



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

2025

Year 9

Assessment Handbook

Bathurst High Campus



Table of Contents

Introduction	3
Principal's message	4
Key contacts	5
NESA (ROSA)	6
Assessment policies and procedures	7-11
Receiving an assessment task	7
Submitting an assessment task	7
Technology	7
Yearly examinations	8
Extensions and illness/misadventure	8
Late submissions	8
All my own work	9
Artificial Intelligence	10
Appeals	11
Steps for Success	12-16
Time-management and organisation	12
Seeking support	12
Planning, drafting and refining	13
Improving your writing	14
Common grade scale	15
Bibliographies	15
Life Skills	17-19
Assessment schedules A-Z	
Core courses	20-26
Elective courses	27-46
Appendices	48-52
Record of assessment results	48
Application for extension of time and illness/misadventure	49
Application for assessment mark/grade appeal	50
Device loan form	51
Assessment calendar	52

Introduction

This Assessment Handbook provides Year 9 students with information about the procedures relating to Assessment. Students, parents and carers are advised to read the booklet closely and keep it for reference.

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Bathurst High Campus, we use a variety of assessment tasks to assess students' performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Most courses have between three and four assessment tasks. Tasks may be differentiated to meet a range of student needs; however, the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Revise all work regularly.
- Complete all assessment tasks.

Further information

This assessment policy is based on NSW Education Standards Authority (NESA) administration requirements. Detailed information and assistance is available on the NESA website www.educationstandards.nsw.edu.au where you will find links to:

- Stage 5 Assessment
- Stage 5 Syllabuses
- Record of School Achievement (RoSA) requirements
- NSW Higher School Certificate Standard

Principal's message

At Denison College Bathurst High Campus, we strive for excellence through an inspired and caring educational journey. Our school community believes that every student needs to be challenged academically, while supported in a caring educational environment. Through a structured and rigorous assessment program, students will have opportunities to develop, grow and explore their talents. Student engagement in the assessment program is a vital component of achieving academic success at school and will therefore open doors in the future.

Extensive collaborative work with our teaching staff and the parent community have led to the development of this wonderful resource which will assist student understanding around assessment, the procedures and how to achieve success in your assessment. The booklet also contains handy hints on how to manage your time and seek support when needed, and processes for Illness and Misadventure.

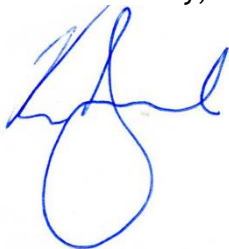
I encourage all students and their parents to find a time to talk through the content of this booklet and seek clarification from our school if you have any questions. Our school offers an exceptional curriculum with well-established learning support structures to ensure that all students are monitored in their academic performance. To learn more about these supports, please contact our Wellbeing and Engagement staff who will be able to provide direction and support.

Some of the key impressive features that have been introduced into our assessment structures are -

- The reintroduction of formal yearly examinations for all year groups,
- A reduction of formal assessment tasks in each course to mirror assessment structures in Stage 6,
- Clear guidelines around student, parent, and staff procedures,
- A Yearly Assessment Calendar with all assessment periods.

As Principal, I am proud of the ongoing commitment of our students and staff and enjoy working closely with the families who assist with growing our students academically. I also commend the efforts of key staff involved in the creation of this resource. We endeavour to support teachers professionally to create a generation of confident, innovative, creative, and inspired learners who are responsible and productive global citizens.

Yours sincerely,



Ken Barwick OAM
Principal
Bathurst High Campus
Denison College

Key contacts



Ken Barwick OAM
Principal



Pawan Saini
Deputy Principal Year 9



Jared Parkinson
Year Advisor



Alison Scrimshaw
Year Advisor

HEAD TEACHERS

English: Rhonda Davis	CAPA: Veronica Manock
HSIE: Ilisa Newell	Mathematics: Avril Sheader
PD/H/PE: Daisy Morrissey	Science: Rosie Weithaler
Support: Bethany Elliott	TAS: Patrick Ford
Administration: John Millan	Wellbeing: Megan Windsor
Teaching and Learning: Matthew Baillie	Teaching and Learning: Geoff Childs

ROSA

Eligibility

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10 (English, Mathematics, Science, Human Society and its Environment, Languages Other than English, Technological and Applied Studies, Creative Arts, Personal Development, Health and Physical Education)
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

'N' Determinations

If students do not complete a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

Assessment policies and procedures

Receiving an assessment task

You will receive notice of every assessment task at least two weeks before the due date and all students must sign an assessment register to acknowledge they have received the task and sign again upon submission.

Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weighting, outcomes, due date and time, assessment criteria, marking rubric and clearly outlined expectations.

If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.

Submitting an assessment task

Take-home tasks must be submitted on or before the due date stated on the assessment notification. Your teacher will give instructions on how to submit the task and whether it is to be submitted as a hard-copy or electronically.

In-class tasks must be completed at the time and date stated on the assessment notification. They will be collected by the teacher at the end of the lesson.

If you know you are going to be absent on the day of an assessment task, you should ideally submit the task before it is due. If you know you are going to be absent on the day of an in-class task, see the teacher who issued the task well before the due date to negotiate alternative arrangements.

Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

Technology

If you do not have access to an electronic device to complete a task, you may complete the Short-Term Learning Device Loan form (see Appendices - Page 51) to borrow one from the school.

Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. This also applies to printing (ink and toner shortages) as facilities are available at school for printing hardcopies of assessment tasks. Save your work regularly and always keep a backup. Saving your work to a cloud, such as Google Drive or OneDrive, is always a good idea, as you can access your work on any device. All students have access to these clouds through their Department of Education student portal.

Yearly examinations

Students in Year 9 will sit a Yearly Examination in Term 4 for all core courses and some elective courses (see specific course assessment schedules for more information).

Students will be given a copy of the campus examination rules and procedures with the timetable for the examinations. Students who study a course at the other campus will sit for the examination in that course at their home campus.

Extensions and Illness/misadventure

If a student experiences difficulty completing a task on time, they may apply for an extension of time for illness or unavoidable misadventure. The form (see Appendices - Page 49) must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a note from a parent/caregiver or doctor's certificate, should be attached to the form.

The forms are available from your class teacher, subject Head Teacher or Year Adviser.

There will be no penalty imposed for late submission if the above procedure is followed and approved, and the agreed upon alternative arrangements have been followed for the negotiated submission of the task.

Late submissions

If there is no valid reason for failing to complete an assessment task on time, a zero mark must be recorded for that task. You will still be required to complete the task so that you satisfy mandatory Stage 5 course requirements.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the faculty head teacher may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be

awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Head Teacher should authorise the student to receive an estimate based on other appropriate evidence.

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either resit the test at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the submission of an extension application form.

If students know that they will be absent from school on the date a test or examination will be held (e.g. representing the school in sport, performing arts, school excursion etc.), they must, before the examination date, reschedule the test/examination on a date approved by the Head Teacher.

Any cases of illness or misadventure on the due date will be treated on a case-by-case basis in negotiation with the class teacher and/or Head Teacher.

All my own work

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- using ChatGPT or other writing tools to complete part or all of an assessment task (unless permitted to do so and the tool is referenced);
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;

- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

If a teacher is concerned about cheating or academic malpractice in an assessment task, they will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.

If malpractice/plagiarism is identified, the student may be penalised accordingly or even receive a mark of zero for the task. Parents/caregivers will be notified and the student may then be required to re-complete the task properly in order to meet course requirements.

Artificial Intelligence at Denison College

Denison College is committed to promoting the responsible and ethical use of artificial intelligence technologies, specifically Generative Artificial Intelligence (GAI). In order to equip our students with the necessary skills for the ever-evolving technological landscape, it is our duty to educate them on the proper and ethical application of technologies like ChatGPT.

What is ChatGPT?

ChatGPT is a technology that can produce text that sounds convincingly human and engage in realistic conversations. Its responses are generated based on a large language model trained on extensive amounts of text from books and the internet. Similar to predictive text, it predicts the next words in a response based on previous ones using learned probabilities of word combinations. For example, if you ask ChatGPT about ways to reduce the spread of airborne pathogens, it will promptly provide you with paragraphs of uniquely generated text referencing masks, hygiene, and ventilation. It does this not because it comprehends your question, but because it has learned that certain words like 'mask,' 'cleaning,' and 'indoor spaces' are likely to appear together after other words like 'limit the spread' and 'airborne pathogen.'

Currently, ChatGPT is available for you to try for free. However, it does require you to sign up, agree to its privacy policy, and acknowledge that your use will contribute to the AI's training.

ChatGPT in the classroom

As AI technology continues to advance, you will encounter its increasing use in your studies and assessments. While AI will eventually revolutionise the way we learn and work, immediate and extreme changes are not anticipated. For now, in your current studies, you can expect to experiment with, discuss, and critically evaluate AI outputs. Like any other resource used in your studies, approach AI tools with a critical mindset, acknowledging their limitations honestly.

Following the Denison College Assessment Policies and Procedures, DO NOT USE ChatGPT or other writing tools in assessments unless explicitly permitted. Failing to acknowledge the use of AI tools in your studies may lead to accusations of academic misconduct. If permitted to use AI, be sure to acknowledge your use of these tools.

Stay tuned for updates from the school, your teachers, and supervisors on how we are addressing the opportunities and challenges presented by AI in education. We are continuously working to uphold academic integrity and the value of your education while preparing you to be ethical leaders in a future where these technologies offer new and exciting possibilities. As always, if you are uncertain about how to use a resource, seek guidance from your Teacher, Deputy Principal or the College team.

Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices - Page 50). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.

A decision will be made by a panel, which may consist of the Principal, Deputy Principal and relevant Head Teacher.

Steps for success

Time-management and organisation

Students will be given written notification of each assessment task with a minimum notice of two weeks before the due date of the task.

Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.

It is recommended that students make use of diaries, calendars and/or wall planners to organise their time. There is a calendar at the back of this assessment booklet (see Appendices - Page 52) to assist you with this.

Seeking support

If you need help to understand an assessment task or if you need help with strategies to approach the task, there are a number of people who can assist you.

1. Your teacher: The first person you should ask for help is your class teacher - make sure you understand the task and ask questions about what is expected.
2. Parents/caregivers or an older sibling: They may be able to help you break down the task into achievable chunks, or to assist you in organising your ideas.
3. If you are feeling overwhelmed, speak to someone - this may be another teacher, your Year Adviser or the School Counsellor.
- 4.

Planning, drafting and refining

You should consider your assessment as a series of planned steps and stages. Below is a flow chart to help you plan assessments and break tasks down to key steps.

Define

- Read the assignment instructions and assessment criteria. Highlight key words.
- Brainstorm what you already know about the topic.
- Complete some quick background research on the topic (e.g. browse the internet or refer to class notes).
- Pose questions to guide your research.
- Plan how you will present your work.

Locate

- Identify keywords from the defining stage.
- If research is required, use key words to search the library catalogue, databases and online search engines.
- You may need to use advanced search strategies to find exactly what you're looking for - Don't just use the first book or website you find - keep searching!
- Ask your teacher questions.

Select

- Skim - look at contents page, headings, index and visual information. Is the resource relevant?
- Scan - search the text for your keywords. If it's a digital resource use the 'Find' function to help you.
- Evaluate websites for quality information.
- Take notes **in your own words** - do not copy and paste! Use a graphic organiser to help.
- Remember to record bibliographic details for your reference list!

Organise

- Create an outline of the different parts of your assignment and the order in which they will go.
- Organise your notes to fit under the different parts on your outline.
- Write a draft copy.
- Revise and edit your draft copy. Get feedback from your teacher.
- Create your bibliography.

Present

- Write a final copy, presenting your information in the way the teacher has specified.
- If you have a choice in your method of presentation, choose a way that suits your strengths and learning style.
- Read through the assignment task and the assessment criteria again, making sure your assignment includes everything it should.

Reflect

- Re-read your assignment task and evaluate your assignment against the assessment criteria.
- Reflect on how well you planned your assignment and your time management.
- Reflect on how well you worked in a group (if applicable).
- On receiving your assignment back from your teacher, read their feedback to determine what you can improve upon next time.

Improving your writing

STEP ONE: Understanding the question

You will be asked to respond to a range of questions throughout Stage 5. To understand what you need to write you should break the question down.

Steps for breaking down the question

1. Circle the verb - What do I need to do?
2. Squiggly line under the focus of the question.
3. Highlight the content - What do I need to know to answer the question?

STEP TWO: Writing your response

Forming an introduction

1. What is your overall argument/thesis/response to the question?
2. Give a summary of the ideas you will discuss in each PEEL paragraph (not a list).

Paragraph structure - PEEL

P	POINT	Topic sentence -What is the main point your paragraph will show?
E	EXPLAIN	Elaborate on your topic sentence by giving details that shows what is important about this point.
E	EVIDENCE/EXAMPLE	What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material.
L	LINK	Link back to the question - How does this point answer the question?

Conclusion

1. Rewrite the question into a statement that directly answers the question.
2. You should then give an overview of your main points.
3. Try to write a closing statement that makes your point of view pop.

RESPONSE STRUCTURE
Introduction
PEEL Paragraph Point 1
PEEL Paragraph Point 2
PEEL Paragraph Point 3
Conclusion

Common grade scale

The Common Grade Scale shown below will be used to report student achievement in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

GRADE	COMMON GRADE SCALE
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.

Bibliographies

Some key terms

Referencing: acknowledging all the sources you have used throughout the body of an assignment

Bibliography: the list of references used at the end of your assignment

Why reference?

- ✓ To show the research you have done for your task
- ✓ To acknowledge when you've used other people's words, ideas, data and images
- ✓ So other people can locate the sources of information you have used
- ✓ Academic honesty - to avoid plagiarism

How to List Sources Correctly in a Bibliography

There are lots of different methods of referencing and writing bibliographies. The one most commonly used in secondary schools is the Harvard or Author-Date system.

BOOK

Author(s) of book - family name and initials, Year of publication, *Title of book - italicised*, Edition, Publisher, Place of publication.

Eg: Paterson, D., Willoughby, D. & Willoughby, S., 2001, *Civil Rights in the USA, 1863-1980*, Heineman, Melbourne

NEWSPAPER, MAGAZINE OR JOURNAL ARTICLE

Author(s) of journal article - family name and initials, Year of publication, 'Title of journal article - in single quotation marks', *Title of publication - italicised*, Volume, Issue or number, Page number(s).

Eg: Hagan, K., 2014, 'Salt remains the hidden killer in fast food', *Sydney Morning Herald*, April 2, 2014, p.21

WEB PAGE

Author(s) of page - (person or organisation), Year (page created or revised), *Title of page - italicised*, Publisher (if applicable), Place of publication (if applicable), viewed date, URL.

Eg: Australian Sport Commission, 2016, *AIS*, viewed 3 April, 2016, <http://www.ausport.gov.au/>

FILM

Author/Producer/Director Year, *Title - italicised*, Type of medium, Publisher, Place.

Eg: Teplitzky, J., 2014, *The Railway Man*, feature film, Paramount Pictures, Australia

Finally, all references should be listed in your bibliography in alphabetical order by the author(s) names

Good websites for tips on referencing

<https://apps.csu.edu.au/reftool/apa-7>

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills/bibliographies/write-your-bibliography>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/acknowledging-sources>

Online bibliography generators

Cite this for me: <https://www.citethisforme.com/>

Refme: <https://www.refme.com/au/referencing-generator/harvard/>

Life Skills

Life Skills courses recognise all students are entitled to participate in and progress through the curriculum.

Years 7-10 courses based on Life Skills outcomes and content and Years 11-12 Life Skills courses can be used to meet the requirements for a Record of School Achievement and Higher School Certificate.

Each Years 7-10 syllabus includes Life Skills outcomes and content. Indicative hours for courses based on Life Skills outcomes and content are the same as the regular courses. These hours are outlined in the mandatory curriculum requirements.

Students may achieve Life Skills outcomes either independently or with support.

Stage 5 Life Skills - Assessment Descriptions	
English Stage 5 Life Skills	<p>Throughout this course, students will read and study a range of texts to further their ability to identify the main idea and understand literal and inferential meaning in texts. Students will learn about the purpose, structural and language features of a variety of text types. Students will continue to develop strategies to spell accurately.</p> <p>Students undertaking the Life Skills English course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills English course. This may include class tasks, topic tests, portfolio of drafts and published compositions, and general classroom observations.</p>
Mathematics Stage 5 Life Skills	<p>Throughout this course, students will develop efficient strategies for numerical calculation, recognising patterns, describing relationships, and applying algebraic techniques. Students will engage in learning experiences focused on inquiry, exploring and connecting Mathematical concepts related to focus topics. Students will develop efficient strategies for numerical calculation focusing on the basic operations, time, and money and their application in everyday contexts. Students will continue to use and respond to Mathematical language. Learning tasks will continue to focus on developing the students' problem-solving skills by enhancing their ability to make sound judgements when looking at solutions to problems. Students undertaking the Life Skills Mathematics course will have personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be</p>

	<p>provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Mathematics course. This may include class tasks, topic tests, project-based tasks, and general classroom observations</p>
<p>History Stage 5 Life Skills</p>	<p>The Life Skills History course introduces students to the methods used by historians to investigate the past. Students will develop their knowledge and understanding of the nature of history and the significant changes and developments from the past. Learning tasks will focus on historical inquiry with students using a variety of strategies to locate and select information including primary and secondary sources as part of an historical investigation. Students will explore Civilisations, investigating how people lived in various societies from the past, while exploring the features of a particular society or time. Cultural similarities and differences between modern and ancient societies are examined. Students will investigate key historical events and explore their impact. Students will learn to use language and historical terms to describe the past.</p> <p>Students undertaking the Stage 5 Life Skills History course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills History course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
<p>Geography Stage 5 Life Skills</p>	<p>Throughout the Life Skills Geography course, students will explore the tools geographers use to investigate the world we live in. Learning tasks will focus students on developing the skills to acquire and process geographical information including investigating the interactions and connections between people, places and environments.</p> <p>Students undertaking the Stage 5 Life Skills Geography course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Geography course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
<p>Science Stage 5 Life Skills</p>	<p>Throughout this course, students will develop an appreciation of the contribution of Science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Student will develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. Students will learn to develop knowledge and understanding in applying the processes of Working Scientifically skills including making predictions, investigating problems, following set sequences,</p>

	<p>interpreting data and information and communicating information. Students will explore and develop a knowledge and understanding of the Physical World, Earth and Space, the Living World and the Chemical World including forces, energy, features of the Earth and the Solar System, Earth resources, living and non-living things and their functions, human health, the environment, common substances and chemicals and their effect on everyday life.</p> <p>Students undertaking the Stage 5 Life Skills Science course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and working scientifically skills across the Life Skills Science course. This may include class tasks, topic tests, experimental design, project-based tasks, class discussions and general classroom observations.</p>
<p>Work Education Stage 5 Life Skills</p>	<p>The Life Skills Work Education course introduces students to the world of work. Learning tasks focus on exploring the nature of work and employment. Students develop skills for effective safe, participation in the workplace. Students examine workplace issues and their rights and responsibilities as an employee. Students investigate education, employment and training organisations to support their transition to various post school options. Students may have the opportunity to undertake work experience organised by the Job Coach to allow the application of knowledge and skills in various workplace contexts.</p> <p>Students undertaking the Stage 5 Life Skills Work Education course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Work Education course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>

Assessment schedules A-Z

CORE COURSES

SUBJECT: English				HEAD TEACHER: Ms. R. Davis		
Outcomes being assessed:						
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-URC-01 investigates and explains ways of valuing texts and the relationships between them						
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						
EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Imaginative Writing and Reflection	Representation of life experiences	Term 1 Week 4	Term 1 Week 9	25	EN5-ECA-01 EN5-ECB-01
2	Podcast Episode	Poetic Purpose	Term 2 Week 4	Term 2 Week 9	25	EN5-ECA-01 EN5-URB-01
3	Essay	Exploring the speculative	Term 3 Week 4	Term 3 Week 9	25	EN5-URC-01 EN5-URA-01
4	Yearly Examination	Shining a new light	Term 4 Week 4	Term 4 Week 5	25	EN5-RVL-01 EN5-URA-01
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Geography	HEAD TEACHER: Ms. I. Newell
---------------------------	------------------------------------

Outcomes being assessed:

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

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

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

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

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

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

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task	Sustainable biomes and food security	Term 1 or 3 Week 5	Term 1 or 3, Week 9	35	GE5: 3, 5, 7, 8.
2	Skills and knowledge test	Changing places	Term 2 or 4 Week 3	Term 2 or 4 Week 5	35	GE5: 4, 5, 7, 8.
3	Portfolio	Full course	Ongoing		30	GE5: 1, 2, 3, 4, 6

Additional course information: Geography and History are semesterised in Year 9. Students will either study History in Semester 1 and Geography in Semester 2, or vis versa.

NOTE: Semester 2 students will complete the Skills and Knowledge Test for Changing Places under end of course examination conditions.

Assessment tasks must be submitted to: Class teacher

SUBJECT: History**HEAD TEACHER: Ms. I. Newell****Outcomes being assessed:**

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task/Essay	Depth Study 1	Term 1 or 3 Week 5	Term 1 or 3 Week 9	40	HT5-1, HT5-2, HT5-3, HT5-10
2	In class Test/Exam	Australians at War: WW1 and WW2	Term 2 or 4 Week 3	Term 2 or 4 Week 5	40	HT5-1, HT5-3, HT5-4, HT5-9
3	Portfolio	Assorted	Ongoing	Ongoing	20	HT5-3, HT5-4, HT5-5, HT5-6, HT5-8

Additional course information: Geography and History are semesterised in Year 9. Students will either study History in Semester 1 and Geography in Semester 2, or vice versa.

NOTE: Semester 2 students will complete the Knowledge Test of the Core under end of course examination conditions.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Mathematics - Year 9 Core**HEAD TEACHER: Ms. A. Sheader****Outcomes being assessed are from the strands of K - 10 Mathematics Syllabus:**

- Number and Algebra
- Measurement and Space
- Statistics and Probability
- Working Mathematically

Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Validation task	Pythagoras and trigonometry. Financial mathematics.	Term 1 Week 6	Term 1 Week 8	25	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02. MA5-FIN-C-01, MA5-FIN-C-02.
2	In-class open book examination	Algebraic expressions. Length, area, surface area and volume.	Term 2 Week 7	Term 2 Week 9	25	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01. MA5-ARE-C-01, MA5-VOL-C-01.
3	Formal in-class examination	Linear relationships. Properties of geometrical figures. Probability.	Term 3 Week 6	Term 3 Week 8	25	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02. MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-PRO-C-01, MA5-PRO-P-01.
4	Yearly Examination	All listed topics + Quadratic expressions, equations and fractions. Statistics.		Term 4 Week 5	25	All listed outcomes + MA5-ALG-C-01, MA5-ALG-P-02. MA5-DAT-C-01.

Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.

Literacy as a General Capability

Literacy is an important aspect of mathematics. Students need to understand written problems and instructions, including the use of common words with a specific meaning in mathematical context and metaphorical language used to express mathematics concepts and processes. In their K-10 mathematics learning, students are provided with opportunities to learn mathematical vocabulary and the conventions for communicating mathematics in the written form, including through its symbols and structures, as well as verbally through description and explanation. Mathematical literacy also extends to interpreting information from mathematical texts such as tables, graphs and other representations.

Assessment tasks must be submitted to: the classroom teacher on (or an alternative, pre-arranged) due date.

SUBJECT: Mathematics - Year 9 Core + Path	HEAD TEACHER: Ms. A. Sheader
--	-------------------------------------

Outcomes being assessed are from the strands of K - 10 Mathematics Syllabus:

- Number and Algebra
- Measurement and Space
- Statistics and Probability
- Working Mathematically

Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	In-class open book examination	Pythagoras and trigonometry. Further trigonometry. Financial mathematics.	Term 1 Week 6	Term 1 Week 8	25	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02. MA5-TRG-P-02. MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02.
2	Validation task	Algebraic expressions. Algebraic fractions, inequalities and surds. Length, area, surface area and volume.	Term 2 Week 7	Term 2 Week 9	25	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01. MA5-ALG-P-01, MA5-EQU-P-01, MA5-EQU-P-02. MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01.
3	Formal in-class examination	Linear relationships. Properties of geometrical figures. Non-linear relationships. Probability.	Term 3 Week 6	Term 3 Week 8	25	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02. MA5-LIN-P-01. MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01.
4	Formal Yearly Examination	All listed topics + Quadratic expressions, equations and fractions. Algebraic techniques and equations. Statistics.		Term 4 Week 5	25	All listed outcomes + MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-02. MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-EQU-P-01. MAO-WM-01, MA5-DAT-C-01.

Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.

Literacy as a General Capability
 Literacy is an important aspect of mathematics. Students need to understand written problems and instructions, including the use of common words with a specific meaning in mathematical context and metaphorical language used to express mathematics concepts and processes. In their K-10 mathematics learning, students are provided with opportunities to learn mathematical vocabulary and the conventions for communicating mathematics in the written form, including through its symbols and structures, as well as verbally through description and explanation. Mathematical literacy also extends to interpreting information from mathematical texts such as tables, graphs and other representations.

Assessment tasks must be submitted to: the classroom teacher on (or an alternative, pre-arranged) due date.

SUBJECT: PDHPE**HEAD TEACHER: Miss D. Morrissey****Outcomes being assessed:**

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

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of 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 assesses their own and others' capacity to reflect on and respond positively to challenges

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In-class Test	Creating a Positive Mindset	Term 1 Week 3	Term 1 Week 11	10	PD5-1, PD5-9
2	Sexual Health Action Plan	Better Safe Than Sorry	Term 3 Week 1	Term 3 Week 4	20	PD5-2, PD5-3, PD5-10
3	Yearly Examination	All Topics		Term 4 Week 5	20	PD5-6, PD5-7, PD5-9, PD5-10
4	Practical Physical Activity	Movement Skill and Performance	ongoing		50	PD5-4, PD5-5, PD5-10, PD5-11

Additional course information:

50% of PDHPE coursework is comprised of practical physical activity learning experiences. Students will be assessed throughout the year on a variety of movement contexts within the Movement Skill and Performance strand (Outcomes assessed PD5-4, PD5-5, PD5-10, PD5-11)

The strand ***Movement Skill and Performance*** focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Science	HEAD TEACHER: Ms. R Weithaler
-------------------------	--------------------------------------

SC5-4WS develops questions or hypotheses to be investigated scientifically
SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS undertakes first-hand 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
SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
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
SC5-14LW analyses interactions between components and processes within biological systems
SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Depth Study	Living World	Term 1 Week 5	Term 1 Week 9	25	SC5-4WS, 7WS-9WS SC5-14/15LW
2	Research/ Fact sheet	Physical/ Chemical World	Term 2 Week 2	Term 2 Week 4	25	SC5-7WS-9WS SC5-11PW
3	Skills Test	Chemical/ Physical World	Term 3 Week 6	Term 3 Week 8	25	SC5-6WS-9WS SC5-11PW SC5-16CW
4	Yearly Examination	Earth and Space (All topics)	Term 4 Week 2	Term 4 Week 5	25	SC5-7-8WS SC510/11PW SC5-12/13ES SC5-14/15LW SC5-16CW

Additional course information:

Excursions to supplement and enhance learning experiences

Assessment tasks must be submitted to: Class teacher

ELECTIVE COURSES

SUBJECT: Aboriginal Studies (KHC)	HEAD TEACHER: Mr M. Wood
--	---------------------------------

Course Objectives:

Students will develop:

- knowledge, understanding and appreciation of similarities and diversity in Aboriginal identities, communities and cultural expression
- understanding and appreciation of the importance of Aboriginal autonomy to Australia’s future
- understanding and appreciation of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies>

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Task 1: Perspective Response Narrative	Core 1: Aboriginal Identities	Term 1 Week 4	Term 1 Week 10	25	AST5-1 AST5-2 AST5-4 AST5-5 AST5-6
2	Task 2: Research Report	Option 8: Aboriginal Peoples and Sport	Term 2 Week 3	Term 2 Week 9	25	AST5-6 AST5-7 AST5-8 AST5-9
3	Task 3: Visual Art Piece and Description	Option 2: Aboriginal Peoples and the Visual Arts	Term 3 Week 1	Term 3 Week 9	25	AST5-1 AST5-3 AST5-5 AST5-8 AST5-10
4	Task 4: Person Overview	Option 6: Aboriginal Peoples and film and television	Term 4 Week 1	Term 4 Week 4	25	AST5-2 AST5-4 AST5-6 AST5-9 AST5-10 AST5-11

Additional Course Information: The subject is a Year 9/10 composite shared course class, studied at KHC.

Assessment tasks must be submitted to: Google Classroom or hard-copy to classroom teacher

SUBJECT: Agriculture	HEAD TEACHER: Mr P. Ford
-----------------------------	---------------------------------

Outcomes being assessed:

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-2 explains the interactions within and between agricultural enterprises and systems

AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

AG5-4 investigates and implements responsible production systems for plant and animal enterprises

AG5-5 investigates and applies responsible marketing principles and processes

AG5-6 explains and evaluates the impact of management decisions on plant production enterprises

AG5-7 explains and evaluates the impact of management decisions on animal production enterprises

AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability

AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices

AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

AG5-12 collects and analyses agricultural data and communicates results using a range of technologies

AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Written Task	Introduction to Agriculture	Term 1 Week 2	Term 1 Week 7	25	AG5-1, AG5-3, AG5-4, AG5-7, AG5-8, AG5-9, AG5-10, AG5-11
2	Research Task	Vegetable Production	Term 1 Week 8	Term 2 Week 8	35	AG5-1, AG5-2, AG5-4, AG5-6, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14
3	Practical skills and knowledge assessment	Livestock Production	Term 3 Week 5	Term 4 Week 3	40	AG5-1, AG5-2, AG5-4, AG5-5, AG5-7, AG5-9, AG5-10, AG5-13, AG5-14

Additional course information: Correct PPE is required for all farming tasks

Assessment tasks must be submitted to: Class teacher

SUBJECT: Child Studies	HEAD TEACHER: Miss D. Morrissey
-------------------------------	--

Outcomes being assessed:
 CS5-1- identifies the characteristics of a child at each stage of growth and development
 CS5-2- describes the factors that affect the health and wellbeing of the child
 CS5-3- analyses the evolution of childhood experiences and parenting roles over time
 CS5-4- plans and implements engaging activities when educating and caring for young children within a safe environment
 CS5-5- evaluates strategies that promote the growth and development of children
 CS5-6- describes a range of parenting practices for optimal growth and development
 CS5-7- discusses the importance of positive relationships for the growth and development of children
 CS5-8- evaluates the role of community resources that promote and support the wellbeing of children and families
 CS5-9- analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
 CS5-10- demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
 CS5-11- analyses and compares information from a variety of sources to develop an understanding of child growth and development
 CS5-12- applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Pregnancy Brochure	You're Going to Be Parents	Term 1 Week 6	Term 1 Week 10	30	CS5-2, CS5-5, CS5-9
2	Nursery Design	The Babysitters Club	Term 3 Week 4	Term 3 Week 8	30	CS5-6, CS5-10
3	Practical Application	Semester 2 Topics	Term 3 Week 1	Term 4 Week 5	20	CS5-1, CS5-3, CS5-8, CS5-11, CS5-12
4	Yearly Examination	All Topics		Term 4 Week 5	20	CS5-1, CS5-2, CS5-3, CS5-5

Assessment tasks must be submitted to: Class teacher

SUBJECT: Commerce

HEAD TEACHER: Ms. I. Newell

Outcomes being assessed:

COM5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 Examines the role of law in society

COM5-4 Analyses key factors affecting decisions

COM5-5 Evaluates options for solving problems and issues

COM5-6 Develops and implements plans designed to achieve goals

COM5-7 Researches and assesses information using a variety of sources

COM5-8 Explains information using a variety of forms

COM5-9 Meets independently and collaboratively to meet individual and collective goals within specified timeframes

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Report/Task	Core Topic 1	Term 1 Week 4	Term 1 Week 10	20	5.1, 5.2, 5.7, 5.8
2	Skills and Knowledge Test	Core Topic 2	Term 2 Week 4	Term 2 Week 6	30	5.1, 5.2, 5.4, 5.8
3	Research Report/Task	Option A	Term 2 Week 9	Term 3 Week 6	20	5.1, 2, 5 6, 5. 7, 5. 9
4	Knowledge Test	Option B		Term 4 Week 5	30	5.1, 5.3, 5.4, 5.8

Assessment tasks must be submitted to: Class teacher

SUBJECT: Computing Technology**HEAD TEACHER: Mr. P. Ford****Outcomes being assessed:**

EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology.

COM-01 communicates ideas, processes and solutions using appropriate media

DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

THI-01 applies computational, design and systems thinking to the development of computing solutions

DAT-02 acquires, represents, analyses and visualises simple and structured data

SAF-01 elects and applies safe, secure and responsible practices in the ethical use of data and computing technology

COL-01 manages, documents and explains individual and collaborative work practices

OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

DES-01 designs and creates user interfaces and the user experience

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Formative Assessment	Analysing Data	Term 1 Week 6	Term 2 Week 2	30	COM-01, DPM-01, DAT-01, DAT-02
2	Formative Assessment	Creating Games & Simulations	Term 2 Week 6	Term 3 Week 4	30	DPM-01, DAT-01, COM-01, THI-01, DAT-02
3	Formative Assessment	Design for user Experience	Term 3 Week 9	Term 3 Week 4	30	EVL-01, THI-01
4	Yearly Examination	All Topics	Term 4 Week 2	Term 4 Week 4	10	DPM-01, COL-01, COM-01, OPL-01, DES-01

Assessment tasks must be submitted to: Class teacher

SUBJECT: Dance

HEAD TEACHER: Ms. V. Manock

Outcomes being assessed:

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Composition Elements	Term 1 Week 3	Term 3 Week 7	15	5.2.1, 5.2.2
2	Performance Appreciation	Jazz Dance & History	Term 1 Week 8	Term 2 Week 6	35	5.1.1, 5.1.3, 5.3.1, 5.3.3
3	Composition	Composition Construction	Term 2 Week 7	Term 3 Week 6	15	5.2.1, 5.2.2, 5.3.3
4	Performance Appreciation	Contemporary Dance Analysis	Term 3 Week 8	Term 4 Week 5	35	5.1.1, 5.1.2, 5.1.3, 5.3.2, 5.3.3

Additional course information: This is a combined Year 9 and Year 10 class

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Design and Technology**HEAD TEACHER: Mr. P. Ford****Outcomes being assessed:**

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Formative Assessment	Industrial Design	Term 1 Week 3	Term 1 Week 11	30	5-1, 5-2, 5-6
2	Formative Assessment	Architectural Design	Term 2 Week 3	Term 3 Week 5	30	5-8, 5-9 5-10
3	Formative Assessment	Communication Design & Marketing	Term 3 Week 3	Term 4 Week 4	30	5-3, 5-4 5-5, 5-7
4	Yearly Examination	Design and Technology 100hr course content		Term 4 Week 5	10	All outcomes

Additional course information:**Assessment tasks must be submitted to: Class teacher**

SUBJECT: Drama**HEAD TEACHER: Miss V. Manock****Outcomes being assessed:**

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Appreciation	Research Task: History of Theatre	Term 1 Week 2	Term 1 Week 10	20	5.3.1 5.3.2
2	Performance in Playmaking	Group Performance: Physical Theatre as a Performance Style	Term 2 Week 1	Term 2 Week 5	30	5.1.2 5.1.3 5.2.1 5.2.2 5.3.3
3	Making	Individual Monologue: Shakespearean Theatre as a Dramatic Form	Term 3 Week 1	Term 3 Week 9	30	5.1.1 5.1.4 5.2.3 5.3.3
4	Appreciation	Yearly Examination	Term 4 Week 1	Term 4 Week 5	20	5.3.1 5.3.2

Additional course information: This is a combined Year 9 and Year 10 class

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Food Technology**HEAD TEACHER: Mr. P. Ford****Outcomes being assessed:**

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Written Task	Nutrition and consumption	Term1 Week 2	Term 1 Week 10	25	5.3, 5.5, 5.6,5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13
2	Practical Assessment	Ongoing practical assessment	Term 1 Week 2	Term 2 Week 6	50	5.1, 5.2, 5.4 5.5, 5.10,5.11
3	Practical and Portfolio	Food for Celebrations	Term 2 Week 8	Term 4 Weeks 2 and 3	25	5.1, 5.2, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13

Assessment tasks must be submitted to: Class teacher

SUBJECT: History Elective**HEAD TEACHER: Ms. I. Newell****Outcomes being assessed:**

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Extended Response	History Heritage and Archaeology	Term 1 Week 5	Term 1 Week 10	15	5.1 5.3 5.4 5.6 5.7
2	Research Task/Presentation	Ancient and Early Modern Society	Term 2 Week 5	Term 2 Week 10	20	5.2, 5.4, 5.6, 5.9, 5.10
3	Research Task and Portfolio	Thematic Study	Term 3 Week 4	Term 3 Week 10	30	5.1, 5.3, 5.5, 5.6, 5.10
4	Yearly Examination	All Topics		Term 4 Week 5	35	5.3, 5.4, 5.5, 5.7, 5.9

Assessment tasks must be submitted to: Class teacher

SUBJECT: Industrial Technology - Automotive

HEAD TEACHER: Mr. P.Ford

Outcomes being assessed:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Automotive workshop safety	Safety in the workshop	Term 1 Week 2	Term 2 Week 2	30	IND5-1, IND5-2, IND5-5, IND5-6
2	Small engines	Mechanical Systems	Term 2 Week 2	Term 3 Week 3	30	IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10
3	Mechanical components	Mechanical components	Term 3 Week 3	Term 4 Week 4	40	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10

Additional course information: Correct PPE is required for all practical tasks

Assessment tasks must be submitted to: Automotive Teacher

SUBJECT: Industrial Technology - Engineering (KHC)

HEAD TEACHER: Mr W. Maloney

Course Objectives:

Students:

- develop knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- develop knowledge and skills in the design and production of practical projects
- develop knowledge and understanding of the relationship between the properties of materials and their applications
- develop skills in communicating ideas, processes and technical information with a range of audiences
- develop understanding to transfer knowledge and skills to other experiences
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Task 1: Practical project and engineering report (engineered structures)	<p>Practical Focus:</p> <ul style="list-style-type: none"> • Follows safe work practices • Uses hand tools to produce practical projects <p>Theory Focus:</p> <ul style="list-style-type: none"> • Research of engineering materials • Factors influencing design <p>Project communication techniques</p>	Term 1 Week 2	Term 2 Week 5	A-E	IND5-1 IND5-3
2	Task 2: In class topic test on course content (Engineered Structures)	Term 1 and 2 course content	Term 2 Week 2	Term 2 Week 6	A-E	IND5-3 IND5-8
3	Task 3: Practical Project and evidence portfolio (Engineered Mechanisms)	<p>Students are to compile examples of their work demonstrating specific skills such as</p> <ul style="list-style-type: none"> • Project planning including sketches, cutting lists, costing and time/action plans • Design modifications • Research of materials, processes and technologies <p>Justification of selected materials for specific applications</p>	Term 3 Week 2	Term 4 Week 3	A-E	IND5-2 IND5-3 IND5-4 IND5-5

Additional course information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Industrial Technology - Metal**HEAD TEACHER: Mr. P. Ford****Outcomes being assessed:**

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Marking out and fabrication project	Term 1 Week 2	Term 2 Week 2	30	IND5-1, IND5-2, IND5-5, IND5-6
2	Research Task: Material Science	Ferrous and Non-Ferrous Materials	Term 2 Week 2	Term 3 Week 3	30	IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10
3	Practical skills and knowledge assessment	Fabrication and Machining project	Term 3 Week 3	Term 4 Week 4	40	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10

Additional course information: Correct PPE is required for all practical tasks

Assessment tasks must be submitted to: Class teacher

SUBJECT: Industrial Technology - Timber**HEAD TEACHER: Mr. P. Ford****Outcomes being assessed:**

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Hot Pot Stand	Term 1 Week 2	Term 2 Week 2	30	IND5-1, IND5-2, IND5-5, IND5-6
2	Practical skills and knowledge assessment	Camp Stool Project	Term 2 Week 2	Term 3 Week 3	30	IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10
3	Practical skills and knowledge assessment	Tool Box Project	Term 3 Week 3	Term 4 Week 4	40	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10

Additional course information: Correct PPE is required for all practical tasks

Assessment tasks must be submitted to: Class teacher

SUBJECT: Japanese				HEAD TEACHER: Ms. R. Davis		
Outcomes being assessed: ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Creating Texts	Introductions Family	Term 2 Week 1	Term 2 Week 3	25	ML5-CRT-01
2	Understanding Texts		Ongoing in Class		25	ML5-UND-01
3	Interacting	School, Time	Term 4 Week 1	Term 4 Week 3	25	ML5-INT-01
4	Understanding Texts		Ongoing in Class		25	ML5-UND-01
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Marine Studies	HEAD TEACHER: Ms. R. Weithaler
--------------------------------	---------------------------------------

Outcomes being assessed:
MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4 explains why aquaculture provides an economically sustainable source of food
MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	First Aid and Swim Test	Core 1	Term 1 Week 6	Term 1 Week 8 Swim Test TBA	20	MAR5-9 MAR5-10
2	Depth Study	1 Module Area	Term 2 Week 1	Term 2 Week 5	25	MAR5-1-3 MAR5-7
3	Personal Interest Project	1 Module Area	Term 3 Week 2	Term 3 Week 8	30	MAR5-1 MAR5-9
4	Skills Test	All Modules Covered	Term 4 Week 2	Term 4 Week 4	25	MAR5-9-10 MAR5-13-14

Additional course information:
Excursions to supplement and enhance learning experiences.
Please note that being able to swim is not a requirement for this course but all students will need to participate in a swim test to identify their swimming level.
Assessment tasks must be submitted to: Class teacher

SUBJECT: Music**HEAD TEACHER: Ms. V. Manock****Outcomes being assessed:**

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Music & Technology	Term 1 Week 2	Term 1 Week 10	30	5.4, 5.5, 5.6, 5.10 (5.11, 5.12)
2	Musicology & Performance	Music for Radio, Film, Television & Multimedia	Term 2 Week 1	Term 2 Week 6	25	5.1, 5.2, 5.3,5.7. (5.11, 5.12)
3	Musicology	Music of a Culture	Term 3 Week 1	Term 3 Week 10	10	5.7, 5.8, 5.9 (5.11, 5.12)
4	Aural & Performance	Australian Music	Term 4 Week 1	Term 4 Week 5	35	5.1, 5.2, 5.8, 5.9 (5.11, 5.12)

Additional course information: Students will be required to do practical and perform on either voice or an instrument as part of the Year 9 Music elective course.

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Photography	HEAD TEACHER: Miss V. Manock
-----------------------------	-------------------------------------

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artemaking: Portfolio	Traditional Photography/ History of the Photo	Term 1 Week 2	Term 1 Week 10	30	5.1, 5.2, 5.3
2	Art Critical and Historical study: Research	Surrealism and Photography	Term 2 Week 1	Term 2 Week 3	20	5.7, 5.9
3	Artemaking: Portfolio	Digital Macro photography: Slinkachu	Term 3 Week 2	Term 3 Week 10	30	5.4, 5.5, 5.6
4	Art Critical and Historical study: Research	Landscape/ Nature Photography	Term 4 Week 1	Term 4 Week 3	20	5.8, 5.10

Additional course information: Students may bring/ use their own SD card for photo storage during lessons.

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Physical Activity and Sport Studies - Coaching and Sports Management

HEAD TEACHER: Miss D. Morrissey

Outcomes being assessed:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

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 skilful 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.

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Coaching Fundamentals Portfolio	Beginning Coaching, Participating with Safety	Term 1 Week 6	Term 2 Week 6	25	PASS5.1, PASS5.2, PASS5.3, PASS5.6, PASS5.7
2	Organisation Task	Event Management	Term 3 Week 1	Term 3 Week 10	15	PASS5.2, PASS5.4, PASS5.5, PASS5.7, PASS5.10
3	Research Task	Australia's Sporting Identity	Term 1 Week 1	Term 4 Week 5	10	PASS5.3, PASS5.4
4	Practical Application	Specific skills development, strategy/tactics, communication and teamwork	Ongoing		50	PASS5-5, PASS5-7, PASS5-9

Additional course information:

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course. They analyse the role of body systems, physical fitness, nutrition and safety, and apply their knowledge and understanding when participating and performing in various movement contexts. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Physical Activity and Sport Studies - Sports Fitness

HEAD TEACHER: Miss D. Morrissey

Outcomes being assessed:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

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 skilful 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.

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In-class task	Enhancing performance	Term 1 Week 11	Term 2 Week 2	20	PASS5-6, PASS5-8, PASS5-10
2	Practical Application	Participating safely	Term 3 Week 1	Term 3 Week 3	15	PASS5-1, PASS5-8, PASS5-10
3	Project	Sports Nutrition	Term 4 Week 1	Term 4 Week 4	15	PASS5-1, PASS5-2, PASS5-8, PASS5-10
4	Practical participation	Specific skills, strategy/tactics, communication and teamwork	ongoing		50	PASS5-5, PASS5-7, PASS5-9

Additional course information:

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course. They analyse the role of body systems, physical fitness, nutrition and safety, and apply their knowledge and understanding when participating and performing in various movement contexts. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Visual Arts

HEAD TEACHER: Ms. V. Manock

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artmaking	Ceramics	Term 1 Week 2	Term 1 Week 10	30	5.1, 5.2, 5.3
2	Art Critical and Historical study: in-class task	Painting	Term 2 Week 1	Term 2 Week 3	20	5.7, 5.9
3	Artmaking	Collage/ Printmaking	Term 3 Week 2	Term 3 Week 10	30	5.4, 5.5, 5.6
4	Art Critical and Historical study: in-class task	Portraiture	Term 4 Week 1	Term 4 Week 3	20	5.8, 5.10

Additional course information: Students may choose to bring their own art supplies such as brushes and paints. They may keep these in the room but must have their name on them.

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

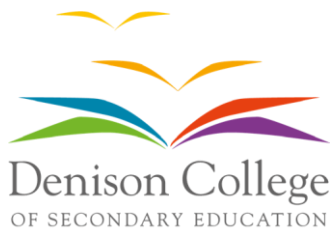
Appendices

Student personal result sheet

Student Name:

You can use this page to keep a **record of assessment marks** in all Assessment Tasks and Examinations throughout the year.

Assessment Task #	Courses Studied									
	(Use one column for each subject including any elective courses)									
	ENGLISH	GEOGRAPHY	HISTORY	MATHS	SCIENCE	PDHPE	SCIENCE	Elective 1	Elective 2	Elective 3
1										
2										
3										
4										
TOTAL										



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Illness/Misadventure Consideration or Renegotiation of Task Form (Years 7-10)

Student name: _____ Year: _____ Date: _____

I wish to apply for (tick one):

- a consideration due to illness/misadventure (after the due date)

Note: Illness/Misadventure applications MUST be submitted within one week after the due date of the task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted on your performance during the task or examination.

- a renegotiation of assessment task (before the due date)

Note: Renegotiation applications MUST be submitted at least one day before the due date of an Assessment Task or before sitting for a Test or Examination.

Course: _____ Teacher: _____ Due date of task/test/exam: _____

Task or Exam: _____ Weighting(%): _____

Please outline the reasons for your application:

Independent supporting documentation provided:

- Written declaration by Parent/Carer/Student Yes/No

I declare that the information I have provided is true.

Student signature: _____ Date: _____

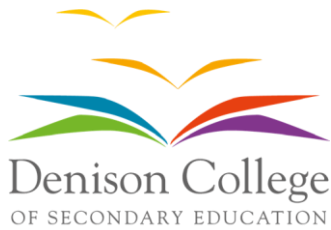
Administration Use Only - Illness/Misadventure/Renegotiation Application

Teacher decision: Approved/declined

- Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a zero mark being awarded.
- Alternative task to be set. A new notification form will be issued.
- An estimate will be given based on other evidence.
- The reason does not warrant a renegotiation.

Student signature: _____ Teacher signature: _____

Teacher is to retain a copy, a copy given to the student and a copy given to the faculty Head Teacher.



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the Campus. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Appeal forms must be lodged at the Campus Office within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ Year: _____ Date: _____

Course: _____ Task Number: _____

Task Description: _____

Please outline the reasons for your appeal: _____

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

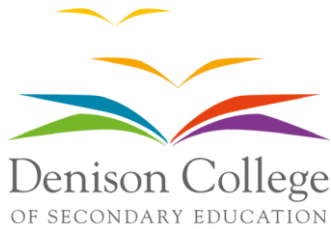
Student Name: _____

Deputy Principal decision & comment: _____ Approved/Declined

Teacher: _____ Head Teacher: _____ Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Short-term Learning Device Loan

DIGITAL EDUCATION REVOLUTION - NSW LAPTOP LOAN CHARTER FOR STUDENTS OUTSIDE THE 1:1 LAPTOP PROGRAM

Student name _____
Family name Given name

Parent/Carer name _____
Family name Given name

Purpose

Digital Education Revolution-NSW aims to improve student learning experiences both in and out of the classroom. Teachers may determine that students in years which are not designated to receive a 1 to 1 laptop will benefit from a home loan of a laptop. This may be for a particular topic of work, project or need. A number of pool laptops are available for short and long term loan to such students. Loan laptops remain school property and ownership is not transferrable to students who complete year 12.

A Laptop Loan Charter must be signed and provided to the student's school before the laptop will be loaned.

Students and parents/carers must carefully read this charter prior to signing it. Any questions should be addressed to the school and clarification obtained before the charter is signed.

Laptop Loan Charter

We have read the Laptop Loan Charter (*version 11/1*).

We understand our responsibilities regarding the use of the laptop and the internet.

In signing below, we acknowledge that we understand and agree to the Laptop Loan Charter.

We understand that we accept responsibility for any costs associated with the repair or replacement if caused by any negligent act.

We understand that failure to comply with the Laptop Loan Charter could result in loss of future loan permission.

Signature of student: _____ date: / /

Signature of parent/carer: _____ date: / /

PLEASE SIGN AND RETURN THIS PAGE TO THE SCHOOL



Year 9 Assessment Schedule 2025 – Bathurst High Campus



TERM 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Feb 3 – Feb 7	Feb 10 – Feb 14	Feb 17 – Feb 21	Feb 24 – Feb 28	Mar 3 – Mar 7	Mar 10 – Mar 14	Mar 17 – Mar 21	Mar 24 – Mar 28	Mar 31 – Apr 4	Apr 7 – Apr 11
						Agriculture Dance	Mathematics Marine Studies	English Geography History Science	Aboriginal Studies Child Studies Commerce Drama Food Technology History Elective Music Photography Visual Arts	PDHPE Design & Technology

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Apr 28 – May 2	May 5 – May 9	May 12 – May 16	May 19 – May 23	May 26 – May 30	June 2 – June 6	June 9 – June 13	June 16 – June 20	June 23 – June 27	June 30 – July 4
		IT: Automotive IT: Metal IT: Timber PASS: Fitness Computing Technology	Japanese Photography Visual Arts	Science	Geography History Drama IT: Engineering Marine Studies	Commerce Dance Food Technology IT: Engineering Music PASS: Coaching		Agriculture	English Mathematics Aboriginal Studies	History Elective

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	July 21 – July 25	July 28 – Aug 1	Aug 4 – Aug 8	Aug 11 – Aug 15	Aug 18 – Aug 22	Aug 25 – Aug 29	Sep 1 – Sep 5	Sep 8 – Sep 12	Sep 15 – Sep 19	Sep 22 – Sep 26
			IT: Automotive IT: Metal IT: Timber PASS: Fitness Computing Technology	PDHPE	Design & Technology	Commerce Dance		Mathematics Science Child Studies Marine Studies	English Geography History Aboriginal Studies Drama	History Elective Music Photography PASS: Coaching Visual Arts

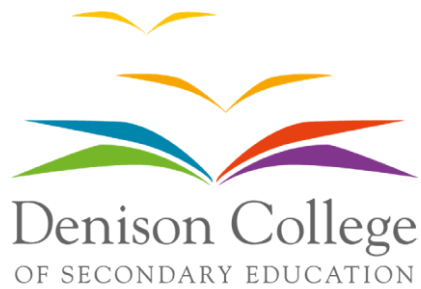
TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Oct 13 – Oct 17	Oct 20 – Oct 24	Oct 27 – Oct 31	Nov 3 – Nov 7	Nov 10 – Nov 14	Nov 17 – Nov 21	Nov 24 – Nov 28	Dec 1 – Dec 5	Dec 8 – Dec 12	Dec 15 – Dec 19
		Food Technology	Agriculture IT: Engineering Japanese Photography Visual Arts Computing Technology	Aboriginal Studies Computing Technology IT: Automotive IT: Metal IT: Timber Marine Studies PASS: Fitness Design & Technology	YEARLY EXAMINATION WEEK					

Elective Line 1: Green

Elective Line 2: Purple

Elective Line 3: Blue

Multiple Lines: Red



CONTACT DETAILS

Denison College of Secondary Education
PO Box 499, Bathurst NSW 2795



Bathurst High Campus
Hope Street, Bathurst NSW 2795
PO Box 494, Bathurst
Tel: 02 6331 3755
Fax: 02 6332 2302
Email:
bathurst-h.schools@det.nsw.edu.au
Web:
www.bathurst-h.schools.nsw.edu.au

Kelso High Campus
Boyd Street, Kelso NSW
2795 PO Box 499, Bathurst
Tel: 02 6331 4544
Fax: 02 6332 1678
Email: kelso-h.schools@det.nsw.edu.au
Web: www.kelso-h.schools.nsw.edu.au