



# St Joseph's Catholic High School Year 9 Assessment Manual 2026



“Act justly, love tenderly  
and walk humbly with your God”



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Assessment is integral to the learning and teaching of students at St Joseph's Catholic High School. Assessment, both formal and informal enables teachers to gather evidence about student achievement, and evaluate the teaching and learning pedagogies utilised in the classroom. St Joseph's Catholic High School encourages our students to be engaged, informed, independent learners, willing to take up any challenge put to them.

Assessment may be either formal or informal. Formal tasks are those listed on the assessment schedule with a notification and must be designed to assess the outcomes identified for the task. These assessments are important preparation for our student's senior years of schooling.

Quality assessment assists students to become independent, motivated and self-directed learners. All assessment, both formal and informal is standards referenced and students should have a clear understanding of what is expected of them. Students will be engaging with learning intentions and success criteria's in their classroom linked to the Common Grade Scale. This allows students to see the 'why' in their learning.

Formal and informal assessments are used to inform teachers about student's ability to meet the relevant stage outcomes. This also allows students to demonstrate their understanding of course content and their ability to meet the outcomes numerous times throughout the course.

Students are encouraged to make every lesson count, challenge themselves to be engaged learners and do their best in every lesson.

*Mr Brett Moran*  
*Leader of Learning Curriculum*

This handbook has been developed to provide students and parents with information regarding assessment for Year 9.

### **Course Completion Criteria**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) studied the course developed or endorsed by the NESA; and
- b) applied themselves with ***diligence and sustained effort*** to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

### **Non-Completion of a Course**

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This may be through assessment tasks, home study, ongoing classwork, ongoing bookwork, class discussions and preparations for lessons. Failure to provide such evidence may result in non-completion of a course. In Stage 5, students will be notified in writing with an official warning letter.

### **Attendance Requirements**

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main areas that need to be clarified with regard to absenteeism.

- a) All absences must be supported with an explanation from the parent/carer
- b) Where absence coincides with either;
  - I. The due date of an assessment task, or
  - II. The date an assessment task is to be held,

An explanation in writing must be received from parent/carer to substantiate the absence.

- c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, that student will be at risk of being awarded a non-completion for that course. A warning letter will be issued outlining the new requirements and a due date for outstanding work/tasks to be completed to ensure outcomes are satisfactorily met.
- d) **Approved Leave:** This may be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. Where leave is applied for during an Examination period, an interview with parent/carer and the Principal must take place.
- e) The School does not encourage leave to be taken during school terms.

If a student is deemed to have not satisfactorily completed a course, the Principal will meet with the student and their parents/carer to determine an appropriate course of action.

## **Record of School Achievement (RoSA)**

To be eligible for a Record of School Achievement, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by the NESA;
- satisfactorily completed the prescribed pattern of courses of study;
- satisfactorily completed the required school-based assessment program and
- completed Year 10.

The Record of School Achievement is issued to eligible students when they leave school. Students leaving school who are not eligible for the Record of School Achievement receive a Transcript of Study. The Transcript of Study includes a statement that the student is not eligible for the Record of School Achievement.

### **Prescribed Pattern of Courses**

The following are the NESA's mandatory curriculum requirements for the award of a Record of School Achievement.

- Courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7-10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7-8 and 100 hours each of Australian History and Australian Geography to be studied in Years 9-10;
- Courses in each of Creative arts and Technological and Applied Studies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
- A course in PDHPE is to be studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10;
- One language is to be studied for at least 100 hours over one continuous 12 month period between Years 7 and 10, preferably in Years 7-8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technology, Music, Visual Arts and PDHPE are reported as 'Completed' on the Record of School Achievement (or Transcript of Study).

## **Reporting of Achievement**

The student's achievement in Stage 5 (Years 9 and 10) courses studied for at least 100 hours is reported. Courses may be NESA Developed Courses or NESA Endorsed Courses. The Record of School Achievement (or Transcript of Study) shows all Stage 5 courses completed and includes;

- The indicative duration of the course (100 hrs or 200 hrs)
- Achievement in the course, generally reported as a grade, awarded by the student's school in accordance with the NESA state-wide standards;
- For courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student.

### **Stage 5 Grades**

NESA has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

|          |                                                                                                                                                                                                                                                                                                                                                                         |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| <b>B</b> | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.                        |
| <b>C</b> | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.                                                              |
| <b>D</b> | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.                                                                                  |
| <b>E</b> | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.                                                                                                        |

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing. These experiences will be developed and evaluated using the standards-referenced approach, teacher professional collaboration and consistent teacher judgement. This process would also include where

applicable, the establishment of shared understanding among teachers of a Year/grade or course of the definition of standards and the process of awarding final grades.

## **Year 9 Assessment Policy**

Assessment Strategies are based on the course outcomes and weightings mandated by the NESA (NSW Education Standards Authority). Through the development of effective and informative assessment, teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives. Students are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

Assessment across the Key learning Areas of secondary schooling will vary considerably; however, they are all designed to assess a student's achievement according to standards known as the Common Grade Scale (A-E scale). Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.

## **Assessment**

### **1.1 Assessment Task Notification**

The assessment schedule for all Stage 5, Year 9 courses can be found in this handbook. In addition to this, students will receive an assessment notification for each task at least 2 weeks prior to submission/due date. The notification will include the following information:

- a) weighting
- b) outcomes formally assessed
- c) task type
- d) proposed timing and duration
- e) actual date and time of submission (eg: by 9 am Wednesday 10 May, 2017 to the Curriculum Office)
- f) any specific requirements
- g) marking criteria
- h) feedback

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing. It is the student's responsibility to keep themselves informed about the timing of assessment tasks. It is the responsibility of the Leader of Learning and Class Teacher to ensure that all students receive relevant notification.

Assessment tasks, where practical, will not have a submission or completion date the week before or the week after a major examination period (ie; the Half-Yearly and Yearly Examinations), unless no exam has been scheduled for the exam period in a particular subject.

Assessment tasks can be assigned over holiday periods permitting that the 10 days notification period is also provided for the task.

Where possible, assessment tasks will not be due the first day back after a holiday period, so that students are not disadvantaged.

## **1.2 Illness or Misadventure**

If, due to illness, misadventure or compassionate grounds a student either:

- a) misses an assessment task, or
- b) is unable to complete an assessment task by the due date, or
- c) is absent on the day an assessment task is due to be submitted,

the school is to be notified via a phone call on the morning of the task. The student **MUST** complete an Illness/Misadventure Form or provide written documentation/or a medical certificate within 3 days of returning to school. **Please note:** online medical certificates will not be accepted. If you are unable to book an appointment with a GP, a medical certificate from a pharmacist will be acceptable. This documentation must be given to the relevant Leader of Learning. This also applies for approved leave and school events (eg: sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

## **1.3 Implications of Late or Missed Assessment Task**

If an assessment task is missed or handed in late without a valid reason it will initially be awarded no grade. The assessment task must still be submitted to an acceptable standard so that the student can demonstrate they have completed the requirements of the course.

Students not submitting assessment tasks on time will be followed up in accordance with the Non-Submission Policy. Students will be interviewed by the class teacher/LOL<sup>1</sup>/LOLC<sup>2</sup> and appropriate consequences will be issued and a plan for submission developed.

## **1.4 Non-genuine attempt at an Assessment Task**

A non-genuine attempt is where a student writes irrelevant or inappropriate comments or fails to seriously address the task. If a student does not make a genuine attempt in an assessment task, parents will be notified and the task will need to be completed in consultation with the LOL.

## **1.5 Malpractice**

Plagiarism and/or cheating in an assessment task will be deemed Malpractice and the student will receive a zero mark. Whilst collaboration between students will occur in regard to take-home tasks, it is an

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<sup>1</sup> Leader of Learning

<sup>2</sup> Leader of Learning Curriculum

expectation that each student's assessment task will be distinctly individual. Where it is established that one student copied from another, this will be regarded a plagiarism and the student who copied will receive zero.

The award of a zero mark indicates a non-genuine attempt and contributes towards non-completion of the course. Written notification of malpractice will be provided to parents.

### **1.6 Technology Failure**

Failure to complete an assessment task on time due to technological problems eg: computer failure, printer problems, lost files etc will **NOT** be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc and make appropriate time allowances to avoid such problems. Google Drive should be used as a back-up method. Submissions are only to be made online where defined in the assessment notification; otherwise, hard copies are to be submitted.

If you need assistance with the backing up of work, please speak with your classroom teacher or the IT Department.

### **1.7 Student Appeals Process**

Students who believe the assessment procedures have not been met must first approach the specific classroom teacher to discuss the issue. If the matter is unresolved, the student should then seek advice from the respective Leader of Learning who will decide on a course of action and inform the Leader of Learning Curriculum of the decision. If clarification is needed the Leader of Learning will consult the Leader of Learning Curriculum who will provide the student with an Appeal Form. An appeals meeting will be scheduled by the Leader of Learning Curriculum involving a panel of 3 LOLs (outside of the faculty that the appeal is coming from), the student and their parent/s/carers to decide on the most appropriate course of action. At no time is the professional judgement of the teacher to be appealed against.

If the final decision made is not seen as appropriate, student may, through appointment, consult the Principal.

### **1.8 Assessment Feedback**

Students will be given feedback on how well they have performed on each assessment task. This can take the form of marks, grades, teacher comments, description of the competencies achieved by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

A student can only query the marks/grade awarded and tallied by a teacher for an individual assessment task at the time the task is returned.

# Submission Process

FORMAL TASKS YR 7-12

## STEP 02

### First day return to school

Students are to submit task to Teacher/LoL along with an I/M form with appropriate documentation by 9:00am on the first day they return to school.

## STEP 04

### 9 days late

LoL and Curriculum Coordinator to meet with student and possibly parents/carers to discuss non-submission, review the matter and evaluate non-submission and resolution process.



## STEP 01

### Before submission

Task out as early as possible (minimum 2 weeks before due date)

### Day of submission

Teacher records whether task is submitted in Compass, informs LoL of students that have not submitted task, Compass SMS sent to those students and parents

## STEP 03

### 4 days late

Class Teacher and LoL discuss non-submission with student and develop a completion support plan to submit task within the next 5 school days including after school learning support.

## **Course Assessment Outlines**

The following section contains assessment outlines for all Year 9 courses at St Joseph's in 2026. Each assessment outline indicates the:

- a) Course category
- b) Syllabus outcomes
- c) Assessment components and component weightings
- d) Focus outcomes assessed in each task
- e) Assessment components for each task
- f) Nature of each task (i.e. what students will be engaged in)
- g) Timing of each task



# YEAR 9 ASSESSMENT PLAN 2026

## CATHOLIC STUDIES

### RELIGION

#### Formal Assessment Tasks

| Task Details & Components | Task 1                                                              | Task 2                                | Task 3                                                                                                                                                         |
|---------------------------|---------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Task:                     | <u>Living the Commandments &amp; Beatitudes</u><br>Written response | <u>Biblical Writing</u><br>Topic test | <u>Ecumenism &amp; Interfaith Dialogue</u><br>Short response questions (in - class)                                                                            |
| Due Date:                 | Week 8 Term 1<br>1st April 2026                                     | Week 6 Term 2<br>27th May 2026        | Week 2 Term 4<br>9CAT.01 30th October 2026<br>9CAT.02 30th October 2026<br>9CAT.03 29th October 2026<br>9CAT.04 30th October 2026<br>9CAT.05 30th October 2026 |
| Outcomes:                 | E9-1, E9-1, E9-3                                                    | A9-1, A9-1, A9-3                      | C10-1, C10-1, C10-3                                                                                                                                            |
| Knowledge                 | ✓                                                                   | ✓                                     | ✓                                                                                                                                                              |
| Skills                    | ✓                                                                   | ✓                                     | ✓                                                                                                                                                              |
| Value                     | ✓                                                                   | ✓                                     | ✓                                                                                                                                                              |

#### Informal Assessment Tasks

At St Joseph's, assessment is about understanding what your child knows and can do. Teachers collect information from different activities and assessments to form a clear picture of your child's learning. As they gather more information, they update this picture to make sure it's accurate. This helps them guide your child's learning and set appropriate standards in the classroom. They use a variety of methods to gather this information.

Some examples of informal assessments in this subject might include but are not limited to: Writing Task, Presentation/Writing, Online Quizzes, Research Tasks, Audio, Case Scenario.



| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

**Recording Student Performance**

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

**Allocating Grades**

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



# YEAR 9 ASSESSMENT PLAN 2026

## ENGLISH

### ENGLISH

#### Formal Assessment Tasks

| Task Details & Components               | Task 1                             | Task 2                                         |
|-----------------------------------------|------------------------------------|------------------------------------------------|
| Task:                                   | <u>Persuasive Letter</u>           | <u>Essay</u>                                   |
| Due Date:                               | Term 1, Week 11                    | Term 3, Week 9                                 |
| Outcomes:                               | EN5-RVL-01, EN5-ECA-01, EN5-URA-01 | EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01 |
| Reading, viewing and listening to texts | ✓                                  | ✓                                              |
| Understanding and responding to texts   | ✓                                  | ✓                                              |
| Expressing ideas and composing texts    | ✓                                  | ✓                                              |

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Less Formal

More Formal

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## YEAR 9 ASSESSMENT PLAN 2026

# MATHEMATICS

## MATHEMATICS

Assessment will be carried out through a range of methods, such as topic tests, progress checks, observations, discussions, student responses, problem-solving tasks, group work, and opportunities for self-reflection. To support consistency across classes, the following common tasks will occur:

### Informal Assessment Tasks

| Week / Term        | Year 9 Common Topic Tests                          |
|--------------------|----------------------------------------------------|
| Week 6 Term 1      | Algebraic Techniques                               |
| Week 9 / 10 Term 1 | Equations                                          |
| Week 5 Term 2      | Trigonometry and Properties of Geometrical figures |
| Week 9 / 10 Term 2 | Area and Surface area                              |
| Week 4 / 5 Term 3  | Numbers of any magnitude                           |
| Week 9 / 10 Term 3 | Linear relationships                               |
| Week 9 Term 4      | Probability                                        |

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# YEAR 9 ASSESSMENT PLAN 2026

## SCIENCE

### SCIENCE

#### Formal Assessment Tasks

| Task Details & Components                                                                                                                                                                                                | Task 1                                                                                                                              | Task 2                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Task:                                                                                                                                                                                                                    | <u>Semester 1 Examination</u>                                                                                                       | <u>Semester 2 Examination</u>                                                                                                       |
| Due Date:                                                                                                                                                                                                                | Term 2<br>Assessment Week                                                                                                           | Term 4<br>Assessment Week                                                                                                           |
| Outcomes:                                                                                                                                                                                                                | SC5-WS-01, SC5-WS-02, SC5-WS-03,<br>SC5-WS-04, SC5-WS-05, SC5-WS-06,<br>SC5-WS-07, SC5-WS-08, SC5-EGY-01,<br>SC5-MAT-01, SC5-DA2-01 | SC5-WS-01, SC5-WS-02, SC5-WS-03,<br>SC5-WS-04, SC5-WS-05, SC5-WS-06,<br>SC5-WS-07, SC5-WS-08, SC5-DIS-01,<br>SC5-ENV-01, SC5-DA2-01 |
| Demonstrates Knowledge and Understanding of the content of the units studied                                                                                                                                             | ✓                                                                                                                                   | ✓                                                                                                                                   |
| Plans and undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively                                                                                      | ✓                                                                                                                                   | ✓                                                                                                                                   |
| Presents science ideas using appropriate scientific language, conventions and representations while applying scientific understanding and critical thinking skills to suggest possible solutions to identified problems. | ✓                                                                                                                                   | ✓                                                                                                                                   |

#### Informal Assessment Tasks

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**Recording Student Performance**

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**Allocating Grades**

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# YEAR 9 ASSESSMENT PLAN 2026

## ***HISTORY & GEOGRAPHY***

### HUMAN SOCIETY AND ITS ENVIRONMENT

#### Informal Assessment Tasks

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| Term/Week       | Task Details                |
|-----------------|-----------------------------|
| Term 1, Week 3  | Crop Health Check           |
| Term 1, Week 6  | Mapping Task                |
| Term 1, Week 10 | Investigative Research Task |
| Term 2, Week 4  | Urban Futures Writing Task  |
| Term 2, Week 8  | Sustainable Management Plan |
| Term 3, Week 8  | Newspaper/Poster activity   |
| Term 4, Week 4  | Stimulus Task               |
| Term 4, Week 8  | Quiz                        |



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# YEAR 9 ASSESSMENT PLAN 2026

## PDHPE

### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

#### Formal Assessment Tasks

| Task Details & Components                    | Task 1                                           | Task 2                                                                         |
|----------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------|
| Task:                                        | <u>Respect in Relationships</u><br>In class exam | <u>Media Messages</u><br>In class collaborative research task and presentation |
| Due Date:                                    | Term 2, Week 10                                  | Term 3, Week 10                                                                |
| Outcomes:                                    | PH5-SMI-01, PH5-SHW-01PH5-RRL-01                 | PH5-SMI-01, PH5-SHW-01, PH5-IPS-01                                             |
| Movement skills & Strategies                 |                                                  |                                                                                |
| Health & Wellbeing through physical activity |                                                  |                                                                                |
| Safe, active and healthy lifestyle choices   | ✓                                                | ✓                                                                              |
| Respectful relationships                     | ✓                                                |                                                                                |
| Identity, belonging and change               |                                                  | ✓                                                                              |

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| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

#### Recording Student Performance

After their achievements in a range of outcomes have been measured and feedback has been provided, students' achievements will be digitally recorded in Compass. Each semester, student grades will be determined based on standards-referenced levels of achievement in individual tasks, their achievement in classwork and anecdotal notes and observations made by teachers.

**Allocating Grades**

The level of achievement for each assessed outcome or area for assessment will be used to determine the grade. On-balance judgements based on a range of tasks will be combined to derive an overall A – E grade. Based on student performance, an indicator of student achievement within the grade will also be produced for Semester Reports. At the end of the semester, the Leader of Learning in consultation with teachers will check to make sure students' achievements are a true reflection of their performance in class.



## YEAR 9 ASSESSMENT PLAN 2026

### CHILD STUDIES

#### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

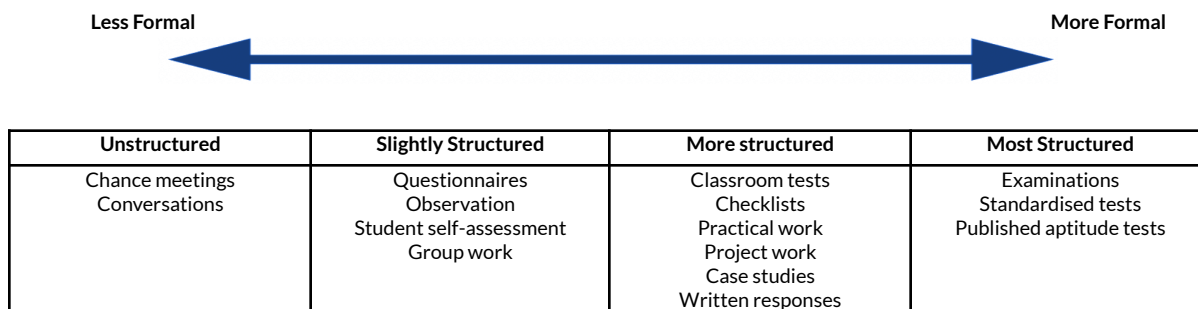
##### Formal Assessment Tasks

| Task Details & Components | Task 1                                                        | Task 2                                              |
|---------------------------|---------------------------------------------------------------|-----------------------------------------------------|
| Task:                     | <b><u>Baby Care</u></b><br>Real Care Baby Simulation and Vlog | <b><u>Born to Read</u></b><br>Children's Story Book |
| Due Date:                 | Term 1 - 2<br>Due one week after Real care baby experience    | Term 3<br>Week 10<br>Thursday 11th June             |
| Outcomes:                 | CS5-10, CS5-2, CSS 5-6, CSS 5-11                              | CS5-4, CS5-5, CSS5-12                               |

##### Informal Assessment Tasks

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Some examples of informal assessments in this subject might include but are not limited to: Writing Task, Presentation/Writing, Online Quizzes, Research Tasks, Audio, Case Scenario.



##### Recording Student Performance

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##### Allocating Grades

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# YEAR 9 ASSESSMENT PLAN 2026

## PASS

### PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

#### Formal Assessment Tasks

| Task Details & Components               | Task 1                                                                                  | Task 2                                                                                 |
|-----------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Task:                                   | <b><u>Body Systems and Energy for Physical Activity</u></b><br>In class examination     | <b><u>Coaching</u></b><br>Take home: planning a coaching session                       |
| Due Date:                               | Term 2<br>Week 5<br>PASS 1 : Wednesday 20th May, 2026<br>PASS 2 : Friday 22nd May, 2026 | Term 3<br>Week 7<br>PASS1 - Thursday 3rd Sept, 2026<br>PASS 2 - Tuesday 1st Sept, 2026 |
| Outcomes:                               | PASS5-1, PASS5-2, PASS 5-10                                                             | PASS5-8, PASS5-5                                                                       |
| Foundations of physical activity        | ✓                                                                                       |                                                                                        |
| Enhancing Participation and Performance |                                                                                         | ✓                                                                                      |
| Physical Activity and sport in society  |                                                                                         |                                                                                        |

#### Informal Assessment Tasks

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| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

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**Allocating Grades**

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**Assessing Student Performance**

Student performance will be assessed through a range of formal and informal assessments and classwork experiences that, in a standards-referenced structure, allow students to demonstrate their level of achievement. Appropriate assessment experiences are considered to provide students with a range of opportunities throughout each semester to demonstrate their knowledge, understanding and skills across a range of contexts. Some examples of informal assessment tasks for this course include but are not limited to the ones listed above.

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## STAGE 5 ASSESSMENT PLAN 2026

### COMMERCE

#### HUMAN SOCIETY AND ITS ENVIRONMENT

#### Informal Assessment Tasks

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| Term/Week      | Task Details                      |
|----------------|-----------------------------------|
| Term 1, Week 5 | Quiz                              |
| Term 1, Week 9 | Consumer Investigation and Survey |
| Term 2, Week 4 | Crime Case Study                  |
| Term 2, Week 8 | Extended Writing Task             |
| Term 3, Week 4 | Business Case Study               |
| Term 3, Week 8 | Business Plan                     |
| Term 4, Week 2 | Quiz                              |
| Term 4, Week 8 | Research Report                   |



| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

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#### Allocating Grades

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# YEAR 9 ASSESSMENT PLAN 2026

## FOOD TECHNOLOGY

### TECHNOLOGY AND APPLIED STUDIES

#### Formal Assessment Tasks

| Task Details & Components                     | Task 1                                                                                                    | Task 2                                                                   |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Task:                                         | <b><u>Food in Australia</u></b><br><br>Presentation and Practical                                         | <b><u>Food Selection and Health</u></b><br><br>Topic test                |
| Due Date:                                     | Week 3, Term 2<br>Theory<br>Tuesday 05/05/2026<br>Practical<br>FT.01 Wed 13/5/2026<br>FT.02 Wed 13/5/2026 | Week 7, Term 3<br>Wed 05/08/2026                                         |
| Outcomes:                                     | FT 5-8, FT 5-9, FT5-10, FT5-11                                                                            | FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13 |
| Knowledge and understanding of course content | ✓                                                                                                         | ✓                                                                        |
| Skills                                        | ✓                                                                                                         | ✓                                                                        |
| Values & Attitudes                            | ✓                                                                                                         | ✓                                                                        |

#### Informal Assessment Tasks

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Less Formal



More Formal

| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

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achievement in classwork and anecdotal notes and observations made by teachers.

**Allocating Grades**

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# YEAR 9 ASSESSMENT PLAN 2026

## ***INDUSTRIAL TECHNOLOGY ENGINEERING***

### TECHNOLOGY AND APPLIED STUDIES

#### Formal Assessment Tasks

| Task Details & Components | Task 1                               | Task 2                             |
|---------------------------|--------------------------------------|------------------------------------|
| Task:                     | Civil Structures                     | Mechanisms                         |
| Due Date:                 | Term 2 Week 5<br>Thursday 21/05/2026 | Term 4 Week 2<br>Friday 23/10/2026 |
| Outcomes:                 | IND5-2, IND5-3, IND5-5               | IND5-2, IND5-3, IND5-4, IND5-5     |
| Knowledge                 | 20                                   | 20                                 |
| Skills                    | 30                                   | 30                                 |
| Value                     | 50%                                  | 50%                                |

#### Informal Assessment Tasks

| Task                           | Term | Focus Outcome(s) | Nature of Task                                  |
|--------------------------------|------|------------------|-------------------------------------------------|
| Isometric Drawing              | 1    | IND5-5           | Completion of hand drawing activities to AS1100 |
| CAD Drawings                   | 2    | IND5-7           | Completion of CAD drawing activities to AS1100  |
| Quiz (mechanics and materials) | 3    | IND5-7           | Quiz                                            |
| CAD Drawings                   | 4    | IND5-7           | Completion of CAD drawing activities to AS1100  |

#### Assessing Student Performance

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#### Recording Student Performance

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#### Allocating Grades

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## YEAR 9 ASSESSMENT PLAN 2026

# INDUSTRIAL TECHNOLOGY TIMBER

## TECHNOLOGY AND APPLIED STUDIES

### Formal Assessment Tasks

| Task Details & Components                     | Task 1                                                              | Task 2                                                |
|-----------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------|
| Task:                                         | <b><u>Practical Project &amp; Production Diary - Breadboard</u></b> | <b><u>Design Folio and Project - Footstool</u></b>    |
| Due Date:                                     | Week 1, Term 2<br>TGI: 22/04/2026<br>RMAG: 23/04/2026               | Week 4, Term 4<br>TGI: 04/11/2026<br>RMAG: 06/11/2026 |
| Outcomes:                                     | IND5-1, IND5-3, IND5-5, IND5-8                                      | IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8        |
| Knowledge and understanding of course content | ✓                                                                   | ✓                                                     |
| Skills                                        | ✓                                                                   | ✓                                                     |
| Values & Attitudes                            | ✓                                                                   | ✓                                                     |

### Informal Assessment Tasks

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Less Formal



More Formal

| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

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## YEAR 9 ASSESSMENT PLAN 2026

# MARINE AND AQUACULTURE TECHNOLOGY

## TECHNOLOGY AND APPLIED STUDIES

### Formal Assessment Tasks

| Task Details & Components                     | Task 1                                | Task 2                                    |
|-----------------------------------------------|---------------------------------------|-------------------------------------------|
| Task:                                         | <u>Marine Pollution Awareness</u>     | <u>Handcrafted Lure Project and Folio</u> |
| Due Date:                                     | Term 2, Week 5<br>Thursday 21/05/2026 | Term 4, Week 2<br>Thursday 22/10/2026     |
| Outcomes:                                     | MAR5-1, MAR5-3, MAR5-7, MAR5-7        | MAR5-1, MAR5-2, MAR5-11, MAR5-12          |
| Knowledge and understanding of course content | ✓                                     | ✓                                         |
| Skills                                        | ✓                                     | ✓                                         |
| Values & Attitudes                            | ✓                                     | ✓                                         |

### Informal Assessment Tasks

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Less Formal

More Formal



| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
|----------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Chance meetings<br>Conversations | Questionnaires<br>Observation<br>Student self-assessment<br>Group work | Classroom tests<br>Checklists<br>Practical work<br>Project work<br>Case studies<br>Written responses | Examinations<br>Standardised tests<br>Published aptitude tests |

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# YEAR 9 (100 HR) ASSESSMENT PLAN 2026

## VISUAL ARTS

### CREATIVE AND PERFORMING ARTS

SBE

#### Formal Assessment Tasks

| Task Details & Components       | Unit 1<br>'Pimp My Ride and Mulga the Artist'                                                                                                     | Unit 2<br>Industrial Echoes                                                                                                                                                                             |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tasks:                          | <b>C/H</b> - Research task - Inside the Artist Studio - Mulga the Artist.<br><br><b>Making</b> - Skateboard design- painting and VAPD<br>15 weeks | <b>C/H</b> - Unseen Print - Written response - Robert Delaunay<br><br><b>Making - Industrial Echoes</b> Collection of works -<br>Printmaking, Drawing and<br>3D Forms - Sculptural Practice<br>26 weeks |
| Due Date:                       | C/H - Week 5 Term 1<br>Making - Week 5 Term 2                                                                                                     | C/H - Week 3 Term 3<br>Making - Week 5 Term 4                                                                                                                                                           |
| Outcomes:                       | VA5-AMC-01 VA5-AMV-01 VA5-AMP-01<br>VA5-CHC-01 VA5-CHV-01 VA5-CHP-01                                                                              | VA5-AMC-01 VA5-AMV-01 VA5-AMP-01<br>VA5-CHC-01 VA5-CHV-01 VA5-CHP-01                                                                                                                                    |
| Artmaking                       | ✓                                                                                                                                                 | ✓                                                                                                                                                                                                       |
| Critical and Historical Studies | ✓                                                                                                                                                 | ✓                                                                                                                                                                                                       |

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More Formal

| Unstructured                     | Slightly Structured                                                    | More structured                                                                                      | Most Structured                                                |
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# YEAR 9 (100 HR) ASSESSMENT PLAN 2026

## VISUAL ARTS

### CREATIVE AND PERFORMING ARTS

DOL

#### Formal Assessment Tasks

| Task Details & Components       | Unit 1                                                                                                                                | Unit 2                                                                                                                                                                                   |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Task:                           | <p><u>TASK 1 Skate Boards Viewpoints – Writing Task</u></p> <p><u>TASK 2 Pimp My Ride Skateboard Design and Painting 15 weeks</u></p> | <p><u>TASK 3 Industrial Echoes Viewpoints – Writing Task Robert Delaunay</u></p> <p><u>TASK 4 Industrial Echoes Printmaking, Drawing and 3D Forms - Sculptural Practice 26 weeks</u></p> |
| Due Date:                       | <p>1. Week 5 Term 1</p> <p>2. Week 5 Term 2</p>                                                                                       | <p>3. Week 3 Term 3</p> <p>4. Week 5 Term 4</p>                                                                                                                                          |
| Outcomes:                       | VA5-AMC-01 VA5-AMV-01 VA5-AMP-01<br>VA5-CHC-01 VA5-CHV-01 VA5-CHP-01                                                                  | VA5-AMC-01 VA5-AMV-01 VA5-AMP-01<br>VA5-CHC-01 VA5-CHV-01 VA5-CHP-01                                                                                                                     |
| Artmaking                       | ✓                                                                                                                                     | ✓                                                                                                                                                                                        |
| Critical and Historical Studies | ✓                                                                                                                                     | ✓                                                                                                                                                                                        |

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