



## Year 9 2022 Assessment Handbook



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## Year 9 Assessment Policy and Procedure

School assessment allows teachers to assess how students are progressing by measuring your achievement of outcomes in the Stage 5 courses as contained in the syllabus documents. In particular, it allows teachers to assess practical and oral skills, which are so important yet so difficult to examine.

The school assessment policy is designed so that every student is treated fairly by the school's system of assessment.

Assessment at Chester Hill High School encourages the progressive development of skills and knowledge whilst ensuring:

- Equity
- Consistency across all courses and faculties
- Fairness in marking and reporting
- Coordination of the assessment program to ease the load on students.

It has also been designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure
- Ensure that all appeals are dealt with fairly and consistently
- Promote and protect the best interests of all students.

This handbook lists formal assessment tasks that are common to all students in that course. The evidence teachers gather about student achievement is used to assist teachers in informing parents and students of their progress.

This handbook has been prepared to assist parents/caregivers and students in understanding the procedures used at Chester Hill High School. The Year 9 Assessment Handbook should be read in conjunction with the NSW Department of Education Curriculum Policy Standards (Updated July 2018) which outlines specific requirements and policy standards and relevant syllabus material.

## How do I satisfactorily complete a course?

To satisfactorily complete a course, the Principal will need to have sufficient evidence that a student has:

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes.

Factors which may prevent a student from satisfactorily completing a course could be:

- Poor attendance or lateness to school or classes
- Poor achievement in assessments due to lack of application and effort
- Failure to complete classwork and homework
- Failure to submit assessment tasks
- Proven cases of plagiarism, copying or cheating.





## What information will I be provided about the courses I study?

The Assessment Task Handbook contains all Assessment Schedules (pgs. 14-32) of all courses offered in Year 9. The Assessment Schedule informs the student of:

- Topics studied throughout the year
- Number of assessment tasks
- Weighting of each assessment task
- Due date of each assessment task.

## What information will I be provided about my Assessment Task?

In all subjects, students will receive an Assessment Task Notification which includes the following information:

- Assessment name
- Due date or designated day
- Mark and the weighting of the task
- Requirements of the task
- Outcomes of the course that will be assessed
- How the assessment will be marked (marking criteria).

Students will be issued with an Assessment Task Notification at least two weeks prior to the due date of the task. Year 9 assessments will be printed on light green paper.

Students must sign to acknowledge that they have received the Assessment Task Notification.

A sample Assessment Task Notification is shown as Appendix 1 of this booklet.

## How and when can I submit my Assessment Task?

Assessment tasks can only be submitted electronically if instructed by the teacher on the Assessment Task Notification.

When electronic submission is required or permitted, the task may be submitted through Google Classroom, shared via Google Drive or OneDrive. An electronic assessment task is ONLY considered submitted if:

- The assessment task is easily identifiable
- It is readable and free of virus infected files or media
- It is written in applications to which school staff have access to and in a format that can be accessed by most school computers.

All assessment tasks must be submitted on the due date & period as specified on the assessment task notification sheet. Tasks may be submitted earlier than the due date.

Any task submitted after the due date will be deemed late, unless the student is absent on the day due to illness or another acceptable reason where appropriate documentation is provided (e.g. medical certificate).

Tasks completed in class, such as tests and examinations, practicals, performances, speeches, and presentations, must be completed on the designated day. Failure to do so, without any appropriate documentation, will result in students losing marks for each day the task is late.



## Can I get an extension for an assessment task?

Extension for assessment tasks will not be given to students. This is to ensure fairness amongst all students in the course. Students need to submit assessment tasks on the due date/time.

If you are unable to complete an assessment task due to illness/misadventure it is advised that you submit as much as possible of the task on the due date with a completed Assessment Task Illness/Misadventure Form (Appendix 2) attached.

## What happens if I am sick or something serious happens on the day of the assessment task?

Assessment tasks must be submitted by the due date to avoid losing any marks. However, if a student falls ill or something occurs beyond their control before or during the assessment task that affects their performance, the student may lodge an Assessment Task Illness/Misadventure Form (Appendix 2). The form must include appropriate documentation such as a doctor's certificate. Examples of misadventure could be arriving late to the assessment task due to public transport delays, an accident etc.

Failure of computer equipment/programs is NOT an acceptable reason for failing to submit an assessment task.

The Assessment Task Illness/Misadventure Form (Appendix 2) must be submitted to the faculty Head Teacher on the first day the student returns to school. The Head Teacher will liaise with the Classroom Teacher and the Deputy Principal to determine an appropriate course of action.

## What happens if I submit my assessment task late?

If a student submits an assessment task late due to illness or misadventure, the student must submit:

- An Assessment Task Illness/Misadventure Form (Appendix 2)
- Appropriate supporting documentation (e.g. doctor's certificate).

If a student has no reasonable excuse as to why the assessment task has been submitted late, the student will have marks deducted as follows:

- One day late: 10% off total mark
- Two days late: 20% off total mark
- Three days late: 30% off total mark.

A 'day' is classified as any school day. A maximum of a 50% total mark deduction will be enforced for late assessment tasks.

If a student does not complete or submit an assessment task by the due date/time, the classroom teacher will inform the student's parents/caregivers of their concerns for the student and offer support. In addition, a Letter of Concern will be sent home.

All tasks must be completed and submitted to ensure a student satisfactorily completes a course and meets course outcomes.



## What happens if I cheat in an assessment task?

Cheating or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the assessment task.

Here are some examples of behaviour that are considered to be cheating:

- Copying, buying, stealing, or borrowing someone else's work and presenting it as your own
- Using material directly from books, journals, newspapers, CDs, or the internet without referencing the source
- Paying someone to write or prepare material that is associated with a task
- Communicating with other students during an assessment or examination
- Using forbidden aids (this would include bringing into an examination situation secret note, or any helpful electronic device not specifically allowed, whether or not it is used).

The examples above are generally referred to as plagiarism.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of cheating or using an electronic device, the whole examination will be awarded a zero, and parents and caregivers will be notified.

## What steps can I take to manage my assessment tasks?

To ensure students are not overwhelmed or stressed when completing multiple assessment tasks from various subjects, they can:

- Start tasks early so that they can ask for help if required
- Read the assessment task notification sheet carefully, so that the student is aware of all requirements
- Be aware of the due dates
- Break tasks into a series of smaller steps and set deadlines for completing each step
- Record the sources of information you use as you find them so that the reference list/bibliography does not become a major task at the end
- Frequently save, back up and/or print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources and work
- Keep a copy of any work you submit for teacher feedback
- Seek help from the Learning Support faculty or at the Homework Centre on Monday, Wednesday and Thursday afternoons in the library.



## What can I do if I think I deserve more marks in my assessment task?

If a student has read the teacher's feedback and cross-referenced it with the marking criteria and they still feel they should have been awarded more marks, the student should seek clarification from the classroom teacher.

If the student is not satisfied with the clarification provided by the classroom teacher, the student may make an appeal relating to the assessment task results to the faculty Head Teacher. The faculty Head Teacher will liaise with the classroom teacher and Deputy Principal to determine an appropriate course of action.

## What can the school do to support me if I have a disability?

Disability Provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment task or examination room. Disability provisions are designed to reduce disadvantage in an assessment task.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

If a student has a disability, parent/student need to contact the school and speak to the Head Teacher of Learning and Support to develop appropriate plans to support the student with their learning and assessment tasks.



## How is my academic progress reported?

Chester Hill High School formally reports on a student's progress twice each year:

- Half-Yearly Report - issued at the end of Term 2
- Yearly Report - issued at the end of the year.

Half-Yearly and Yearly Reports will provide information about a student's progress in each course. For Year 9, grades 'A' to 'E' will reflect student achievement in each course. Teachers use the Course Performance Descriptors in each course to determine the grade range that best reflects the student's achievement. The performance descriptors can be found below:

Grade	Descriptor
A	A student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, a student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	A student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, a student is able to apply this knowledge and these skills to most situations.
C	A 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	A student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	A 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.

Additionally, the following information will also be provided for each student:

- A learning profile reflecting the student's commitment and attitude towards learning
- Extra-curricular involvement (extra-curricular activities are the things the student does other than normal schoolwork, for example, debating, SRC, etc.)
- Attendance data
- Teacher feedback.





## Who can I see for help?

Students can seek course specific assistance from the Head Teacher of the faculty:

Faculty	Staff Member
Creative and Performing Arts (CAPA)	Ms. V. Messimeris
English as an Additional Language/Dialect (EAL/D)	Ms. K. Lam
English	Ms. A. Gatsios
History	Mr. L. Brown (Relieving)
Languages Other than English (LOTE)	Mr. A. Al Saifi
Mathematics	Mr. D. Thomas
Personal Development, Health & Physical Education (PD/H/PE)	Mr. L. Jones
Science and Computing	Ms. D. Nguyen (Relieving)
Social Science	Ms. N. Benton
Technological and Applied Studies (TAS)	Mr. D. Sellen (Relieving)

Students can also seek assistance with assessment tasks from other key staff members:

Position	Staff Member
Principal	Ms. M. O'Harae
Stage 4 Deputy Principal	Mr. E. Lieu (Relieving)
Stage 5 Deputy Principal	Mr. S. Achmad
Stage 6 Deputy Principal	Mrs. S. Frost
Deputy Principal Student Services	TBC
Head Teacher Teaching and Learning	Ms. K. Lam
Head Teacher Learning and Support	Mr. M. Graham
Head Teacher Administration	Mr. A. Al Saifi
Head Teacher School Priorities	Mr. T. Creighton
Head Teacher Secondary Studies	Ms. N. Sayhouni
Head Teacher Wellbeing	Ms. S. Hamid Mr. J Bullen (Relieving)



## Appendix 1



### Assessment Task Proforma

#### Assessment Task # Notification **Proforma** (single-sided front page)

Course:		Year:	
Topic:			
Assessment Name:			
DATE DUE:		Total Weighting (%)	
		Total Marks	
STUDENT NAME:			
Progress Check Feedback	(Individualised based on task – tick a box or lines for feedback)		
Progress Check Date:			

I certify that:

- ☐ This assignment is my own work, based on my personal study and/or research.
- ☐ I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- ☐ Submitted assignments based on group work are not the same as other students' work.
- ☐ I have not plagiarised (copied) in part, or in whole the work of other students.
- ☐ I have read and I understand the success criteria used for this assessment
- ☐ **I have kept a copy of my assignment and the receipt.**
- ☐ I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: .....

Date: .....



#### **Assessment Task Student Receipt**

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:



## Task Information

<b>Important idea(s) being explored:</b>	
<b>Skills, knowledge and understanding being demonstrated:</b>	
<b>Task requirements:</b>	<i>(optional checklist with tick-a-box for students)</i>
<b>Syllabus outcomes:</b>	

### Feedback from student about task:

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in **SUBJECT** is \_\_\_\_\_

My learning in **SUBJECT** could be improved if: \_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas: \_\_\_\_\_

\_\_\_\_\_



## Marking Guidelines

(each part/question of the task needs its own marking criteria)

Criteria	Marks

Feedback from the Teacher:

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Task Mark		Teacher Signature	
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## Appendix 2

### Chester Hill High School

*Strength in Unity, Excellence in Education*



### Assessment Task Illness/Misadventure Form

Submit this form to the Head Teacher on the first day of your return to school.

Name of student: \_\_\_\_\_

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

Task: \_\_\_\_\_ Course: \_\_\_\_\_

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

Reason for missing the task/due date:

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Parent/Caregiver Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Doctor's Certificate attached? YES / NO**

(Doctor's certificate **MUST** be attached to this form if your reason is **ILLNESS**)

If you were sick DURING an assessment task, did you notify the teacher immediately? **YES / NO / N/A**

**Head Teacher Recommendation:**

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Head Teacher Signature: \_\_\_\_\_

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

**Deputy Principal Decision:**

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

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

#### OFFICE USE ONLY:

Copy to:

☐

Student

☐

Student's file

☐

Head Teacher





## Child Studies

### Overview of Year 9 course content

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Students will complete the following topics throughout the year. The topics to be studied are:

#### Topics

- Becoming a parent
- The wonder of life
- Raising healthy, happy kids
- Celebrating diversity

#### Modules

- Preparing for parenthood, family interactions
- Conception to birth, Newborn care
- Health and safety in Childhood, The diverse needs of children
- Childhood and culture, Aboriginal culture and childhood.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Budgeting for a newborn - Class Task	25	Term 1, Week 7
Pregnancy Pamphlet - Research Task	25	Term 2, Week 2
Protecting children from disease - Group Presentation	25	Term 3, Week 7
Yearly Examination	25	Term 4, Week 2



## Commerce

### Overview of Year 9 course content

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Students will complete the following topics throughout the year:

- Consumer Choice and Financial Decision
- Investing
- Law, Society and Political Involvement
- Law in Action
- Travel.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Research Task – Consumer Choice and Financial Decision	30	Term 1, Week 10
Group Presentation Task – The Law	30	Term 3, Week 8
Yearly Examination – All topics	40	Term 4, Week 2



## Design and Technology

### Overview of Year 9 course content

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Students will complete the following topics throughout the year:

- Project based learning
- Practical experiences
- A holistic approach to design.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Holistic Design	20	Term 1, Week 8
Design Project 1 and Folio	30	Term 2, Week 10
Activity of Designers	20	Term 3, Week 5
Design Project 2 and Folio	30	Term 4, Week 7



## Drama

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

- Improvisation and Play-building
- Melodrama
- Horror Film Trailers – small screen drama
- Ancient Greek Theatre.

Participation in workshop experiences is ongoing throughout the course.

### Assessment Schedule:

Assessment includes participation in workshop experiences and documentation of work and skills in students' logbook.

All tasks listed below are used to measure student achievement against a variety of learning outcomes. Tasks combine Elements of Drama, including making, performing and appreciating.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Play-building/Script writing	25	Term 1, Week 10
Melodrama Performance	25	Term 2, Week 9
Horror Film Trailers	25	Term 3, Week 9
Logbook	25	Term 4, Week 2



## English

### Overview of Year 9 course content

The study of English is designed to provide students with the skills to use, understand, appreciate, reflect on and enjoy the English language in a variety of increasingly sophisticated texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama.

Students will complete five topics throughout the year, the topics to be studied are:

- Twisting my words
- Topic area – Power
- Novel study
- Detailed study of text – Film
- To Thine Own Self Be True – Shakespearean Tragedy.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Exposition Essay	25	Term 1, Week 10
Creative Writing and Reflection	25	Term 2, Week 10
Visual Representation	25	Term 3, Week 7
Storyboard Reflection	25	Term 4, Week 4





## Food Technology

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

- Food Service and Catering
- Food Selection and Health
- Food Trends

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Assignment - Investigation of a Food Service and Catering Operation	20	Term 1, Week 10
Design Challenge - Plan and prepare a meal for a chosen group	35	Term 3, Week 8
Yearly Examination	20	Term 4, Week 3
Practical – Food preparation and preparation skills	25	Ongoing



## Geography

### Overview of Year 9 course content

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Students will complete the following topics throughout the year:

- Changing Places
- Biomes

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
In-class written task - Changing Places	30	Term 1, Week 9
Biomes Research Task	30	Term 3, Week 8
Yearly Examination	40	Term 4, Week 2



## History

### Overview of Year 9 course content

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts and develop their historical skills and understanding.

Students will complete the following topic throughout the year:

- The Making of the Modern World.

This will consist of two depth studies:

- *Making a Better World? – Movement of Peoples*
- *Australians at War – World Wars I and II.*

### Assessment Schedule:

Students will complete two common assessment tasks and a range of differentiated class tasks throughout the year.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Making a Better World? – Movement of Peoples	30	Term 1, Week 10
Movement of Peoples (class tasks)	20	Ongoing Term 1 and 2
Australians at War	30	Term 3, Week 10
Australians at War (class tasks)	20	Ongoing Term 3 and 4



## History Elective

### Overview of Year 9 course content

This course offers the opportunity to enjoy the study of history for its intrinsic interest. Students will study a thematic unit and explore a vast range of human history. Students will develop an understanding of the nature of history and the ways in which different perspectives/ interpretations of the past are reflected in a variety of historical constructions.

Students will study a thematic unit: *Age of Empires – East Meets West*. They will explore historical constructions through film and narratives and explore various perspectives in the history of the Mediterranean, Middle Eastern and Asian worlds.

Students will complete the following topics throughout the year:

#### Semester 1

- Greece and the East: The Trojan Wars to the Persian Wars
- Greece and the East: Was Alexander the Great?

#### Semester 2

- Rome and the East: Egypt, Parthia and Judea
- Muhammad and the Rise of Islam.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Film Study - 300	30	Term 2, Week 1
Essay – Was Alexander the Great?	40	Term 2, Week 10
Rome and the East: Egypt, Parthia and Judea	30	Term 3, Week 9



## Industrial Technology - Timber

### Overview of Year 9 course content

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Students will complete the following topics throughout the year:

- Workplace Health and Safety
- Decorative Timber Products
- Furniture Items
- Wood Turning

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Carry Tray and Folio	20	Term 1, Week 8
Industry Case Study	20	Term 2, Week 6
Stringer Stool and Folio	35	Term 3, Week 10
Pen Turning & Cradle	15	Term 4, Week 7





## Information and Software Technology (IST)

### Overview of Year 9 course content

The course develops the students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Students will complete the following topics throughout the year:

- Database Design
- Authoring and Multimedia
- Artificial Intelligence

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Creating a Database	30	Term 1, Week 8
Authoring and Multimedia	35	Term 2, Week 10
Artificial Intelligence Project	35	Term 3, Week 8



## Japanese

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

#### Semester 1

- Hiragana script – revising
- Greetings, Self-Introduction, Family, Counters for people, likes/dislikes, Verbs and Objects
- Culture – Film Study – Hinokio
- Definite articles
- Locations
- Describing neighbourhood and bedroom

#### Semester 2

- Time
- Daily Routine
- Classroom directions/orders
- Katakana and Houses
- Culture – Film Study

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, students' application of techniques learnt, and their logbook, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Assignment - Self introduction interview	25	Term 1, Week 8
Comprehension Tests (Aural and Written)	25	Term 2, Week 7
Assignment – Daily Routine (Written)	25	Term 3, Week 9
Yearly Examination (Oral, Aural, Reading and Writing)	25	Term 4, Week 3



## Mathematics – Stage 5.1/5.2

### Overview of Year 9 Stage 5.1 /5.2 course content

Years 9 and 10 follow the **Stage 5** course in Mathematics. Stage 5 is split into three different pathways; **5.1** (least difficult), **5.2** and **5.3** (most difficult). All students will study the same topics, however, the level of difficulty of each course will depend on the pathway each student is following.

Students in 5.1 and 5.2 Mathematics will complete the following topics throughout the year:

- Single Variable Data Analysis
- Indices
- Algebra Techniques
- Probability
- Integers, Decimals, Fractions, Ratio & Rates
- Area, Surface Area and Volume
- Financial Mathematics
- Right-Angled Triangles
- Linear Relationships

### Assessment Schedule:

Students will receive a grade (A – E) for each topic. *Each topic is equally weighted.* Students will complete a variety of class assessments to determine these grades. These tasks are summative tasks and are an opportunity for students to demonstrate the depth of understanding they have *developed* and *retained*. Students will be allowed to bring one double-sided, handwritten A4 page reference sheet into in-class examinations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Assignment	15	Term 1, Week 8
Examination 1	30	Term 2, Week 3
In-Class Task	20	Term 3, Week 5
Examination 2	30	Term 4, Week 4



## Mathematics – Stage 5.3

### Overview of Year 9 Stage 5.3 course content

Years 9 and 10 follow the **Stage 5** course in Mathematics. Stage 5 is split into three different pathways; **5.1** (least difficult), **5.2** and **5.3** (most difficult). All students will study the same topics, however, the level of difficulty of each course will depend on the pathway each student is following.

Students in 5.3 Mathematics will complete the following topics throughout the year:

- Computation and Financial Mathematics
- Indices and Surds
- Algebraic Techniques
- Linear Relationships
- Probability
- Data
- Area, Surface Area and Volume
- Quadratic Expressions and Algebraic Fractions
- Quadratic Equations and Graphs of Parabolas.

### Assessment Schedule:

Students will receive a grade (A – E) for each topic. *Each topic is equally weighted.* Students will complete a variety of class assessments to determine these grades. These tasks are summative tasks and are an opportunity for students to demonstrate the depth of understanding they have *developed* and *retained*. Students will be allowed to bring one double-sided, handwritten A4 page reference sheet into in-class examinations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Assignment	15	Term 1, Week 8
Examination 1	30	Term 2, Week 3
In-Class Task	20	Term 3, Week 5
Examination 2	30	Term 4, Week 4



## Music

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

- Australian Music
- Music for Small Ensembles
- Music and Technology.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Composition	25	Term 1, Week 9
Performance 1	25	Term 2, Week 9
Performance 2	25	Term 3, Week 9
Yearly Examination	25	Term 3, Week 10





## Physical Activity and Sports Studies (PASS)

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

#### Area of Study

- Foundations of Physical Activity
- Enhancing Participation and Performance
- Physical Activity and Sport in Society

#### Modules

- Fundamentals of movement skill development
- Participating with Safety
- Coaching and Technology, participation and performance
- Australian sporting Identity and issues in physical activity and sport.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Theory – Fundamentals of movement skill development - Research Task	25	Term 1, Week 7
Practical – Volleyball	25	Term 2, Week 2
Practical – Coaching	25	Term 3, Week 7
Theory - Australian Sporting Identity - Research Task	25	Term 4, Week 4



## Personal Development, Health and Physical Education (PD/H/PE)

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

- A State of Mind
  - Game Strategies
  - Building Identity and Relationships
  - Second Opinion
  - Enhancing Performance
  - Commit to be Fit.
- Feel the Force

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Theory – Health Promotion Assessment Task	25	Term 1, Week 8
Practical – Movement Analysis Assessment Task	25	Term 2, Week 2
Theory - Yearly Examination	25	Term 3, Week 7
Practical – Skill Development Assessment Task	25	Term 4, Week 2



## Science

### Overview of Year 9 course content

Students develop Working Scientifically skills in the knowledge and understanding strands of Chemical World, Physical World, Living World and Earth and Space. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

Students will complete the following topics throughout the year. The topics to be studied are:

#### Semester 1

- Chemical World
- Physical World

#### Semester 2

- Living World
- Earth and Space.

### Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes in areas of Knowledge and Understanding, Thinking Scientifically, Communicating Scientifically, and Investigating Scientifically.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Independent Scientific Investigation	20	Term 1, Week 5
Half-Yearly Examination	30	Term 2, Week 2
Research Task	20	Term 3, Week 8
Yearly Examination	30	Term 4, Week 3



## Visual Arts

### Overview of Year 9 course content

Students will complete the following topics throughout the year:

- Modernism
- Street Art
- Reuse, Repurpose, Recycle
- Places and Spaces.

### Assessment Schedule:

Students are required to complete practical work in their Visual Arts Process Diary (VAPD) where applicable. They will also be given theory activities each semester to complete in class and at home when necessary.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Course work consists of any class activities, homework tasks, bookwork, vocabulary quizzes and completion of classwork.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

Task	Weighting (%)	Due
Portfolio 1 & VAPD	30	Term 2, Week 1
Artist Study 1	20	Term 2, Week 9
Artist Study 2	20	Term 3, Week 8
Portfolio 2 & VAPD	30	Term 3, Week 10



## Assessment Task Calendar

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
1					Science		Child Studies PASS	D & T IT Timber IST Japanese Mathematics PD/H/PE	Geography Music	Commerce Drama English Food Tech. History	
2	History (Elective) Visual Arts	Child Studies PASS PD/H/PE Science	Mathematics			IT Timber	Japanese		Drama Music Visual Arts	D & T English History (Elective) IST	
3					D & T Mathematics		Child Studies English PASS PD/H/PE	Commerce Food Tech. Geography IST Science Visual Arts	Drama History (Elective) Japanese Music	History IT Timber Music Visual Arts	
4		Child Studies Commerce Drama Geography PD/H/PE	Food Tech. Japanese Science	English Mathematics PASS			D & T IT Timber				