

St Paul's
Catholic College



Stage 5

Year 9

***Assessment Policy
and
Schedules
2020***

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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 (NESA) 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 proactive in the management and organisation of 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

Informal assessment will be continuous throughout the year as students develop their skills and knowledge related to course outcomes. These formative tasks will not only allow for assessment AS and FOR learning but will assist teachers in allocating 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 group tasks, 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 (NESA).

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 and an overall Grade for each subject.

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 will assess students on the basis of their knowledge and understanding of commercial activities as well as the skills involved in studying these activities in each specific topic.

Topics

- Consumer and Financial Decisions
- Employment and Work Futures
- Towards Independence
- Promoting and Selling
- Running a Business

ASSESSMENT OVERVIEW

Task	Timing
1. Report: Students to apply topic knowledge and excursion booklet to complete an in-class report	Term 2 Week 4 (In Class Task)
2. Presentation: An in-class presentation applying topic knowledge and ICT	Term 3 Week 4 (In Class Task)
3. Summative Class Portfolio: A culmination of various individual and class task throughout the year	Progressive throughout the year (In Class Task)

Drama

Stage 5 Year 9 2018

Course Overview

At St Paul's Catholic College, Drama is an elective course that 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. Logbooks are maintained throughout the course and are an integral part of all assessment tasks.

Topics:

- Elements of Drama
- Elizabethan Theatre
- Improvisation: Get Up and Do!
- Comedy

Assessment Overview

Task	Timing
1. Monologue Performance and Logbook	Term 1, Week 11
2. Shakespearean Performance and Rationale	Term 2, Week 9
3. Play building and Logbook	Term 4, Week 4

English

Stage 5 – Year 9

Course Overview

Year 9 English is programmed 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 multimedia material to complete both responding to and composing tasks. Ongoing class-based formative and three across-the-year summative tasks form the assessment process as outlined below.

Assessment Overview

Task	Timing
1. Unit 1 “Getting the Message” Part A (10%) Comprehension Part B (20%) Analytical paragraphs (In Class Task)	Term 1, Week 10
2. Unit 3 & 4 “Shake-up” & “Tell Me a Story” Part A (20%) Comprehension Part B (20%) Creative (In Class Task)	Term 3, Week 10
3. Unit 5 “Visions & Views” Essay (In Class Task)	Term 4, Week 6

Food Technology

Stage 5 – Year 9

Course Overview

This course aims to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Topics:

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

Assessment Overview

Task	Timing
1. Task 1 Food Selection and Health Task	Term 1, Week 9 (Submitted)
2. Task 2 Food In Australia Task	Term 2, Week 5 (in-class)
3. Task 3 Practical Task	Term 4, Week 6 (In-class 2 lessons)

Design and Technology

Stage 5 - Year 9

Course Overview

This course covers the Stage 5 Design and Technology Syllabus with a focus on STEM based activities. There are 3 Core Content areas with a number of focus areas of Design utilised to cover these Core areas. Students will complete design projects that will challenge them and allow them to learn about the Core areas.

Assessment Overview

Task	Timing
1. Project and Folio Progress	Term 2, Week 6 (Submitted)
2. Renovation and Housing	Term 3, Week 8 (Submitted)
3. Project and Folio Progress	Term 4, Week 7 (Submitted)

HSIE – Geography

Stage 5 – Year 9

Course Overview

The aim of Geography is to enable students to acquire the knowledge and understanding, skills, values and attitudes essential to an appreciation of geographical phenomena and to prepare students for informed and active citizenship in a changing world. Geography will be studied in Semester 2.

Topics:

- Sustainable Biomes
- Changing Places

Assessment Overview

Task	Timing
1. Literacy Task	Term 3 Week 6
2. Skills - based Activity	Term 4 Week 5

HSIE – History

Stage 5 – Year 9

Course Overview

The aim of History is to enable students to acquire the knowledge and understanding, historical skills, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world. History will be studied in semester one.

Topics:

- Making a Nation
- Australians at War

Assessment Overview

Task	Timing
1. Literacy Task	Term 1 Week 5
2. Skills – based Activity	Term 2 Week 5

2020 Elective History

Stage 5 – Year 9

Course Overview

Student will focus on understanding the nature of history, heritage, archaeology and the methods of historical inquiry. They examine historical meanings through a range of media and apply these understandings to their investigation of past societies and historical periods through both depth and thematic studies.

Topics:

- The Romans
- The Vikings
- The Holocaust
- Individual Project – based Inquiry

Assessment Overview

Task	Timing
1. Literacy Task	Term 2 Week 5
2. Skills – based Presentation – Individual Study	Term 3 Week 8
3. Summative Class Portfolio – a collection of various individual and class tasks completed throughout the year	Progressive throughout the year

Industrial Technology - METAL

Stage 5 – Year 9

Course Overview

This course follows the Stage 5 Industrial Technology syllabus. Students aim to develop knowledge, understanding, skills and values related to Metal Technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects.

Topic

- Core Module – Metal 1

Assessment Overview

Task	Timing
1. Focus Area Research Task	Term 1, Week 9 (Submitted)
2. Focus Area Skill Assessment	Term 2, Week 6 (In-class)
3. Focus Area Exam	Term 4, Week 5/6 (Exam)

Industrial Technology - Timber

Stage 5 – Year 9

Course Overview

This course covers the Stage 5 Industrial Technology Timber syllabus. 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.

Topics:

- Core Module 1 – General Wood
- Core Module 2 - General Wood

Assessment Overview

Task	Timing
1. Focus Area Research Task	Term 1, Week 9 (Submitted)
2. Focus Area Skill Assessment	Term 2, Week 6 (In-class)
3. Focus area Exam	Term 4, Week 5/6 (Exam)

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.

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

Topics:

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

Assessment Overview

Task	Timing
1. Hardware and Software in Digital Media Task	Term 2, Week 5 (Submitted)
2. Research Task and Website Development Project	Term4, Week 4 (Submitted)

Mathematics

Stage 5 – Year 9

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

At the completion of this course students will be awarded a grade to summarise the students' achievement during Stage 5. Internal assessment and Course Performance Descriptors will be used to award these grades.

Stages

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus.

Equipment

Students will need a calculator, geometry set and ruler, and 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 the 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.

Assessment

There will be a common ongoing assessment for student learning throughout the year. Students are encouraged to be diligent learners and complete all set work.

Assessment Overview

Task	Timing
1. Examination	Term 2, Week 6
2. Investigation Task	Term 3, Week 8
3. Examination	Term 4, Week 6

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

Students will study the following topics:

- Music of Another Culture
- Music for Radio, Film, Television and Multimedia
- Classical Music
- Rock Music

Assessment Overview

Task	Timing
1. Listening	Term 2, Week 6
2. Composition	Term 3, Week 8
3. Performance / Viva Voce	Term 4, Week 6

Physical Activity and Sports Studies

Stage 5 – Year 9

Course Overview

The Year 9 PASS Course contains modules across three areas of study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing participation and performance

Assessment Overview

Task	Timing
1. Task 1 – Practical Skill Observations (Peer/Teacher Observations)	Term 1, Week 9 (In Class)
2. Task 2 – Nutrition & Physical Activity (Research Task)	Term 3, Week 6 (Submission)

PDHPE

Stage 5 – Year 9

Course Overview

The Year 9 PDHPE course contains modules across three areas of study:

Topics:

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Assessment Overview

Task	Timing
1. Task 1 – Practical Skill Observations (Peer/Teacher Observations)	Term 2, Week 8
2. Task 2 – Respectful Relationships/Sexual Health (Assignment)	Term 4, Week 2 (Submission)

Religious Studies

Stage 5 - Year 9

Course Overview

The Year 9 course strives to help students be global citizens, who can gain an understanding and respect for the place of religion in our world. Students will gain skills in investigating, analysing and communicating through various mediums.

Students will study and deepen their understanding in the following units:

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

Assessment Overview

Task	Timing
1. Digital Research Task	Week 8, Term 1
2. Creative Thinking	Week 4, Term 3
3. Writing Task	Week 6, Term 4

Science

Stage 5 – Year 9

Course Overview

Year 9 Science further develops the student's knowledge of Science and builds upon the knowledge and skills developed in Stage 4. The topics that they will study in Year 9 are:

- Energy transformation
- The Human Body
- Plate Tectonics
- Atoms
- The Universe
- Ecosystems

Assessment Overview

Task	Timing
1. Literacy Task	Term 2, Week 7 (In Class Task)
2. Practical Task	Term 3, Week 9 (In Class Task)
3. Formal Examination	Term 4, Week 6 (In Class Task)

Textiles Technology

Stage 5 – Year 9

Course Overview

Topics:

➤ **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

Task	Timing
1. Non-Apparel Task	Term 2, Week 3
2. Furnishing Task	Term 3, Week 5 (Submitted)
3. Apparel Task	Term 4, Week 7 (Submitted)

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**
Practical: Contemporary drawing practice
Theory: V.A.P.D
- **Getting a Head**
Practical: Printmaking
- **Inside/ Outside**
Practical: Painting
Theory: V.A.P.D

Assessment Overview

Task	Timing
1. New Drawing Practical: Contemporary Drawing Practice Theory: V.A.P.D	Term 1, Week 9
2. Getting a Head Practical: Printmaking	Term 2, Week 8
3. Inside / Outside Practical: Painting Theory: V.A.P.D	Term 4 Week 6

Visual Design

Stage 5 - Year 9

Course Overview

In this course, student investigate and develop skills and knowledge about design practice. This includes how designers create artistically, concept 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. Students explore the various fields of the design world including:

- Print (photography, computer imaging, print making drawing)
- Object (product design)

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

Topics

- **Teen Spirit**
Practical: Fabric Design
Theory: Reflection V.A.P.D.
- **Skateboard**
Practical: Painted skateboard deck
- **The High Life**
Practical: Sculptural Architectural design
Theory: V.A.P.D.

Assessment Overview

Task	Timing
1. Teen Spirit Practical: Fabric Design Theory: Reflection V.A.P.D.	Term 1, Week 8
2. Skateboard Practical: Painted skateboard deck	Term 2, Week 7
3. The High Life Practical: Sculptural Architectural design Theory: V.A.P.D.	Term 4, Week 4