester based and studied for 200 hours across Years 9 and 10. Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works.

All students will undertake a unit of Playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli.

Students learn to make, perform and appreciate dramatic and theatrical works. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society. Log Books are to be maintained throughout the course and are an integral part of all assessment tasks.

Assessment Overview

Semester 1

Task	Weighting	Date
1. Monologue Performance	20%	Week 10 Term 1
2. Shakespearean Performance & Rationale	30%	Week 8 Term 2
Total	50%	

Semester 2

Task	Weighting	Date
3. Theory Examination	15%	Week 9 Term 3
4. Playbuilding: Group Performance & Log Book	35%	Exam Week Term 4
Total	50%	

English

Stage 5 – Year 9

Course Overview

Year 9 English is programmed in accordance with the new Stage 5 English Syllabus for the Australian curriculum to provide experiences and skill development for students in the language modes of reading, writing, speaking, listening, viewing and representing.

Students engage in graded classes with a variety of texts including film and other visual plus multi-media material to complete both responding to and composing tasks.

It is anticipated that some class changes will occur at the end of each semester using the results attained in that semester.

Ongoing class-based formative and across-the-year summative tasks form the assessment process as outlined below.

Assessment Overview

Semester 1

Task	Semester Weighting for Report 1	Yearly Weighting for 2019 class grading	Timing
1. Unit 1	100%	20%	Term 1, Week 10
Total	100%		

Semester 2

Task	Semester Weighting for Report 2	Yearly Weighting for 2019 class grading	Timing
2. Unit 3	25%	20%	Term 2, Week 10
3. Unit 4	25%	20%	Term 3, Week 7
4. Unit 6	25%	20%	Term 4, Week 6
Formative class work (moderated against Tasks 1,2,3 & 4)	25%	20%	Term 4, Week 5
Total	100%	100%	

Food Technology

Stage 5 – Year 9

Course Overview

This course continues for two years. Students will be involved in practical and theory activities. Theory will include the study of nutrition and involve designing, preparing and evaluating food and consumption patterns.

Topics

There are two core topics that are implemented throughout the course:

Food Preparation and Processing and **Nutrition and Consumption**

Focus Areas:

- **Food Selection and Health**
- **Food in Australia**
- **Food for Special Occasions**
- **Food Equity**

Each focus area/unit will involve:

- student activities during course (these may include practical tasks)
- a major assessment task

Assessment Overview

Semester 1

Task Description	Weighting	Due In / To be Done
1. Personal Dietary Analysis	35%	Term 1, Week 9
2a. Research and Oral Presentation	35%	Term 2, Week 5
2b. Practical Task – Cultural Buffet	30%	In-class 2 lessons Term 2, Week 6
Total	100%	

Semester 2

Task Description	Weighting	Due In / To be Done
3. Food for Special Occasions Task	35%	Term 3, Week 6
4a. Media Task	35%	Term 4, Week 4
4b. Practical Task – Recipe Presentation	30%	In-class 2 lessons Term 4, Week 6
Total	100%	

German

Stage 5 – Year 9

Course Overview

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

German has a direct relationship with English, having evolved from the same family of European languages. Many German words look and sound similar to English words and this helps make learning German an achievable and enjoyable experience.

In this course, students will study the following topics:

- Greetings & Introductions
- Family & Identification
- School
- Hobbies
- Food
- Tourism
- Around the Town
- Health
- Weather
- Holidays
- Clothing & Shopping
- Money
- Housing

In each topic the four skills of Reading, Writing, Listening and Speaking will be developed.

Requirements: Students will need either A4 size writing books **OR** an A4 folder, as many A4 size handout sheets will be given throughout the course.

Assessment Overview

Semester 1

Task	Weighting	Timing
1. Presentation (family, pets etc)	50%	Term 1, Week 7
2. Reading and Writing	50%	Term 2, Week 6
Total	100%	

Semester 2

Task	Weighting	Timing
3. Listening	50%	Term 3, Week 8
4. Reading and Writing	50%	Term 4, Week 6
Total	100%	

Graphics Technology

Stage 5 – Year 9

Course Overview

The Graphics Technology syllabus consists of two core modules which are studied in Year 9 followed by four optional modules which are studied in Year 10.

Core modules are designed to provide a broad understanding of the principles and techniques associated with producing graphical presentations in a variety of styles and formats.

All modules provide essential content designed to develop knowledge, understanding and skills related to the four key areas of:

- graphics principles and techniques
- design in graphics
- planning and construction
- presentation

Assessment Overview

Semester 1

Task	Weighting	Due In / To be Done
1. Introduction Unit	50%	Term 1, Week 9
2. Core Module 1	50%	Term 2, Week 6 (amended)
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
3. Core Module 2 – Worksheets	60%	Term 4, Week 4
4. CAD Design	20%	Term 4 Week 7
5. Examination	20%	Term 4, Week 6
Total	100%	

HSIE – History - Semester 1

Stage 5 – Year 9

Course Overview

Year 9 History is programmed in accordance with the new Stage 5 History syllabus for the Australian Curriculum. The course integrates knowledge of people, events and places. It encourages students to enquire, learn about and develop an appreciation of the world around them.

Topics studied in Year 9 include:

The making of the Modern World

- Overview
- Australians at War – WWI and WWII

Assessment Overview

Semester 1

Task	Weighting	Due In / To be Done
1. Common Task	50%	Term 1, Week 10
2. Class Tasks – small tasks that include: <ul style="list-style-type: none">• Skills 15%• Literacy 15%• Class Activities 20%	50%	<i>Over the course of the semester as notice is given</i>
Total	100%	

In the mandatory Stage 5 (Years 9/10) HSIE courses, only the first two classes are graded. The remaining classes will be made up of mixed ability groups.

HSIE – Geography – Semester 2

Stage 5 – Year 9

Course Overview

The mandatory Australian Geography, Civics and Citizenship course integrates knowledge of people, events and places. It encourages students to enquire, learn about and develop an appreciation of the world around them.

Topics studied in Year 9 include:

- Topic 1: Investigating Australia’s Physical Environment
- Topic 2: Changing Australian Communities
- Geographical skills and tools

Assessment Overview

Semester 2

Task	Weighting	Due In / To be Done
1. Common Task	50%	Term 3, Week 10
2. Class Tasks – small tasks that include: <ul style="list-style-type: none">• Skills 15%• Literacy 15%• Class Activities 20%	50%	<i>Over the course of the semester as notice is given</i>
Total	100%	

In the mandatory Stage 5 (Years 9/10) HSIE courses, only the first two classes are graded. The remaining classes will be made up of mixed ability groups.

Industrial Technology - Timber

Stage 5 – Year 9

Course Overview

This course covers the Stage 5 Industrial Technology Timber syllabus. The syllabus consists of two core modules studied in Year 9. In the Year 10 course students complete 2 specialised units – Cabinetwork 3 and Wood Machining 3.

The course extends the students skills and knowledge in working with timber, joint construction, project assembly, wood machining, design, the timber industry and related technologies.

Assessment Overview

Semester 1: Core Module 1 – General Wood

Task	Weighting	Due In / To be Done
1a. Practical Progress	60%	Term 2, Week 4
1b. Project Folio	20%	Term 2, Week 4
2. In-Class Practical Examination	20%	Term 2, Week 7 (Revised 4.6.18)
Total	100%	

Semester 2: Core Module 2 – General Wood

Task	Weighting	Due In / To be Done
3a. Practical Progress	60%	Term 4, Week 4
3b. Project Folio	20%	Term 4, Week 4
4. Yearly Examination	20%	Term 4, Week 6
Total	100%	

Information and Software Technology

Stage 5 – Year 9

Course Overview

In this course you will carry out several projects using a variety of computing applications. Each project is designed to allow you to develop your skills and discover interesting ways of using a variety of software.

Although it would be an advantage to have a home computer with access to the Internet, most of the projects will be carried out during the class time.

Topics

1. Introduction to Computer systems and Software
2. Digital Media
3. Internet and Website Development

The following core concepts will be covered with the above topics:

- Design, produce and evaluate
- Software, Hardware
- Data handling, Issues, People
- Past, current and emerging technologies

Assessment Overview

Semester 1

Task	Weighting	Due In / To be Done
1. Introduction to Hardware and Software	50%	Term 1, Week 10
2. Digital Media Project	50%	Term 2, Week 7 (Amended 25.5.17)
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
3. Internet Research Task	40%	Term 3, Week 8
4. Website Development Project	30%	Term 4, Week 4
5. Semester Examination	30%	Term 4, Week 6
Total	100%	

Mathematics

Stage 5 – Year 9

In the Stage 5 (Years 9 and 10) Mathematics course, students follow an assessment schedule determined by the school.

Grading of Classes: It is anticipated that classes may change at the end of each Semester based on results attained during that semester.

Equipment: Students will need a calculator, geometry instruments and ruler for assessment tasks. Students are required to have a separate workbook for Mathematics.

The NSW Education Standards Authority (NESA) has a list of scientific calculators approved for use by students. Staff will only support students in their use of Casio fx or Sharp EL calculators from NESA's list. All other brands may not be suitable, and staff will not be able to show students their functions. Please note that the use of mobile phones as calculators is not permitted by NESA.

Topics

There will be a number of tasks of one period duration plus a semester exam used for the assessment of students during each semester.

Classwork and homework will be reported on at the end of each semester.

Assessment Overview

Semester 1

Task	Weighting	Due In / To be Done
1. Semester Examination	70%	Term 2, Week 6
2. Topic Tests	30%	
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
1. Semester Examination	70%	Term 4, Week 6
2. Topic Tests	30%	
Total	100%	

Music

Stage 5 - Year 9

Course Overview

The Music course in Year 9 is based on performance, composition and listening activities. Through these activities, students will develop a substantial understanding of the six concepts of music: *Pitch, Duration, Tone Colour, Structure, Texture and Dynamics and Expressive Techniques*.

Topics

Some of the topics studied include: Music of a Culture, Film Music, Classical Music, and Rock Music.

Assessment Overview

Semester 1

Task	Weighting	Timing
1 Composition/Performance	50%	Term 1, Week 10
2 Listening	50%	Term 2, Week 6
Total	100%	

Semester 2

Task	Weighting	Timing
3 Listening	50%	Term 3, Week 8
4 Performance	50%	Term 4, Week 6
Total	100%	

Physical Activity and Sports Studies

Stage 5 – Year 9

Course Overview

The Year 9 section of the Physical Activity and Sports Studies course is made up of the following units of work.

Semester 1: Body Systems (A)
 Australia’s Sporting Identity
 Volleyball
 Resistance Training
 Physical Activity and Sport for Specific Groups

Semester 2: Event Management
 Ultimate Frisbee
 Energy, Nutrition and Hydration
 Fundamentals of Movement Skill
 Handball
 Technology, Participation and Performance
 American Football
 Injury Management

Assessment Overview

Report marks reflect actual results, and achievement of Performance Descriptors, from selected units of work, within that Semester, compared with all students in the course. Assessments will take a variety of styles including exam, assignment/report etc. and a mark given to reflect practical work.

Semester 1

Task	Weighting	Due In / To be Done
1. Practical – Volleyball Focus	40%	Term 1, Week 7 + Progressive
2. “Body Systems” Topic Test	30%	Term 1, Week 11
3. Assignment “Australia’s Sporting Identity”	30%	Term 2, Week 4
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
4. Assignment “Energy, Nutrition & Hydration”	30%	Term 3, Week 6
5. Practical – Handball Focus	40%	Term 3, Week 7 + Progressive
6. Technology, Participation & Performance - Assignment	30%	Term 4, Week 4
Total	100%	

PD/H/PE

Stage 5 – Year 9

Course Overview

The Year 9 PD/H/PE programme will consist of:

- Theory based units of work
- A series of practical units covering a variety of sports and activities

Assessment Overview

Report marks reflect actual results, and achievement of Performance Descriptors, from selected units of work, within that Semester, compared with all students in the year.

Assessments will be in a variety of styles including an exam, an assignment/report etc. and a mark given to reflect practical work, in practical topics.

Note: Other units may be assessed on a class basis and would be reflected in the “class work” comment on the report.

Semester 1

Task	Weighting	Due In / To be Done
1. Assignment – “Influences, Decision and Consequences”	35%	Term 1, Week 10
2. In class unit tests	35%	<i>Progressive</i>
3. Practical Component	30%	<i>Progressive</i>
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
4. In class unit tests	35%	<i>Progressive</i>
5. Assignment “Lifestyle Diseases”	35%	Term 3, Week 9
6. Practical Component	30%	<i>Progressive</i>
Total	100%	

Religious Studies

Stage 5 – Year 9

Course Overview

Year 9 Religion is programmed in accordance with the Catholic Schools Diocese of Maitland-Newcastle K-12 Religion Syllabus. There are Four Strands that are followed throughout the following units of works; Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality.

Topics

- Understanding the Bible
- A World of Religions
- Building Community
- The Christian Message of Hope
- Church History: The Reformation

Assessment Schedule

Semester 1

Task	Weighting	Due In / To be Done
1. Webpage creation/viva voce	60%	Term 1, Week 8
2. In class tasks	40%	Throughout the semester as advised by the class teacher
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
3. Written response	60%	Term 3, Week 9
4. In class tasks	40%	Throughout the semester as advised by the class teacher
Total	100%	

Science

Stage 5 – Year 9

Course Overview

Year 9 classes are graded for the year.

- The Topics listed below will lead to the students' achievement of the syllabus knowledge and skills outcomes for Stage 5.
- Listed Topics will be assessed during the semester using both written examinations and skills based activities during class time.

Semester One Topics

1. Chemical World
2. Living World

Semester Two Topics

3. Earth in Space
4. Physical World

Assessment Overview

Semester 1

Task	Weighting	Due In / To be Done
1. Practical Task (Skills)	40%	Term 1, Week 6
2. Semester 1 Examination – (Chemical World & Living World)	60%	Term 2, Week 6
Total	100%	

Semester 2

Task	Weighting	Due In / To be Done
3. Open-ended Research Project	40%	Term 3, Week 7
4. Semester 2 Examination – (Physical World & Earth in Space)	60%	Term 4, Week 6
Total	100%	

Please Note:

Timing of units of work are not final and dates for completion may need to be flexible.

Textiles Technology

Stage 5 – Year 9

Course Overview

Project work forms the basis of three units of work. Throughout these units students develop practical skills. Each unit will be accompanied by documentation of the design process. This is part of a two year course.

Focus Areas in Year 9

- **Non-Apparel.** These units focus on introducing basic skills needed in textiles. Students will explore the sewing machine as a tool to produce textile products. Students will be introduced to the properties and performances of textiles. Students also experiment in textiles colouration and study designers in the textile industry.
- **Furnishings.** This unit will study furnishings and elements of design and colour. Students will experiment with different types of fabric decoration and construction methods.
- **Apparel.** Students will develop fashion sketching methods. Students will further develop construction techniques. Students will study pattern making and labelling requirements.

Assessment Overview

Semester 1

Task	Weighting	Timing
1. Non-Apparel - Keeping it Together (Product and Folio)	50%	Term 1, Week 9
2. Non-Apparel – Soft Toy (Product and Folio)	50%	Term 2, Week 7
Total	100%	

Semester 2

Task	Weighting	Timing
1. Furnishings – Cushion (Product and Folio)	40%	Term 3, Week 8
2. Apparel – PJs (Product and Folio)	40%	Term 4, Week 7
3. Yearly Examination	20%	Term 4, Weeks 5/6
Total	100%	

Visual Arts

Stage 5 - Year 9

Course Overview

Year 9 Visual Arts students will explore Artmaking in the forms of contemporary drawing practice, ceramics, graphic design, digital media, woodblock printing, stencil art and collage. Students will study the practice of artists, their role in the world, art hierarchies, contemporary and historical traditions and the subjective nature of art practice.

All students will be required to keep a VAPD (Visual Arts Process Diary) to enhance and expand on this exploration. It is a vital component of a student's assessment, planning and development.

Topics:

New Drawing	- Contemporary drawing practice
Dog Breakfast	- Sculpture
Getting a Head	- Printmaking
Inside/ Outside	- Painting

Assessment Overview

Semester 1

Task	Weighting	Timing
1. New Drawing Experimental Drawings	50%	Term 1, Week 8
2. Dogs Breakfast Sculpture	50%	Term 2, Week 6
Total	100%	

Semester 2

Task	Weighting	Timing
4. Getting a Head Printing	50%	Term 3, Week 8
5. Inside / Outside The Artist's Practice: Exam	50%	Term 4, Week 6
Total	50%	

Visual Design

Stage 5 - Year 9

Course Overview

Students investigate and develop skills and knowledge about design practice. This includes how designers create artistically; conceptual inspiration and development; working to a brief using problem-solving skills and audience response to design throughout history with an emphasis on current international design practice.

In Year 9 students explore the various fields of the design world including:

- * **Print** (multimedia, identity, typographic forms, text, font, lettering)
- * **Space-Time** (interior space, site-specific installation, digital imaging)
- * **Object** (T-Shirt/wearables, fabric, object design)

There is a strong emphasis on the documentation of concepts and research in the Visual Design Folio.

Assessment Overview

Semester 1

Task	Weighting	Timing
1. Teen Spirit Photographic Task	50%	Term 1, Week 10
2. Grind Skateboard Design	50%	Term 2 , Week 8
Total	100%	

Semester 2

Task	Weighting	Timing
3. Papercut Stencil	50%	Term 3, Week 8
4. The High Life Sculpture	50%	Term 4, Week 7
Total	100%	

Year 9 Assessment Task Calendar 2018

Term 1

Week 1 - 3	
Week 4	
Week 5	
Week 6	Science Task 1
Week 7	German Task 1; PASS Task 1
Week 8	Religion Task 1; Visual Arts Task 1
Week 9	Commerce Task 1; Food Tech Task 1; Graphics Task 1; Textiles Task 1
Week 10	Drama Task 1; English Task 1; History Task 1; Music Task 1; Visual Design Task 1
Week 11	IST Task 1; PASS Task 2

Term 2

Week 1	
Week 2	
Week 3	
Week 4	IT Timber Task 1A & 1B; PASS Task 3
Week 5	Food Tech Task 2A;
Week 6	7 – 10 Maths Exams Commencing Wed 6.6.18 – Fri 8.6.18 Commerce Task 2; Food Tech Task 2B; German Task 2; Music Task 2; Science Task 2; Visual Arts Task 2; Graphics Task 2;
Week 7	Textiles Task 2; IST Task 2; IT Timber Task 2;
Week 8	Drama Task 2; Visual Design Task 2
Week 9	
Week 10	English Task 2; PDHPE Task 1

Year 9 Assessment Task Calendar 2018

Term 3

Week 1	
Week 2	
Week 3	
Week 4	Commerce Task 3
Week 5	
Week 6	Food Tech Task 3; PASS Task 4
Week 7	English Task3; PASS Task 5; Science Task 3
Week 8	German Task 3; IST Task 3; Music Task 3; Textiles Task 3; Visual Arts Task 3; Vis Design Task 3
Week 9	Drama Task 3; PDHPE Task 5; Religion Task 3
Week 10	Geography Task 1

Term 4

Week 1	
Week 2	
Week 3	
Week 4	Food Tech Task 4A; Graphics Task 3; IT Timber Task 3A & 3B; IST Task 4; PASS Task 6
Week 5	Commerce Task 5
Week 6	Exam Block Year 7 – 9 Commencing Monday 19.11.18 Drama Practical Task 4; English Task 4; Food Tech Task 4B; German Task 4; Graphics Task 5; IT Timber Task 4; IST Task 4; Maths Task 1; Music Task 4; Science Task 4; Textiles Task 5, Visual Arts Task 4
Week 7	Commerce Task 6; Graphics Task 4; Textiles Task 4; Visual Design Task 4
Week 8 - 11	