

# St Paul's Catholic College



**St Paul's**  
Catholic College  
Booragul

## Year 9 2024 Academic Guide

# Table of Contents

A Message from the Principal .....	1
A Message from the Assistant Principals .....	2
Understanding Learning Power.....	3
The Role of the NSW Education Standards Authority (NESA) .....	4
The Purpose of Assessment .....	4
How is my achievement measured?.....	4
What is the aim of assessment?.....	5
What methods are used to assess students? .....	5
Completing informal Assessment Tasks .....	6
Awarding Grades .....	6
Reports .....	6
Performance Profiles & Student Self-Reflection .....	7
Student Conferences .....	7
Homework & Study .....	8
Assessment Procedures.....	11
Student Responsibilities.....	11
Submitted tasks.....	12
Glossary of Key Words.....	15
Referencing Your Work.....	17
Important Information .....	18
RELIGION.....	19
ENGLISH .....	20
MATHEMATICS.....	21
SCIENCE .....	23
HSIE - GEOGRAPHY .....	25
HSIE - HISTORY .....	26
PDHPE.....	27
DRAMA .....	28
FOOD TECHNOLOGY .....	29
FRENCH.....	30
INDUSTRIAL TECHNOLOGY TIMBER.....	31
MUSIC.....	32
PHYSICAL ACTIVITY & SPORTS SCIENCE .....	33
VISUAL DESIGN.....	34

## A Message from the Principal

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 how to plan for your assessments so that you can perform better in them.

Please keep in mind that dates will, at times, be changed and students will be notified by the class teacher. 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 or email your teacher explaining the reason for the 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 the absence is satisfactory. Estimates are only given in exceptional circumstances. Parents should telephone or email the school if a student is away when a task is scheduled and arrange for a message to be passed onto the relevant Leader of Learning.
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 Learning. It is usually anticipated that this is clearly done in advance of the due date.
3. If you are absent without explanation or fail to submit a task on time without an adequate explanation, you will be required to attend an afternoon detention to complete some or all of the assessment. A penalty may also be applied to the overall mark or grade provided on the assessment.

For Year 10 students, 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 Compass so absence on the day a task is issued is not grounds for extension. Assessment Handbooks can also be viewed on the St Paul's Catholic College website.

It is 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 2024.  
Every success,



**Mr Nicholas Wickham**  
Principal

## A Message from the Assistant Principals

Dear Parents and Students

This booklet outlines the assessment tasks for each subject available to Year 9 students at St Paul's Catholic College. It has been prepared to assist in planning for assessment tasks which are part of the teaching and learning cycle. Our approach to assessment is to lead students in building on the knowledge and skills that they develop and refine each year. Students will move towards becoming greater advocates for their own learning and develop an understanding of the importance of academic rigor as their teachers continually prepare students for lifelong learning. Importantly, the assessments outlined in this booklet do not constitute all the assessment opportunities afforded to students. It is important that students understand that all learning students engage in, both inside and outside the classroom, counts.

Traditionally, student understanding has been assessed using a number of, set tasks throughout the year. At St Paul's our approach is to provide students with multiple opportunities throughout the year to demonstrate what they know and can do through classwork and informal assessment. This approach changes the emphasis from 'learning for the assessment' to an approach where all learning is an opportunity for students to show mastery of content and skills. Teachers, in collaboration with students, will be building a profile of student learning which enables students to receive regular feedback that can then be used by students to identify their next steps in learning. As has previously been the case, student achievement will be identified against the common grade scale.

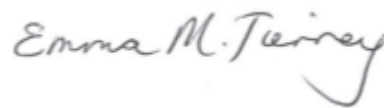
Through this approach, teachers will be asking students 'Show me that you can ...'. Through the explicit communication of learning intentions and co-constructed success criteria we place students in a position where they can be agile in their own learning and make adjustments as necessary. Teachers lead students to mastery through regular feedback which assists students in identifying their next steps in learning.

Learning is a lifelong process and, as centres of learning, schools strive to support students in developing the skills to assist them in identifying how they learn. It is useful for students to know how they learn, the importance of practice and trying again which allow students to develop resilience and a 'bounce back' attitude. Students don't often know their learning potential and how adaptable their brains can be. As teachers, it is our goal to provide students with opportunities to grow in their learning power.

To our students, we wish you all the best in your academic endeavours. Always maintain a growth mindset and positive work ethic and your goals will be realised.



**Mrs Anne—Maree Shipman**  
**Assistant Principal Community & Wellbeing**



**Mrs Emma Tierney**  
**Assistant Principal Teaching & Learning**

## Understanding Learning Power

In order to achieve your goals, you need to also be prepared to think and, sometimes, thinking requires effort. Effort is a factor that must be consistent with your personal motivation and goals and it is tied into your confidence to succeed. Thinking relies directly on our ability to access information on how curious we are about things and our desire to learn.

Consider the following: do you seek challenges that are hard and require effort; do you overcome setbacks by setting new goals and working harder; do you embrace the success of others and try to do what they are doing; seek feedback in order to improve your work and personal goals; and importantly, do you 'work harder' to 'get better'? At St Paul's Catholic College we encourage students to develop a growth mindset where you are encouraged to focus on effort rather than on intelligence and this allows you to build capacity in improving your self-efficacy and confidence to succeed.

Many students see their intelligence – and consequently their future achievement – as a fixed entity (Fixed Mindset), rather than on something that can grow and develop (Growth Mindset). Teaching people to have a growth mindset encourages focus on effort rather than on intelligence. The following table contains ideas that can help you in developing a growth mindset:

<b>Words that encourage a growth mindset</b>	<b>Fixed mindset labels (avoid these!)</b>	<b>Grow your mindset using these!</b>
WOW!	Smart	Believe that you can change your intelligence
Tell me about it	Cute	Plan what you should do next
Show me more	Great	Believe you can learn
How did you do that?	Fast	Know that you will do this
How do you figure that out?	Best	Plan your goals backwards: know what you want to achieve and make little goals to get there
How many ways did you try it before it turned out the way you wanted?	Pretty Good Great	Plan to overcome obstacles Be prepared to think!
What do you plan to do next?	Clever	Verbalise what success looks like
Are you pleased with what you did?	Intelligent Right	Acknowledge that there are things you will find challenging

## The Role of the NSW Education Standards Authority (NESA)

NESA is the independent statutory authority reporting to an independent Board and the NSW Minister for Education and Early Childhood Learning.

Making sure all children and young people in NSW leave school ready to take advantage of life's opportunities, as well as to rise to its inevitable challenges, is at the heart of what NESA does. NESA achieves this by supporting the school sectors to deliver the best possible outcomes for students through high-quality syllabuses, assessment, teaching standards and school environments.

The NESA Statement of Objectives are to:

- progress the implementation of priority curriculum reforms
- streamline the process to apply for accreditation at the Highly Accomplished and Lead Teacher levels
- support teachers and providers to transition to new teacher professional development requirements
- continue making necessary adjustments in response to the ongoing COVID-19 pandemic, to ensure educational continuity and successful delivery of the Higher School Certificate
- ensure the Initial Teacher Education (ITE) courses prepare graduates for the classrooms of the future.

## The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should not be limited to a set number of children allocated to each grade within their class or school.

With this in mind, our approach to assessment is continuous throughout the year as students develop their skills and knowledge related to course outcomes. These learning 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. More information about assessment as and assessment for learning can be found at: [Assessment For Of As](#)

## How is my achievement measured?

This is done by:

- School assessments throughout each course, based on the assessments outlined in this booklet and tasks completed in and out of the classroom. Assessment tasks may include assignments, projects, tests, examinations, field study and practical tasks.
- Informal, or formative, assessment tasks where the teacher will collect evidence of student achievement of course content.

## What is the aim of assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Students are required to complete school-based assessment tasks for each course they study. School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in examination. Teachers are continually gathering evidence of student achievement through the normal teaching and learning cycle. Students will receive information on how they are progressing through marks, grades, comments which can be both teacher and student generated. Results from assessments are aligned with the common grade scale which outlines standards of achievement for students in each grade.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

This information is from: [NESA Principles of Assessment](#)

## What methods are used to assess students?

Students may be assessed in some or all of the following ways:

- Written, practical and/or aural, oral tests
- Class tests and/or home assignments, including essays and practical tasks
- Projects of varying length and complexity
- Oral presentations
- Observation of student participation in individual and group activities related to the course, including class discussions and fieldwork where appropriately stipulated

The syllabus documents mandate the use of a wide range of assessment procedures to assess student outcomes.

## Completing informal Assessment Tasks

Students should realise that formal (those communicated through this booklet) and informal assessment tasks are important in the context of the whole course. Such tasks provide valuable practice for assessment tasks, examination preparation and the feedback component of all courses.

### **A note for year 10 students:**

When certifying for the RoSA, a student's satisfactory progress and completion of course work, the Principal can consider involvement in BOTH assessment and non-assessment tasks. "N" Warning letters may be issued for non-completion of any work assessable or not.

## Awarding Grades

Students will be awarded a grade for each course they are enrolled in. Teachers will award grades based on the collection of evidence of student learning throughout the year. This means students are not just restricted to formal assessment tasks as opportunities to show teachers what they know and can do. Students are encouraged to show their best effort in all learning opportunities as all learning can contribute towards the allocation of a grade. As teachers gather evidence of student learning, the performance of students will be compared to the Course Performance Descriptors for each course. More information about awarding grades can be found at: [NESA Awarding Grades](#)

The Common Grade Scale is below:

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.

## Reports

Students will be issued with three reports. 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 relating to achievement of Course Outcomes.



## Performance Profiles & Student Self-Reflection

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.

Research<sup>1</sup> shows students who are able to self-regulate their learning and are provided with the opportunity to self-reflect, are more likely to experience success in their learning and develop self-efficacy in striving for achievement. In light of that, students are provided with the opportunity to reflect on their approach to learning in each course. Students will be asked to respond to the following questions:

Attempts set tasks which reflects the student's best efforts in their learning	Seeks assistance when needed and communicates with the class teacher	Applies feedback to improve learning and enhance understanding
--	--	--

The scale students are provided with are: consistently, generally, requires improvement. The teacher also provides feedback on the same scale.

## Student Conferences

There are three formal opportunities for parents/carers and students to meet with teachers to discuss learning progress. These formal meetings are called Student Conferences. A compelling argument for changing the language from Parent/Teacher Interviews to Student Conferences is the opportunity to increase student voice in setting goals for learning. In turn, the focus on student voice increases parent/carer participation. Discussions focused on the student's work including assessments and work completed in class play a central role in the student led conversation. Parents/carers are encouraged, however, to contact their child's teacher should an issue arise.

---

<sup>1</sup> Sarah Quinton & Teresa Smallbone (2010) Feeding forward: using feedback to promote student reflection and learning – a teaching model, *Innovations in Education and Teaching International*, 47:1, 125-135, DOI: 10.1080/14703290903525911

## Homework & Study

Homework should be a purposeful experience which may consolidate, extend and/or enrich the school's academic program. Homework will take into account the unique set of gifts, talents, interests and needs that each child brings and should therefore cater for a variety of interests, skills and abilities. At the College, we believe homework should be balanced with a range of recreational, family and cultural activities and we understand that life skills as well as academic skills are important and therefore supports the development of the well-rounded student, skilled in many spheres of life.

At St Paul's students can access assistance with their homework and study through study afternoons held in the library twice per weeks and the Mathematics homework mornings which are also held regularly during the week. Further details of these opportunities are available by contacting your teacher, the newsletter or through the Compass notifications.

Students acquire and consolidate knowledge independently, and with guidance and direction. Students learn both when they are shown how to do things step by step in the classroom and when they work on their own outside class time.

Research has shown that in the latter years of schooling, students who complete homework generally outperform students who do not<sup>1</sup>. The appropriate type and amount of homework improves students' study skills and their attitudes toward school and helps learning take place outside the classroom. The type and nature of homework varies depending on the subject, the student's level of learning and the stage in the academic program.

Homework may focus on reading, revising, report writing, investigating and project work, such as assignments and research projects involving the main types of homework which are:

- Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills. These activities include but are not limited to:
  - consolidation exercise e.g. maths, including memorisation of tables practising for mastery e.g. spelling words
  - revising information about a current topic
  - practising words or phrases learnt in a language other than English
  - reading for pleasure
  - essay writing
- Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons. These activities include but are not limited to:
  - background reading e.g. English text for class discussion
  - researching topics for a class unit of work
  - collecting items e.g. geometric shapes
  - completing pre-learning activities
- Extension assignments - encouraging students to pursue knowledge individually and imaginatively. Extension activities encourage students to transfer knowledge and skills to new situations. These activities include but are not limited to:
  - writing e.g. a book review
  - making or designing something e.g. an art work
  - investigations e.g. science, social science
  - researching e.g. history, local news
  - information and retrieval skills eg. using a home computer to find material on the Internet
  - monitoring e.g. advertising in particular newspapers.

<sup>1</sup>[https://ir.canterbury.ac.nz/bitstream/handle/10092/12846/Dickson%20Journal%20of%20Initial%20Teacher%20Inquiry\\_2016.pdf?sequence=1&isAllowed=y](https://ir.canterbury.ac.nz/bitstream/handle/10092/12846/Dickson%20Journal%20of%20Initial%20Teacher%20Inquiry_2016.pdf?sequence=1&isAllowed=y)

## Homework and the Role of Feedback

Teachers will set and check homework and provide feedback to students and this will also include opportunities for self and peer feedback. Whether feedback is given through marking, comments in and out of class, or other means, the aim is the same: to know each student's capabilities well and to help them to develop to their potential.

Frequent and constructive feedback makes a considerable contribution towards learning as well as being central to a teacher's knowledge of a student's abilities, needs, current developmental phase and potential. A thorough knowledge of each student assists teachers to form accurate expectations of students, as well as to set appropriate enrichment and extension tasks. Constructive feedback has a positive effect on students' motivation and self-esteem.

Regular feedback is given to students in both formal and informal ways. Listening to students, discussion with students, notation and comments on workbooks, detailed marking of formally set work and communication with parents are all forms of feedback. The quality of feedback is important and involves giving information on how well the student has demonstrated knowledge, understanding and skills, and providing sufficient details to allow the student to correct their own errors and the actions they can take develop a deeper understanding of the subject content. Students benefit from correcting their own work and this practice needs to be monitored.

## Expectations for Homework

Students are expected to:

- keep a record of homework and when it is due
- complete the homework set to the best of their ability
- complete homework on time

If students have no set homework in a subject or for a given evening they should:

- continue work on assignments set to be completed over time
- review the lessons for the day and make summary notes
- keep an on-going summary for each subject
- read the news from a published source such as the Sydney Morning Herald, Newcastle Herald or other media publication such as New Scientist
- read set texts and texts for wide reading

Given individual differences in work rates and level of commitment the same work can take each student quite different amounts of time. As a guide the following timings are what is expected for students to complete homework:

Year 7-8	Between 60-90 minutes of homework/assessment preparation four nights per week.
Year 9-10	Between 90-120 minutes of homework/assessment preparation four nights per week.
Years 11-12	Students are to complete homework and assessment preparation which equates to a minimum of 30 minutes per two-unit subject over five nights (this includes the weekend). Students should do what is necessary to excel in their studies.

Students who are undertaking practical subjects should expect to spend a minimum of 70 hours per year 12 course over three terms.

Students are expected to develop increasing skills in time management and organisation as they progress towards Stage 6 studies. There are a variety of structures in place that assist students in developing these self-regulation skills including recording of homework on Compass and set as Learning Tasks, communication of homework expectations to parents by email where necessary and the support provided to students by the Care Group teacher.

The College also acknowledges that students often work part-time after school. It is recommended, however, that student's work hours are kept to a maximum of 10 hours per week.

In addition, the College encourages students to spend a period of time reading a book without the aid of an electronic device each evening.

## Supporting Students at Home

Parents and carers can assist with encouragement, interest and provision of appropriate time and space for homework but students should do their own work. Positive techniques that can assist children with homework tasks include:

- motivating students and gently monitoring homework completion
- responding to efforts, including the use of praise or rewards
- interacting by modelling, demonstrating or problem-solving
- supporting their child to learn techniques that will improve achievement, eg techniques to cope with distractions, planning a homework timetable
- encouraging reading

**7 Ways to keep your kids focused during homework time!**

**1**  **Provide a peaceful setting** with good lighting. No red or colorful rooms! 

**2**  **Take away distractions** including cell phones, TV, etc. Their only concern should be homework. 

**3**  **Make a to-do list** and have them check off each assignment when completed. 

**4**  **Have them stand up** in 15 minute intervals, stretch and maybe even do a few jumping jacks to stay awake. 

**5**  **Make sure they have healthy snacks** like Crispy Fruit for brain food. 

**6**  **Keep 'em hydrated!** Give them either a glass of water, or natural juices. Stay away from sugary drinks. 

**7**  **Join them** grab a book and sit next to them. It's all about team work! 

<https://smartlifebites.com/7-ways-to-keep-kids-focused-during-homework-time/>

## **Assessment Procedures**

The College Assessment Policy reflects an emphasis on continuous, on-going, formative assessment. This provides students with multiple opportunities to demonstrate to their teachers what they know and can do. Students must be prepared to show their best effort in all their learning. Teachers will maintain records for student performance in assessment tasks that are embedded in the normal teaching and learning that occurs in the classroom. This way, teachers can make on-balanced judgements of student's performance in a course. At times, however, students will be required to submit tasks so they can develop an understanding of important skills such as meeting deadlines. The following provides students, parents and carers an overview of the College's expectations in relation to assessment.

## **Student Responsibilities**

### **Being a Ready-To-Learn student**

Students are responsible for ensuring they arrive at class, ready to learn. All learning can contribute towards teachers making judgements on what students know and can do. Likewise, students may also be given multiple opportunities to demonstrate their learning.

If a student does not complete work that reflects the standard of work, they can produce, the teacher will contact parents/carers to inform them of academic concerns. This approach to learning and assessment encourages students to maintain focus on learning without high stakes consequences. This approach also increases student's resilience towards learning as they are provided with multiple opportunities to reflect and make changes to their learning based on the feedback provided by teachers.

### **Accessing Assessment Information**

All assessments are placed on Compass in the Learning Tasks section of the Course page. It is the responsibility of all students absent from school for any reason to access assessments using Compass and to familiarise themselves with information that was provided in their absence.

### **Maintaining records of work**

Students have a responsibility to maintain records of their classwork and assessments on OneDrive (or similar). In most circumstances, technical problems are not a reason for non-submission or late submission of work.

Students are also required to regularly check their school email as this is a common platform for communication.

### **Academic Malpractice**

Students are advised that the following guidelines apply in the case of academic malpractice:

- Students are expected to follow all instructions relating to each assessment task.
- Evidence of plagiarism, cheating or collusion may lead to cancellation of a task and a zero-mark recorded and the student may be required to complete the task during an afternoon detention.
- If a zero penalty is applied due to academic malpractice, notice will be given in writing to the student and the student's parent/guardian.
- Students must familiarise themselves with the referencing guide provided in the Academic Guide.

## Each student is responsible for:

- ensuring that they understand the College requirements for assessment.
- applying themselves with diligence and sustained effort.
- attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement.
- demonstrating, through application and achievement, that they have met the requirements of the course.

## Submitted tasks

At times, students will also be asked to submit tasks, so they learn how to read an assessment notification and develop time management skills in meeting deadlines. The following procedures will apply to submitted tasks:

- When a task is submitted this must be done either at the Student Reception using the Submissions Box (if specified by the teacher) or handed in, which will normally be done in the scheduled class, where a student will also sign their task in.
- **Tasks must be handed in before 8:45am on the due date if it is a Submission Box task.**
- Students must ensure their work is clearly identified. The school considers that a distinction should be made between students who complete assessment tasks on time and those who do not.
- All dates for assessment tasks will be indicated in the Assessment Calendar and Assessment Notification.
- If a task is submitted after 8:45am, at the teacher's discretion, the student will be required to attend a lunch detention on the day (or day thereafter) the tasks was due. Parents/carers will be notified of the late submission.
- If the task is more than two days late, the student will be required to attend an afternoon detention. Again, parents/carers will be informed of the requirement of the afternoon detention as per normal school procedures. To satisfy course completion requirements, assessment tasks must still be submitted even if too late to score marks.
- Late assessment tasks will be marked, and students will be provided with feedback on their performance in the assessment. This is so the students will be able to see the true value of their work.
- A comment will be included in student's reports indicating their ability to meet deadlines.
- If for some valid reason a student needs a short extension of time for an assessment task, permission for this must be sought from the Leader of Learning, together with a note from parents, or medical certificate well before the due date. The Leader of Learning will then negotiate the time of extension with the student and the class teacher. The student will be provided with the information in writing.

**Extensions will not be granted on or after the due date for a task.**

- **Student Absence due to Illness**

Where a student is absent for an assessment task due to illness, parents should inform the College and the course teacher.

The student will undertake the task, which may be a similar task or alternative task, on return to school.

- **Maintaining records of work**

Students have a responsibility to maintain records of their classwork and assessments on OneDrive (or similar). In most circumstances, technical problems are not a reason for non-submission or late submission of work.

Students are also required to regularly check their school email as this is a common platform for communication.

Year 10 students are also expected to keep a record of their NESAs Student Number (provided to them through their Careers class).

- **Student absence from school when assessment information is given**

All assessments are placed on Compass in the Learning Tasks section of the Course page. It is the responsibility of all students absent from school for any reason to access assessments using Compass and to familiarise themselves with information that was provided in their absence.

- **Academic Malpractice**

Students are advised that the following guidelines apply in the case of academic malpractice:

- Students are expected to follow all instructions relating to each assessment task.
- Evidence of plagiarism, cheating or collusion may lead to cancellation of a task and a zero-mark recorded and the student may be required to complete the task during an afternoon detention.
- If a zero penalty is applied due to academic malpractice, notice will be given in writing to the student and the student's parent/guardian.
- Students must familiarise themselves with the referencing guide provided in the Academic Guide.

## **A note on the use of artificial intelligence**

Students would be aware of the rise of generative artificial intelligence (AI) tools, such as Chat GPT, which has increased dramatically in recent times. These tools have the potential to greatly enhance the speed and efficiency of work, including study. Students and their families should also be aware of the user agreements and storage of intellectual property associated with these platforms. For example, Chat GPT requires users to indicate they are 18 years old or over, provide their mobile phone details and then enter into a legal agreement with Open AI to provide their intellectual property to the organisation. These activities are not supported at the College due to legal and ethical reasons.

Students must also consider that assessments are their own responsibility, so they should critically consider everything they submit. This means if students decide to use such platforms outside of school, they must make sure they check the output before submitting their work for assessment. AI based tools can produce inaccuracies, including fake information, citations and quotes.

Adapting to emerging technologies in teaching and learning, and our personal and professional lives, is an exciting part of our times. The College will continue to review how our policies and guidelines can be updated to create clarity for students and staff in response to developments in this area of technology. Any significant changes in this space will be communicated to you via email.

- **Truancy**

If a student deliberately misses an assessment test because of truancy, zero marks will be awarded.

- **Holidays**

Students are expected to meet their responsibilities re: assessment tasks/tests. Zero marks will be awarded to students who are absent due to “non-holiday” vacations, except in special circumstances. Students may request special consideration involving alternative arrangements by applying in writing to the Principal (Principal’s Special Leave).

- **Where a Student Absence is due to Involvement in School Approved Activities**

Where a student represents the school on a legitimate activity such as sport or debating, alternative arrangements for assessment will be made. It is the responsibility of the student to make the subject teacher aware of any ‘clash’ between Assessment Tasks and School Approved Activities.

- **Each student is responsible for:**

- ensuring that they understand the College requirements for assessment.
- applying themselves with diligence and sustained effort.
- attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement.
- demonstrating, through application and achievement, that they have met the requirements of the course.



## Glossary of Key Words

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

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results, or size
Calculate	Ascertain/determine from given facts, figures, or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of

Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts, or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

# Referencing Your Work

## Why do we need to reference?

Referencing gives credit to, or acknowledges, the original source of ideas and work that is not the writer's own, and guides the reader to the original documents. Whenever you use information from somebody else, either by quoting them directly or putting the information into your own words (paraphrasing) you must acknowledge them. This is called referencing.

When we reference we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

## Where do we reference?

Referencing the information source in the body of your writing is called in text referencing. The APA in text reference is in the format (**author, date**). When directly quoting from a text you must include a page number in the citation as given in the examples below.

## Referencing an idea

- It was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment. (Mirams, 2015)
- OR
- Mirams (2015) stated that it was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment.

## Referencing a quotation

- One researcher commented that during Prohibition the “federal government lost \$11 billion in tax revenue” (Mirams, 2015, p. 92).

## The Reference List

A reference list, a list of all the sources you have used, is included at the end of your work. This tells the reader exactly where you have found all your information.

Your reference list should be ordered alphabetically by author.

### Book

Mirams, S. (2015). *The USA 1900 - 1945*. South Melbourne, Australia: Cengage Learning.

### Webpage with an author

Palmer, D. (2018, June 6). *Gondwana Rainforest Types of Australia*. Retrieved from <https://www.bigvolcano.com.au/natural/rftypes.htm>

### Webpage with no author

Rainforest news. (2018). Retrieved from [https://www.sciencedaily.com/news/earth\\_climate/rainforests/](https://www.sciencedaily.com/news/earth_climate/rainforests/)

## Important Information

- Please note dates that are listed may be subject to change. Students will be notified in writing of any alteration to a scheduled task.
- For each Assessment Task the Assessment Task Notification will appear on Compass at least 14 days prior to the due date of the task. Tasks will be located in 'Learning Tasks' on Compass and made visible to parents.
- The Leader of Pedagogy signature will be on every formal Assessment Task given to students.
- Assessment tasks are to be submitted via the Submission Box located in the Student Reception. These tasks will be due by 8.45am on the due date (unless otherwise stated in the AT Notification Form).



# RELIGION

## Year 9

### 2024 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

#### Course Description

The aim of the Year 9 course is to develop students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. **The course** expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth, and making meaning.

**The Pedagogy of Encounter underpins the course and is about allowing students to experience the mystery of God through their everyday life.** Students do more than just learn facts or content about the topics being studied. They are challenged to consider how the learning process has called them into action or into a new way of seeing and critiquing the world and a new way of being in it.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	Research and Report	Environmental Project	Case Study
<b>Date of Task</b>	Term 2, Week 6	Term 3, Week 6	Term 4, Week 4
<b>Outcomes</b>	CT5.3, 6, 7, 8, 9, 10, 11, 12, 13	CT5.3, 6, 7, 8, 9, 10, 11, 12, 13	CT5.3, 4, 6, 9, 10, 11, 12
<b>Topic Focus</b>	Faith and Science	Caring for our Common Home	Living Justly

The Outcomes assessed in these tasks are:

CT 5.1	Develops an understanding of a Catholic response to the fundamental questions of life and an awareness of the impact of faith on the human search for meaning.
CT 5.2	Explores the human encounter with God and signs of God's presence in the world.
CT 5.3	Communicates an understanding of the dignity and sacredness of the human person as fundamental to a Catholic worldview.
CT 5.4	Explains and analyses the relationship between Scripture and Christian life.
CT 5.5	Identifies and examines how God is revealed through Sacred Scripture.
CT 5.6	Applies Scripture and Church documents to an analysis and critique of contemporary issues.
CT 5.7	Outlines and evaluates the influence of Catholic beliefs and teachings on the everyday lives of people.
CT 5.8	Applies a Catholic response to a variety of contemporary situations and issues.
CT 5.9	Poses and explores questions about religious beliefs and practices.
CT 5.10	Applies a range of relevant terms and concepts when communicating an understanding of the Catholic faith tradition.
CT 5.11	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about religious concepts, beliefs and practices.
CT 5.12	Records, analyses, and synthesizes information and connections gathered through research and inquiry.
CT 5.13	Distinguishes between the sense of self in relation to divine, the human person in relation to others and the human person in relationship with the world.

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# ENGLISH

## Year 9

### 2024 Assessment Schedule

#### English Course Performance Descriptors:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/cpd>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
<b>Type of Task</b>	Analytical Paragraphs	Critical Reflection
<b>Date of Task</b>	Term 1 – Week 10	Term 3 – Week 10
<b>Outcomes</b>	EN5-RV-01, EN5-URA-01, EN5-URB-01	EN5-RVL-01, EN5-ECB-01, EN5-ECA-01,
<b>Topic Focus</b>	<b>“Visions and Views” Poetry</b>	<b>“Film Making” film techniques, film creation and critical reflection</b>

The Outcomes assessed in these tasks are:

EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts
EN5-ECA-01	crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# MATHEMATICS

Year 9

## 2024 Assessment Schedule

### Mathematics Course Performance Descriptors:

[https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/assessment#course-performance-descriptors-mathematics k 10 2022](https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/assessment#course-performance-descriptors-mathematics-k-10-2022)

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task
<b>Type of Task</b>	In Class Task	Investigation Task	Examination
<b>Date of Task</b>	Week 11 T1	Week 7 T3	Week 6 T4
<b>Outcomes</b>	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-02 MA5-FIN-C-01 MA5-FIN-C-02	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01	MAO-WM-01 All previous outcomes MA5-PRO-C-01 MA5-PRO-P-01 MA5-DAT-C-01 MA5-IND-C-01
<b>Topic Focus</b>	Trigonometry/Financial Mathematics	Linear and Non Linear Relationships	All content areas

The Outcomes assessed in these tasks are:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-02	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings ( <i>Path: Stn, Adv</i> )
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems ( <i>Path: Adv</i> )
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.





# SCIENCE

## Year 9

### 2024 Assessment Schedule

#### Science Course Performance Descriptors:

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

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	
<b>Type of Task</b>	Knowledge test	Student Research Project	Semester exam
<b>Date of Task</b>	Term 1 Week 9	Term 3 Week 10	Term 4 Week 5
<b>Outcomes</b>	SC5-5WS SC5-7WS SC5-9WS SC5- CW4	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS	SC5-12ES SC5-13ES SC5-11PW SC5-WS7 SC5-WS8 SC5-WS9
<b>Topic Focus</b>	Students will be required to apply their knowledge to respond to a variety of questions as outlined on the notification on the atoms topic.	Planning, conducting and performing an independent investigation	Students will be assessed on their ability to apply knowledge and skills from energy transformations, plate tectonics topics.

The Outcomes assessed in these tasks are:

SC5-4WS	Develops questions or hypotheses to be investigated scientifically
SC5-5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually or collaboratively
SC5-6WS	Undertakes firsthand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-12ES	Describes 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	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

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

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# HSIE - GEOGRAPHY

## Year 9

### 2024 Assessment Schedule

#### Geography Course Performance Descriptors:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10/course-performance-descriptors>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

#### Course Description:

Students will learn about the patterns and trends in population movements and the increasing urbanisation of countries. This will include the reasons for internal and external migration and the consequences of this movement. They will consider strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

Students will also investigate the physical characteristics and productivity of biomes. This will involve analysing the correlation between the world's climatic zones and the spatial distribution of biomes as well as investigating population trends and forecasting future food supply-and-demand issues.

We will look at developing geographical skills and applying these skills to enhance their ability in geographical inquiry and to develop their literacy levels.

	Task 1	Task 2
<b>Type of Task</b>	Writing Task	Portfolio of formative assessment
<b>Date of Task</b>	Term 2 Week 7	To be completed throughout the Semester
<b>Outcomes</b>	GE 5-2; 5-4; 5-7; 5-8	GE 5-3; 5-4; 5-5; 5-7; 5-8
<b>Topic Focus</b>	Analysis and comprehension focus	Undertaking a variety of types of responses to focus and inquiry tasks.

The Outcomes assessed in these tasks are:

GE 5-2	explains processes and influences that form and transform places and environments
GE 5-3	analyses the effect of interactions and connections between people, places and environments
GE 5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE 5-5	assesses management strategies for places and environments for their sustainability
GE 5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE 5-8	communicates geographical information to a range of audiences using a variety of strategies

- The remaining course outcomes will be assessed through learning tasks students will complete throughout the year.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# HSIE - HISTORY

Year 9

## 2024 Assessment Schedule

### History Course Performance Descriptors:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/course-performance-descriptors>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of learning tasks completed as part of the normal teaching and learning sequence.

### Course Description

This semester students will learn about the movement of people in recent history, including the movement of slaves and convicts. This includes reasons for movement, life experiences, living conditions and the challenges that are raised when examining the negative features of the past. Additionally, students will examine the causes of the world wars, why men enlisted and where Australians fought will be a focus where students examine the significant events and the experiences and impacts of Australians at war, culminating in a study of the ANZAC legend.

Students will aim to develop skills in using historical terms and concepts and to sequence historical events while identifying and analysing historical sources for their usefulness. Students will also develop skills in research by using historical inquiry questioning whilst considering perspectives in historical sources and understand the concept of empathy.

	Task 1	Task 2
<b>Type of Task</b>	Source Analysis	Portfolio of Formative Assessment
<b>Date of Task</b>	Term 3 Week 6	To be completed throughout the Semester
<b>Outcomes</b>	HT 5-1; HT 5-2; HT 5-3; HT 5-7 ; HT 5-8	HT 5-3; HT 5-4; HT 5-5 HT 5-6; HT 5-7; HT 5-8
<b>Topic Focus</b>	Comprehension, analysis and empathy focus	Compiling a variety of types of responses to focus and inquiry tasks

The Outcomes assessed in these tasks are:

HT 5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT 5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT 5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT 5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT 5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT 5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT 5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT 5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# PDHPE

## Year 9

### 2024 Assessment Schedule

#### PDHPE Course Performance Descriptors:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/course-performance-descriptors>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
<b>Type of Task</b>	Practical Skill Observations	In Class Examination
<b>Date of Task</b>	Term 2, Week 6-10	Term 4, Week 2
<b>Outcomes</b>	PD5-4, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-9, PD5-10
<b>Topic Focus</b>	Invasion and Defence – Touch, Oztag	Respectful Relationships Sexual Health

The Outcomes assessed in these tasks are:

PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	Researches and appraises the effectiveness of health information and support services available in the community
PD5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-9	Assesses and applies self-management skills to effectively manage complex situations
PD5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# DRAMA

Year 9

## 2024 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
<b>Type of Task</b>	<i>Fairy-Tale Group Performance and Log Book</i>	<i>Soap Opera Film Task and Log Book</i>	<i>Commedia Lazzi Performance, Character Profile and , Log Book</i>
<b>Date of Task</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10
<b>Outcomes</b>	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.3.	5.1.2, 5.1.3, 5.2.1, 5.3.3.	5.1.1, 5.1.2, 5.1.4, 5.2.1.
<b>Topic Focus</b>	Elements of Drama, Playbuilding and Improvisation.	Greek Theatre, Melodrama and Soap Opera.	Comedy, Slapstick, Clowning and Commedia Dell Arte.

The Outcomes assessed in these tasks are:

Outcome	A student:
<b>Making</b>	<p><b>5.1.1</b> - manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.</p> <p><b>5.1.2</b> - contributes, selects, develops and structures ideas in improvisation and playbuilding.</p> <p><b>5.1.3</b> - devises, interprets and enacts drama using scripted and unscripted material or text</p> <p><b>5.1.4</b> - explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.</p>
<b>Performing</b>	<p><b>5.2.1</b> - applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</p> <p><b>5.2.2</b> -selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</p> <p><b>5.2.3</b> - employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.</p>
<b>Appreciating</b>	<p><b>5.3.1</b> - responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.</p> <p><b>5.3.2</b> - analyses the contemporary and historical contexts of drama</p> <p><b>5.3.3</b> analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.</p>

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# FOOD TECHNOLOGY

## Year 9

### 2024 Assessment Schedule

**Food Technology Course Performance Descriptors:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/food-technology-2019/course-performance-descriptors>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
<b>Type of Task</b>	Research Task	Practical Task
<b>Date of Task</b>	Term 1, Week 10	Term 3, Week 6
<b>Outcomes</b>	FT5-6, FT5-7, FT5-8	FT5-1, FT5-10, FT5-11
<b>Topic Focus</b>	Students explore the nutritional needs of individuals and groups and explain the effects of poor nutrition.	Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

The Outcomes assessed in these tasks are:

<b>FT5-1</b>	demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-6</b>	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	collects, evaluates and applies information from a variety of sources
<b>FT5-10</b>	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	plans, prepares, presents and evaluates food solutions for specific purposes

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# FRENCH

## Year 9

### 2024 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Type of Task</b>	<i>Understanding/ Creating (submission and in-class)</i>	<i>Interacting (in-class)</i>	<i>Understanding/Creating (submission and in-class)</i>
<b>Date of Task</b>	Term 2, Week 6	Term 3, Week 9	Term 4, Week 6
<b>Outcomes</b>	ML5-UND-01 ML5-CRT-01	ML5-INT-01	ML5-UND-01 ML5-CRT-01
<b>Topic Focus</b>	<p><b>Part A</b> <b>Introduce yourself:</b> Write an email introducing yourself; include your name, age, nationality, description of yourself, family and pets and sports</p> <p><b>Part B</b> <b>Comprehension:</b> Respond to a range of written French texts</p>	<p><b>Organise a party:</b> Create a video in which you discuss time and place of a party, the food and the music</p>	<p><b>Part A</b> <b>Listening test</b> Respond to a range of spoken French texts in English</p> <p><b>Part B</b> Create a multimedia presentation about your daily life</p>

The Outcomes assessed in these tasks are:

<b>Outcome</b> ML5-INT-01	manipulates French in sustained interactions to exchange information, ideas and exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>Outcome</b> ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>Outcome</b> ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.





# INDUSTRIAL TECHNOLOGY TIMBER

## Year 9

### 2024 Assessment Schedule

**Industrial Technology Course Performance Descriptors:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019/course-performance-descriptors>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	<b>Task 1</b>	<b>Task 2</b>
<b>Type of Task</b>	<i>Practical Project Submission</i>	<i>Practical project</i>
<b>Date of Task</b>	Term 2, Week 6	Term 4, Week 5
<b>Outcomes</b>	IND5-1; IND5-3	IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7
<b>Topic Focus</b>	Core Module: Timber I	Core Module: Timber I

The Outcomes assessed in these tasks are:

<b>IND5-1</b>	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# MUSIC

## Year 9

### 2024 Assessment Schedule

Students continue their development of the three skill areas – Performance, Composition and Listening by deepening their knowledge of the musical concepts pitch, duration, tone colour, structure, texture, dynamics and expressive techniques.

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1 Semester One	Task 1 Semester Two	Task 2 Semester Two
<b>Type of Task</b>	Performance/Listening	Performance	Composition
<b>Date of Task</b>	Term 2, Week 5	Term 4, Week 1	Term 4, Week 4
<b>Description of Task</b>	Australian Music Performance & listening analysis based on the concepts of music and the chosen performance piece.	Performance of a small ensemble piece.	Composition theme and variations task.
<b>Weighting</b>	100% 50% Performance 50% Listening Analysis	50%	50%

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# PHYSICAL ACTIVITY & SPORTS SCIENCE

Year 9

## 2024 Assessment Schedule

Physical Activity & Sports Science Common Grade Scale:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
<b>Type of Task</b>	Practical Skill Observations	Research Task
<b>Date of Task</b>	Term 1, Week 9	Term 3, Week 6
<b>Outcomes</b>	PASS5-5, PASS5-6, PASS5-7, PASS5-8 PASS5-9, PASS5-10	PASS5-1, PASS5-4
<b>Topic Focus</b>	Enhancing Performance – Volleyball/Spikeball/Fast Fives Netball	Nutrition and Physical Activity

The Outcomes assessed in these tasks are:

PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skillful performance
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-9	Performs movement skills with increasing proficiency
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



# VISUAL DESIGN

Year 9

## 2024 Assessment Schedule

**Visual Design Course Performance Descriptors:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-design-7-10/cpd>

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

**A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.**

	Task 1	Task 2	Task 3
<b>Type of Task</b>	<i>Artmaking</i>	<i>Artmaking</i>	<i>Critical Historical Study</i>
<b>Date of Task</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9
<b>Outcomes</b>	5.2, 5.4	5.1, 5.6	5.7, 5.8, 5.9, 5.10
<b>Topic Focus</b>	Product design	Typography as design	Architectural Design

The Outcomes assessed in these tasks are:

<b>5.1</b>	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
<b>5.2</b>	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world - audience
<b>5.4</b>	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
<b>5.6</b>	selects appropriate procedures and techniques to make and refine visual design artworks
<b>5.7</b>	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks
<b>5.9</b>	uses the frames to make different interpretations of visual design artworks
<b>5.10</b>	constructs different critical and historical accounts of visual design artworks

- The remaining course outcomes will be assessed through informal assessment tasks.

**Please note:** students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.