



# **ASSESSMENT HANDBOOK**

**Year 9 2025**

# CONTENTS

<a href="#"><u>Introduction</u></a>
<a href="#"><u>Assessing and Grading Student Achievement</u></a>
<a href="#"><u>What are Performance Descriptors?</u></a>
<a href="#"><u>How do Performance Descriptors Relate to the Curriculum Framework?</u></a>
<a href="#"><u>The Assessment Program</u></a>
<a href="#"><u>Types of Assessment Tasks</u></a>
<a href="#"><u>Guidelines for Assessment</u></a>
<a href="#"><u>Responsibilities of Students</u></a>
<a href="#"><u>Responsibility for Curriculum</u></a>
<a href="#"><u>Year 9 2025 Assessment Map</u></a>
<b>Assessment Plans:</b>
<a href="#"><u>Commerce</u></a>
<a href="#"><u>Dance</u></a>
<a href="#"><u>Design and Technology</u></a>
<a href="#"><u>Drama - 100 and 200 Hour</u></a>
<a href="#"><u>English</u></a>
<a href="#"><u>Food Technology</u></a>
<a href="#"><u>French</u></a>
<a href="#"><u>Geography</u></a>
<a href="#"><u>History</u></a>
<a href="#"><u>History (Elective)</u></a>
<a href="#"><u>Japanese</u></a>
<a href="#"><u>Mathematics</u></a>
<a href="#"><u>Mathematics (Accelerated)</u></a>
<a href="#"><u>Music</u></a>
<a href="#"><u>Personal Development, Health and Physical Education</u></a>
<a href="#"><u>Physical Activity and Sports Studies</u></a>
<a href="#"><u>Religion Studies</u></a>
<a href="#"><u>Science</u></a>
<a href="#"><u>Textiles Technology</u></a>
<a href="#"><u>Visual Arts</u></a>

Dear Year 9 Students,

This booklet has been designed to provide you with all of the information that you will need to manage your formal assessment tasks this year.

Assessment is an important activity to help you and your teachers understand how you are progressing in your learning and what you need to do next. Throughout the year you will complete both formal and informal assessment activities.

Informal assessment is sometimes called *assessment for learning* - this includes small in class tasks and homework that you will regularly do. These tasks give you feedback on how well you understand what you are learning. It also provides the teacher with information about what changes they need to make to their teaching to help you improve your understanding and skills.

This booklet identifies all of the formal assessments that you will complete this year. Formal assessment is also called *assessment of learning*. These tasks such as tests, exams, oral reports and research presentations are used to assess how well you understand the work that has been covered in class up to a point in time. Your teacher will use formal assessment to report to you and your parents about how you are progressing in the subject compared to a standard.

So which is more important? The answer is both! Completing assessment for learning activities are vital to progress your learning. Generally speaking, students who make a serious attempt at informal tasks usually perform better in formal assessment. So we would encourage you to try your best at all activities.

We understand that illness and other unexpected events can sometimes prevent you from completing a task or prevent you from doing your best. Therefore, it is important to be aware of the school's procedures to manage these things. The school rules for assessment outlined in the front of the booklet ensure that assessment is fair for all students.

If you have any questions about assessment it is important to talk to your teacher, or to one of us. We wish you a successful year.

Kind regards,



**Mr Michael Hall**  
Assistant Principal



**Miss Sharon Brincat**  
Director of Studies

# INTRODUCTION

In 2011 it was announced that:

- there will be no more School Certificate tests in NSW
- There will be a new credential created for students who leave school after completing Year 10, but before receiving their HSC. This is called the Record of School Achievement (RoSA).
- While there will be no external testing at the end of Year 10, schools will still need to enter Year 10 students into Stage 5 courses, and provide grades for those students at the end of the year.

It has been agreed that the new credential will:

- provide an ongoing, cumulative record for students
- record grades for courses students complete in Year 10 and in Year 11
- introduce optional, online literacy and numeracy testing for school leavers, with further details to be provided by the NSW Education Standards Authority
- provide the opportunity for students to incorporate extra-curricular achievements.

## ASSESSING AND GRADING STUDENT ACHIEVEMENT

Teachers will make the final judgment of the grade (A, B, C, D, E or N) deserved. This judgment will be based on assessment information collected in relation to student performance on certain tasks, which measure student achievement of the course objectives, and with reference to the Course Performance Descriptors.

Assessment of student achievement is integral to teaching and learning. In establishing an assessment program it is important that the assessment tasks used are appropriate. It will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all aspects of the course is assessed.

The scheduling of tasks and the weight applied reflect the school's programming of the course. Students are thus given the opportunity to demonstrate their maximum level of achievement relative to the Course Performance Descriptors. The school's assessment program generally gives greater weight to those tasks scheduled towards the end of the course.

Students should continue to receive feedback throughout the course on their achievement in relation to the assessable objectives of the course.

## WHAT ARE PERFORMANCE DESCRIPTORS?

The set of Course Performance Descriptors is a point of reference against which teachers must match their professional judgement in determining students' final grades. They are expressed in positive terms to emphasise what students can do, rather than what they cannot do.

Performance descriptors are an assessment and reporting tool to enable teachers to make judgments about overall student achievement at the end of a course.

They are a series of statements, which summarise observable, measurable features of student achievement and assist teachers to award grades to students based on descriptions of typical achievement from elementary to extensive knowledge and understanding in each course.

Performance descriptors describe the main features of different levels of typical students' performances at the end of the course. They describe different levels of student performance. In using these descriptors, schools assess student achievement throughout the course then "match" each of their students to the descriptor column which best fits the student's overall achievement in the course. The corresponding grade for that descriptor is then awarded to the student.

The areas for Assessment consist of the knowledge and skills objectives from the syllabus. Attitudes and values are not tested or assessed for grading purposes. They are nevertheless an important part of teaching and learning and may be included in school reporting.

### **Applying the Course Performance Descriptors**

The descriptors are to be interpreted in terms of the standards, which can be achieved by Stage 5 students within the bounds of the course. The range of grades from E to A corresponds to the range of achievement levels from Elementary Achievement to Extensive Achievement. Course Performance Descriptors written for a higher level of achievement build upon achievement of all preceding levels.

The RoSA grade awarded should provide the best overall description of the student's achievement while not necessarily indicating that every detail of the performance descriptors within that grade has been met. In awarding RoSA grades to their students, teachers should be aware that there is no predetermined distribution of grades.

### **The "N" Determination**

Students will be considered to have satisfactorily completed the course if, in the principal's view, there is sufficient evidence that they have:

- followed the course developed by the NSW Education Standards Authority;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Teachers may recommend an "N" determination be used when a student has failed to meet one or more of the above requirements. Two warning letters documenting failure to meet requirements will be issued to parents of such students. The warning letters will recommend appropriate action to address the problem. If a third letter is required because the student has failed to take such action, the student is deemed to be eligible for an "N" determination. If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA, but will receive a Transcript of Study. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study

## HOW DO PERFORMANCE DESCRIPTORS RELATE TO THE CURRICULUM FRAMEWORK?

The K-12 curriculum is organised into six stages. At the end of Stage 5 schools are required to make a judgement about the overall achievement of the course objectives for the purpose of awarding the RoSA. The Board's Course Performance Descriptors for Stage 5 describe grades of achievement that relate to the set of outcomes for the stage in each subject or course.

Performance Descriptors are outlined as follows:	
<b>Grade A</b>	<b>Excellent Achievement</b> <ul style="list-style-type: none"> <li>• extensive knowledge and understanding</li> <li>• application of knowledge and understanding</li> <li>• high level of competence</li> <li>• application in new situations</li> </ul>
<b>Grade B</b>	<b>High Level of Achievement</b> <ul style="list-style-type: none"> <li>• thorough knowledge</li> <li>• competence in processes and skills</li> <li>• application in most new situations</li> </ul>
<b>Grade C</b>	<b>Substantial Achievement</b> <ul style="list-style-type: none"> <li>• sound knowledge and understanding</li> <li>• attainment of main knowledge and skills</li> <li>• adequate level of competence in process and skills</li> </ul>
<b>Grade D</b>	<b>Satisfactory Achievement</b> <ul style="list-style-type: none"> <li>• acceptable level of knowledge and understanding</li> <li>• basic level of competence in processes and skills</li> </ul>
<b>Grade E</b>	<b>Elementary Achievement</b> <ul style="list-style-type: none"> <li>• elementary knowledge and understanding</li> <li>• limited competence in processes and skills</li> </ul>
<b>Grade N</b>	<b>Not satisfactorily completed in one or more of:</b> <ul style="list-style-type: none"> <li>(a) participation</li> <li>(b) effort and achievement</li> <li>(c) goals</li> </ul>
It is important to note that a <b><u>D Grade</u></b> in the above represents <b><u>Satisfactory Achievement</u></b>	

# THE ASSESSMENT PROGRAM

Why do we assess students?

Assessment is used for two broad purposes:

- to inform pupils, parents, employers or the NSW Education Standards Authority;
- to determine the strengths and weaknesses of all students and thus to identify their needs.

Assessment and evaluation of student progress is an integral part of teaching and learning. It is a process involving continuous judgement based upon a range of measuring devices. These devices extend from the teacher's perception of a class's reaction to a given unit of work on carefully constructed tests.

Assessment is student centred, and for each department, is developed from the relevant syllabus documents and assessment support material provided by the NSW Education Standards Authority. Each department is responsible for the development of a consistent, sequenced program of assessment. This development is overseen by the Director of Studies.

Assessment is also used to provide information for teachers, students, parents and employers about:

- students' achievement against pre-determined standards of criteria
- students' individual difficulties
- students' likely success in further studies
- the effectiveness of a teaching program.

The assessment policy includes details of what is to be assessed, and procedures for assessment.

## TYPES OF ASSESSMENT TASKS

An assessment task is an activity designed to provide information about a student's achievement of specific knowledge and skills objectives of the syllabus.

- The types of tasks reflect the assessment strategies suggested in the syllabus.
- They allow the students to display their abilities in a variety of ways. This includes written, oral and practical formats.
- Both formal and informal assessment information is used to develop a clear picture of an individual student's achievement.

**FORMAL ASSESSMENT TASKS** are those based on the objectives being assessed. The students will be informed that they are being assessed.

**INFORMAL ASSESSMENT** refers to observations made by a teacher during the course of a lesson when a student demonstrates achievement of some particular knowledge and / or skill. This form of assessment is less structured and the students are generally not aware that they are being assessed.

# GUIDELINES FOR ASSESSMENT

## Notification of Tasks and Results

At least two weeks before a task in each Subject, students will be given written information outlining the following for each task:

- what is to be assessed
- how it will be assessed
- the relative value of each task
- the date of the task

A minimum of two weeks' notice will be given to the students prior to the task of any amendments to the task. Assessment tasks will normally be marked and returned within two weeks of the completion of the task.

Each student will be given feedback, which includes marks for her performance and guidance as to how she can improve her performance in the future.

The assessment schedule should not be excessive in either the total amount of work, or the timing of the tasks. There should be no more than five assessment tasks in each subject.

Assessment tasks will be coordinated through the Director of Studies, and a Google Assessment Calendar will be made available, so that excessive demands on any student may be avoided.

## Illness/Misadventure

If a student is unable to attend school as a result of illness or misadventure for a significant period before a task, the school must be notified as soon as possible before the task. An application for extension should be completed and submitted with a Doctor's Certificate (or other formal documentation) attached to the Director of Studies. A Doctor's Certificate must state in specific terms why the student has been unfit to work on the task during that time.

- In these circumstances, an extension of time may be granted or an alternative task may be set, at the discretion of the Leader of Learning Curriculum in consultation with the Director of Studies. Applications for extensions must be made **at least three school days** before the due date of the task.
- **In the case of examinations, additional time or the sitting for an alternative task will not extend beyond a week from the original date of the original task.**
- In some circumstances an estimate may be given at the discretion of the Leader of Learning Curriculum in consultation with the Director of Studies.
- **If a student is unable to attend school on the day of an in-school task as a result of illness or misadventure**, the Director of Studies must be notified on 9849 9128 or [sbrincat@parra.catholic.edu.au](mailto:sbrincat@parra.catholic.edu.au) by 8:30am. Details of the student's name, Year, task to be completed, and the name of the teacher involved, must be given.
- A Doctor's Certificate (or other formal documentation) must be obtained. The certificate (or other formal documentation) must apply to the day of the task and subsequent absent days.
- The Doctor's Certificate must state **in specific terms** why the student was unfit to perform the task.
- The online [Illness/Misadventure application](#) MUST be completed within 48 hours of the due date of the task (this form replaces the old green Assessment Appeal form - no need to do this anymore)



- Students must complete the appeal form, entering all required information and attaching a PDF copy of their doctors Certificate or other formal documentation (where relevant).
- Students will be notified of the success of their appeal via email from a school administration officer
- The student's class teacher or Leader of Learning Curriculum will notify the student of the date for the make-up assessment task. The student may like to email their teacher when they are absent to initiate the discussion about a new due date.
- If the student is absent on the new due date, they are required to follow the same process.
- If the task is a hand in assessment and the student was able to submit it online, they are still required to complete the assessment appeal form.

**If a student is unable to attend school on the day of a hand-in task as a result of illness or misadventure**, the Director of Studies must be notified on 9849 9128 or [sbrincat@parra.catholic.edu.au](mailto:sbrincat@parra.catholic.edu.au) by 8:30am. Details of the student's name, Year, task and teacher, should be given.

- A Doctor's Certificate (or other formal documentation) must be obtained
- The Doctor's Certificate must state in specific terms why the student was unfit to perform the task.
- The online [Illness/Misadventure application](#) MUST be completed within 48 hours of the due date of the task (this form replaces the old green Assessment Appeal form - no need to do this anymore)
- In addition, arrangements are to be made to have the task delivered to school before 3:30pm on the due day only.
- In exceptional cases this will be waived at the discretion of the Leader of Learning Curriculum in consultation with the Director of Studies.
- **For oral presentations** the date will be considered the first day that the presentations are due in class. If you are absent throughout the presentations normal illness/misadventure procedures apply.
- **Hand in tasks must be handed in personally to the class teacher.** If the teacher is unavailable, the task must be handed personally to the relevant Leader of Learning Curriculum or, if the Leader of Learning Curriculum is unavailable, to the Director of Studies. Under no circumstances is the task to be given to any other staff member to hand on, or to Office staff, except the Assistant Principal's Secretary.
- **Illness/Misadventure applications for 'hand in tasks' which constitute major works/projects** in subjects such as Visual Arts and Design & Technology, and which have been ongoing over an extended period of time, **will not be accepted for the final submission.**
- **Misadventure applications for assessments, which have used Information Technology**, will only be considered if there is a printout of the response to indicate progressive completion. Tasks completed on computer must be saved, backed up, and printed progressively.
  - The school is not responsible for the receipt of assessment responses, which are e-mailed or faxed.
  - The incompatibility of school and home software/hardware is not an adequate excuse for misadventure.

Where the student has been absent for an assessment task due to illness/misadventure, the student would be expected to submit the task **on the day they return to school** to their Class Teacher. They must also see the Director of Studies with the appropriate medical certificate or other documentation pertaining to that absence and complete an Illness/Misadventure form **on the day they return to school**. Students should be

familiar with the conditions of approved leave to avoid penalties imposed in situations where leave overlaps with assessment due dates.

**Please note:**

- **A Doctor's Certificate is required.**
- **A note signed by a member of the student's immediate family is not acceptable.**
- **Failure to follow the procedures outlined for Illness or Misadventure may result in heavy penalties on the particular task.**
- **If the Leader of Learning Curriculum and the Director of Studies decide that there is no valid reason for non-completion of an assessment task, a zero mark may be recorded for that task.**

### **Late Submission of an Assessment Task**

Late submission processes include:

- Late submission is to be indicated on the class list as days late.
- A separate note detailing the late penalty is to be made on the work submitted late.
- Students who fail to submit work within two school days of the due date should have this fact clearly noted on the class list.
- By the third school day after the submission date an entry on the class list should have been made for each student. A copy of this list is to be lodged with the Leader of Learning Curriculum for filing and follow up, if required.
- Tasks submitted after the due date / time, are to be submitted to the Class Teacher
- If the Class Teacher is not at school, then the student is to submit the task to the Leader of Learning Curriculum.
- Assessment tasks must **NOT** be handed to another teacher / member of staff to give to the Class Teacher or Leader of Learning Curriculum.
- Assessment Tasks must **NOT** be left at the Front Office, unless a family member is dropping it off.
- Students are NOT to give the task to another student to submit on their behalf
- Students who submit assessment tasks late, without a valid reason, will be penalised in the following manner:
  - Up to 1 day late less 20% (late is defined as after the lesson in which the task was due)
  - 2 school days late less 50%
  - 3 school days late ZERO mark awarded

**\*\* Please note Saturday and Sunday count towards days late.**

- This penalty is to be communicated to parents by the Class Teacher via the student diary.
- Where a mark of zero is awarded, a Warning Letter will be generated by the Leader of Learning Curriculum and mailed home to parents.
- The task must still be submitted even if a zero mark is to be awarded.

## **Absent Due to Family Holiday**

If a student is absent for an in class assessment task due to a family holiday then a **zero** mark will be awarded for that task, it is not an acceptable grounds for an illness/misadventure appeal. If a student is able to submit a task before they leave or email the assessment through to their class teacher and appropriate Leader of Learning Curriculum on the due date whilst away, no penalty will apply. The school will not provide alternative assessment tasks for students who are absent from school due to a family holiday. **Parents / Guardians and students must submit an Exemption from School Form to the Principal.** (This form can be downloaded from the school website). Students cannot apply for an extension on the basis of having missed classwork due a family holiday.

## **Unsatisfactory Completion of a Course**

A student may be deemed to have not satisfactorily completed a course if there is sufficient evidence of:

- omission, to a significant degree, of experiences which are integral requirements of the syllabus, eg assignments, practical work, participation in class;
- preparation so trivial that poor examination performance is likely to result;
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50 per cent of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgment whether the attempt is a genuine one.
- **When a student is at risk of being awarded an 'Unsatisfactory Completion of Course', parents and student will be notified in writing**, and opportunity given to address the problem. Failure to address the problem after two warnings may risk a student's eligibility for the Record of School Achievement (RoSA).

## **Failure to Complete Task**

Failure to complete assessment tasks for a reason not considered valid by the Leader of Learning Curriculum and the Director of Studies may result in a zero score. In the case of a student who has been given zero marks because of her failure to complete assessment tasks totalling 50% or more of the final course marks, the Principal may, at her discretion, certify that the course requirements have not been met. Thus the course may be considered as not having been studied satisfactorily and the student may receive an 'N' grade.

**The receipt of an “N” grade may mean that the student is not eligible for the award of a Record of School Achievement.**

## **Malpractice**

Malpractice is any activity undertaken by students that allows them to gain an unfair advantage over others. Plagiarism is a form of malpractice. Plagiarism means copying the intellectual work of others either by reproducing their ideas, opinions or theories word for word or by paraphrasing without acknowledging the source of the information. As stated in the NSW Education Standards Authority document Assessment in a Standards-Referenced Framework - a Guide to Best Practice, malpractice includes but is not limited to:

- breaching school examination rules;
- using non-approved aids during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to gain an unfair advantage.

- communicating with any person other than a supervisor during an assessment task;
- behaving in any way likely to disturb the work of any other student during an assessment task;
- behaving in a way likely to upset the conduct of the assessment task;
- communicating or receiving communication regarding the content of an assessment task before the task is completed by all the students involved;
- communicating information during an assessment task;
- possessing unauthorised written material during an assessment task;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals;
- working collaboratively on a task which is an individual task;
- gaining an unfair advantage over other students in terms of extra time. This includes but is not limited to absence from school immediately before a task, late arrival to school or missing a lesson before the task is due without a valid reason.

### **Plagiarism can include:**

- using words, ideas, designs or the workmanship of others in practical and performance;
- tasks without appropriate acknowledgement;
- using material directly from books, journals, CDs or the internet without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as one's own;
- copying someone else's work in part or whole and presenting it as one's own;
- citing the source of information but quotation marks are not used to indicate words taken from another source;
- inaccurate acknowledgement of a source.

The penalty for malpractice in an assessment task may result in a zero mark for that task. Any work suspected of plagiarism or having been generated using AI technology, is considered malpractice and will be subjected to further investigation and a decision will be made based on the credibility of the evidence supplied. Work that is confirmed to not be a student's own work, will not be considered in the marking of the task

Students are advised to consult with their teachers if they are unsure of whether an activity will unfairly advantage them.

All work submitted for assessment must be a student's own.

### **Examples of a non-serious attempt:**

- Only the multiple choice questions have been attempted in an exam.
- 50% of the components of a task have not been addressed.
- Work is substantially below the standard that the student has previously submitted.
- Use of inappropriate language.
- Information in a student's response is totally unrelated to the question / task being assessed.
- Few assessment criteria have been addressed.

**Students who are reported to the Leader of Learning Curriculum or to the Director of Studies in relation to any of the above, and found guilty of malpractice, will be heavily penalised.**

### **Other Circumstances that may lead to the Generation of a Warning Letter**

- (a) If a student is absent on the day of an assessment task, including the day a hand in task is due, and the Director of Studies is not notified by a parent/guardian of the absence.
- (b) If a student fails to submit a task on the day they return to school without a plausible reason.
- (c) The Class Teacher, supervisor or marker of a task should notify the Leader of Learning Curriculum if any of the following events occur. The outcome of this may lead to the generation of a warning letter and a **zero** mark being awarded. A student:
  - makes a non-serious attempt in an assessment task.
  - fails to attend an assessment task (inform the Director of Studies also).
  - does not contribute to a collaborative group assessment task.
  - fails to apply themselves properly to their studies.
  - uses coercion to obtain assistance from other students.
  - impeding the performance of other students in assessment tasks.
  - engages in Malpractice.

### **Student Rights**

All girls must have access to their assessment raw scores and an indication of their performance relative to that of the group, but other students' assessment information is strictly confidential.

### **Disability Provisions**

Disability Provisions may be available for examinations including oral/aural examinations. Formal application and documentation must be completed for these early in Term 1. Information on such Provisions is available from the Leader of Learning Curriculum - Diversity.

It is the responsibility of the student whose Disability Provisions have been approved by the NSW Education Standards Authority to contact the relevant Leader of Learning Curriculum in sufficient time before each formal examination to make suitable arrangements.

### **Student Reviews/Appeals**

A student who has concerns about the validity of her result on any assessment task may query that result **only at the time when the task is returned to her.**

If a student believes that her **final** placement in a subject is incorrect, based on feedback on performance during the subject, then she may seek a School Review.

In conducting a Review, a panel including the Director of Studies and the Leader of Learning Curriculum will ascertain whether:

- the weightings specified by the school in its assessment program conform with the Board's requirements as detailed in the subject guides;
- the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
- there are no computational or other clerical errors in the determination of the assessment mark.

# RESPONSIBILITIES OF STUDENTS

Students will be responsible for:

- ensuring that they have read the Assessment Policy thoroughly and that they have abided by its stipulations;
- doing each assessment task to the best of their ability;
- ensuring that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back;
- ensuring that they contact the Director of Studies and relevant Leader of Learning Curriculum promptly in the case of Illness, Misadventure, Review, Malpractice;
- ensuring that they contact the Leader of Learning Diversity and relevant Leader of Learning Curriculum with regards to Disability Provisions;
- ensuring that they make up any time lost from lessons through illness, work experience or excursions, and that they get information regarding set work or assessments from missed lessons.
- demonstrating that through effort and achievement they have met all the requirements of the course.

## RESPONSIBILITY FOR CURRICULUM

### ASSISTANT PRINCIPAL

#### DIRECTOR OF STUDIES

Director of Catholic Identity and Mission

English

Mathematics

Science

HSIE: Commerce

HSIE: History

Languages Other Than English:

French, Japanese

PDHPE, Physical Activity and Sports Studies

Technological and Applied Studies;

Design and Technology

Food Technology

Information and Software Technology

Technology (Mandatory)

Creative Arts: Visual Arts

Performing Arts: Dance, Drama, Music

Leader of Learning Pathways

Leader of Learning Diversity

### MR MICHAEL HALL

#### MISS SHARON BRINCAT

Ms Genevieve Banks

Mr Larry Grumley

Ms Maryanne O'Donoghue

Mr Grant Johnson

Mrs Gloria Noud

Mrs Caroline Howlett

Mr Michael Hall

Ms Brooke Robson

Mrs Joan Mani

Ms Kate Picone

Ms Kate Picone

Ms Joanne Xuereb

Mrs Aneta Gribble

## YEAR 9 2025 ASSESSMENT MAP

Term 1									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
				Maths	Religion	Maths (Acc)	English French	Commerce Geography History History Elective Japanese Dance Food Tech	Drama English Music

Term 2									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Science TEXT VA	Japanese Maths	DAT PDHPE	Geography Commerce PASS VA	French History Religion		English History Elective Maths (Acc)	Drama Dance	

Term 3									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
			Food Tech Maths TEXT	Music	DAT	Commerce French Geography History Elective Maths (Acc)	English Japanese	History Religion Dance	

Term 4									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Music	TEXT VA	DAT Food Tech PASS Science	Drama French Maths PDHPE TEXT VA	Commerce Geography History History Elective Japanese Dance Music	English Religion				

**Ongoing throughout Semesters 1 and 2: *Design and Technology, Food Technology, PDHPE, PASS, Science***

**2025  
YEAR 9 ASSESSMENT PLAN**

**KLA: HSIE - SOCIAL SCIENCES**

**LEADER OF LEARNING CURRICULUM: Mrs Noud**

**COMMERCE**

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	Term 1, Week 9 (Week A) <b>Thursday 3 April</b> 9COM.2 Period 1 9COM.3 Period 1 9COM.1 Period 2 9COM.4 Period 2	Research/oral Topics: Consumer and Financial Decisions	5.1, 5.4, 5.7	<b>20%</b>
<b>2</b>	Term 2, Week 5 (Week A) <b>Thursday 29 May</b> 9COM.2 Period 1 9COM.3 Period 1 9COM.1 Period 2 9COM.4 Period 2	Half Yearly Exam Topics: Consumer and Financial Decisions, Promotion and Selling	5.1, 5.2, 5.3, 5.4, 5.8	<b>25%</b>
<b>3</b>	Term 3, Week 7 (Week B) <b>Thursday 4 September</b>  9COM.2 Period 1 9COM.3 Period 1 9COM.1 Period 2 9COM.4 Period 2	Business Report Topic: Running a Business	5.5, 5.6, 5.7, 5.8, 5.9	<b>25%</b>
<b>4</b>	Term 4, Week 5 (Week A) <b>Thursday 13 November</b>  9COM.2 Period 1 9COM.3 Period 1 9COM.1 Period 2 9COM.4 Period 2	Yearly Exam Topics: Running a Business, The Economic and Business Environment,	5.2, 5.3, 5.5, 5.6, 5.8, 5.9	<b>30%</b>
<b>TOTAL</b>				<b>100%</b>



2025  
YEAR 9 ASSESSMENT PLAN

KLA: PERFORMING ARTS

LEADER OF LEARNING CURRICULUM: Ms Picone

**DANCE**

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	Term 1, Week 9  Thursday 3 April 9DAN1 - Period 2	<b><u>All that Jazz!</u></b> <i>Performance technique and Journal - modern dance</i>	DA5-PER-01 DA5-PER-02	25%
2	Term 2, Week 9  Thursday 26 June 9DAN1 - Period 2	<b><u>Exploring Choreographic Practice</u></b> <i>Composition and journal</i>	DA5-COM-01 DA5-COM-02	25%
3	Term 3 Week 9  Monday 15 September 9DAN1 - Period 3	<b><u>Analysing Modern Dance:</u></b> <i>Appreciation hand in</i>	DA5-APP-01 DA5-APP-02	25%
4	Term 4 Week 5  Monday 10 November 9DAN1 - Period 3	<b><u>Performing and Analysing Modern Dance:</u></b> <i>Performance technique and Journal - modern dance</i>	DA5-PER-01 DA5-PER-02	25%
TOTAL				100%

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: TAS

LEADER OF LEARNING CURRICULUM: Mrs Mani

## DESIGN AND TECHNOLOGY

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	PART A & PART B: [Term2] <b>Week 4, 22 May:</b> Period 1	Graphics Design Task In class and hand in	DT5-1 DT5-6 DT5-7 DT5-8	<b>30%</b>
<b>2</b>	PART A & PART B : [Term 3] <b>Week 6, 29 August:</b> Period 5	Jewellery Design and Portfolio In class and hand in	DT5-2 DT5-4 DT5-9 DT5-10	<b>35%</b>
<b>3</b>	PART A & PART B: [Term 4] <b>Week 3, 30 October:</b> Period 1	School Based Task In class and hand in	DT5-3 DT5-5 DT5-7 DT5-10	<b>30%</b>
<b>4</b>	Ongoing Semester 1 & Semester 2	A number of theory tasks and practical observations will be used to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>- Practical experiences</li> <li>- Quizzes</li> <li>- Teacher observations</li> <li>- Self and peer assessment</li> <li>- Collaborative activities</li> <li>- Evaluation tasks</li> </ul>	DT5-1 DT5-2 DT5-3 DT5-4 DT5-5 DT5-6 DT5-7 DT5-8 DT5-9 DT5-10	<b>5%</b>
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: PERFORMING ARTS

LEADER OF LEARNING CURRICULUM: Ms Picone

## DRAMA

Task	Term Week Due	Description	Outcomes	Weighting
1	Term 1, Week 10  Wednesday 9 April Period 4	<ul style="list-style-type: none"> <li>Dive into Drama               <ul style="list-style-type: none"> <li>Making and Performing activities</li> <li>Drama Journal</li> <li>In-class reflection</li> </ul> </li> </ul>	5.1.1 5.1.3 5.1.4 5.2.1 5.2.3 5.3.1 5.3.3	25%
2	Term 2, Week 9  Thursday 26 June Period 1	<ul style="list-style-type: none"> <li>Melodrama               <ul style="list-style-type: none"> <li>Performance</li> <li>Drama Journal</li> </ul> </li> </ul>	5.1.1 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3 5.3.1 5.3.2 5.3.3	35%
3	Term 4, Week 4  Wednesday 5 November Period 3	<ul style="list-style-type: none"> <li>Playbuilding               <ul style="list-style-type: none"> <li>Group Performance</li> <li>Drama Journal</li> </ul> </li> </ul>	5.1.1 5.1.2 5.1.4 5.2.1 5.2.3 5.3.1 5.3.3	40%
Total				100%

2025  
YEAR 9 ASSESSMENT PLAN

KLA: ENGLISH

LEADER OF LEARNING CURRICULUM: Mr Grumley

**ENGLISH**

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 8</b> <b>Friday 28 March</b>	Response to Fiction	EN5-RVL-01 EN5-URA-01	<b>20%</b>
<b>2</b>	<b>Term 1, Week 10</b> <b>Wednesday 9 April</b> Period 2	Short Answer Comprehension	EN5-URB-01 EN5-ECA-01	<b>10%</b>
<b>3</b>	<b>Term 2, Week 8</b>  <u>Over 2 Days</u> <b>Part 1: Monday 16 June</b> Period 3  <b>Part 2: Tuesday 17 June</b> Period 1	Genre Writing Project	EN5-URB-01 EN5-URC-01 EN5-ECB-01	<b>20%</b>
<b>4</b>	<b>Term 3 , Week 8</b> <b>Film: Monday 8 September</b> Period 3  <b>Poetry: Tuesday 9 September</b> Period 1	Response to Film 15%  Response to Poetry 15%	EN5-URA-01 EN5-URC-01 EN5-ECA-01 EN5-RVL-01 EN5-URB-01 EN5-ECB-01	<b>30%</b>
<b>5</b>	<b>Term 4, Week 6</b> <u>Over 2 Days</u> <b>Tuesday 18 November</b> Period 1: Visual  <b>Wednesday 12 November</b> Period 2: Evaluation	Drama Visual Representation & Evaluation Part 1	EN5-RVL-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	<b>20%</b>
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: TAS

LEADER OF LEARNING CURRICULUM: Mrs Mani

## FOOD TECHNOLOGY

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 9</b> <b>Wednesday 2 April</b> 9FTE1 - Period 3 9FTE2 - Period 2 9FTE3 - Period 3	Food Selection and Health Introduction topic test  On Education Perfect	FT5-1 FT5-2	<b>20%</b>
<b>2</b>	<b>Ongoing</b> <b>Semester 1</b> <b>Semester 2</b>	A number of theory and practical tasks will be used to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>- Practical experiences</li> <li>- Quizzes</li> <li>- Teacher observations</li> <li>- Class work</li> <li>- Self and peer assessment</li> <li>- Collaborative activities</li> <li>- Evaluation tasks</li> </ul>	FT5-3 FT5-4 FT5-5 FT5-6 FT5-7 FT5-11 FT5-12 FT5-13	<b>10%</b> (5% Semester 1)  (5% Semester 2)
<b>3</b>	<b>Term 3, Week 4</b> <b>Wednesday 13 August</b> 3.10pm  Via GOOGLE CLASSROOM	Promotional Campaign: Healthy Lifestyle Program	FT5-6 FT5-8 FT5-9 FT5-12	<b>35%</b>
<b>4</b>	<b>Term 4, Week 3</b> <b>Thursday 6 November</b> 3:10pm  Via GOOGLE CLASSROOM	Food Service and Catering Task (Research and Practical)	FT5-1 FT5-2 FT5-7 FT5-9 FT5-10 FT5-12	<b>35%</b>
<b>TOTAL</b>				<b>100%</b>

**2025  
YEAR 9 ASSESSMENT PLAN**

KLA: LOTE

LEADER OF LEARNING CURRICULUM: Mr Hall

**FRENCH**

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 8</b> <b>Wednesday 26 March</b> 9FRE.1 - Period 1 9FRE.2 - Period 3	In Class test - Listening and Responding	ML5-UND-01	<b>25%</b>
<b>2</b>	<b>Term 2, Week 5</b> <b>Wednesday 28 May</b> 9FRE.1 - Period 3 9FRE.2 - Period 2	In Class test - Reading and Responding	ML5-UND-01	<b>25%</b>
<b>3</b>	<b>Term 3, Week 7</b> <b>Thursday 4 September</b> 9FRE.1 - Period 2 9FRE.2 - Period 1	In Class Test - Individual Speaking	ML5-INT-01	<b>25%</b>
<b>4</b>	<b>Term 4, Week 4</b> <b>Wednesday 5 November</b> 9FRE.1 - Period 1 9FRE.2 - Period 3	In Class Test -  Writing in French	ML5-CRT-01	<b>25%</b>
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: HSIE - SOCIAL SCIENCES

LEADER OF LEARNING CURRICULUM: Mrs Noud

## GEOGRAPHY

### SEMESTER 1

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	<b>Term 1, Week 9</b> <b>Tuesday 1 April</b> 9Geo.2 - Period 1 9Geo.4 - Period 3 9Geo.6 - Period 3	<b>Changing Places</b>  - Hand In and In Class Research Task	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	50%
2	<b>Term 2, Week 5</b> <b>Tuesday 27 May</b> 9Geo.2 - Period 1 9Geo.4 - Period 3 9Geo.6 - Period 3	<b>Sustainable Biomes</b>  - In Class Exam	GE 5-2, GE 5-3, GE 5-4 GE5-5,GE5-7, GE5-8	50%
<b>TOTAL</b>				<b>100%</b>

### SEMESTER 2

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	<b>Term 3, Week 7</b> <b>Tuesday 2 September</b> 9Geo.1 - Period 1 9Geo.3 - Period 3 9Geo.5 - Period 3 <b>Wednesday 3 September</b> 9Geo.7 - Period 1	<b>Changing Places</b>  - Hand In and In Class Research Task	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	50%
2	<b>Term 4, Week 5</b> <b>Tuesday 11 November</b> 9Geo.1 - Period 1 9Geo.3 - Period 3 9Geo.5 - Period 3 <b>Friday 14 November</b> 9Geo.7 - Period 1	<b>Sustainable Biomes</b>  - In Class Exam	GE 5-2, GE 5-3, GE 5-4 GE5-5,GE5-7, GE5-8	50%
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: HISTORY

LEADER OF LEARNING CURRICULUM: Mrs Howlett

## HISTORY

### SEMESTER ONE

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	<b>Term 1, Week 9</b> <b>Monday 24 March</b> 9HIS1 - Period 2 9HIS3 - Period 1 9HIS7 - Period 4  <b>Tuesday 25 March</b> 9HIS 5 - Period 3	In-class Task	HT5.1, HT5.3, HT5.6, HT5.8, HT5.9	50%
2	<b>Term 2, Week 6</b> <b>Monday 2 June</b> 9HIS1 - Period 2 9HIS3 - Period 1 9HIS7 - Period 4  <b>Tuesday 3 June</b> 9HIS5 - Period 4	Exam In class	HT5.1, HT5.4, HT5.5, HT5.6, HT5.9	50%
<b>TOTAL</b>				<b>100%</b>

### SEMESTER TWO

TASK #	Term Week Due	Type of Task	Outcomes	Task Weighting
1	<b>Term 3, Week 9</b> <b>Tuesday 16 September</b> 9HIS2 -Period 1 9HIS4, 9HIS6 - Period 3	In-class task	HTR5.1, HT5.3, HT5.6, HT5.8, HT5.9	50%
2	<b>Term 4, Week 5</b> <b>Tuesday 11 November</b> 9HIS2 - Period 1 9HIS4, 9HIS6 - Period 3	Exam in class	HT5.1, HT5.4, HT5.5, HT5.6, HT5.9	50%
<b>TOTAL</b>				<b>100%</b>



2025  
YEAR 9 ASSESSMENT PLAN

KLA: HISTORY

LEADER OF LEARNING CURRICULUM: Mrs Howlett

**HISTORY (ELECTIVE)**

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 9</b> <b>Thursday 3 April</b> 9HISE1 - Period 1 9HISE2 - Period 2	Exam: In-class	HTE5.1, HTE5.2, HTE5.5, HTE5-6	<b>25%</b>
<b>2</b>	<b>Term 2, Week 8</b> <b>Thursday 19 June</b>	Research Task Hand in Task Online at 8:30 Hard copy submission in-class	HTE5.4, HTE5.7	<b>25%</b>
<b>3</b>	<b>Term 3, Week 7</b> <b>Thursday 4 September</b> Online by 8:30am	Research Task: Historical Investigation Hand in Task Online 8:30am Hard copy submission in-class	HTE5.7, HTE5.8, HTE5.9 HTE 5.10	<b>25%</b>
<b>4</b>	<b>Term 4, Week 5</b> <b>Thursday 13 November</b> 9HISE1 - Period 1 9HISE2 - Period 2	Exam: In-class	HTE5.3, HTE5.4	<b>25%</b>
<b>TOTAL</b>				<b>100%</b>

2025  
YEAR 9 ASSESSMENT PLAN

KLA: LOTE

LEADER OF LEARNING CURRICULUM: Mr Hall

**JAPANESE**

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 9</b> <b>Wednesday 2 April</b> Period 3	In class task:  Listening	ML5-UND-01	<b>25%</b>
<b>2</b>	<b>Term 2, Week 3</b> <b>Wednesday 14 May</b> Period 3	In class task:  Reading	ML5-UND-01	<b>25%</b>
<b>3</b>	<b>Term 3, Week 8</b> <b>Tuesday 9 September</b> Period 4	Hand-in task:  Speaking	ML5-INT-01 ML5-UND-01 ML5-CRT-01	<b>25%</b>
<b>4</b>	<b>Term 4, Week 5</b> <b>Monday 10 November</b> Period 3	In class task:  Writing	ML5-CRT-01	<b>25%</b>
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: MATHEMATICS

LEADER OF LEARNING CURRICULUM: Ms O'Donoghue

## MATHEMATICS

In 2024, a new syllabus has been introduced across NSW. All students will study the Core topics. Classes will then be distributed into Core, Core and Standard paths and Core and Advanced paths. The formal tasks will have common questions from the Core topics. The type of formative assessments that will be used throughout the year may include, but are not limited to: class quizzes, teacher observations and collaborative activities. Working Mathematically outcomes will be assessed across the year in formal and informal assessment.

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 5</b> <b>Monday 3 March</b> Period 4	In Class Test	MA5-FIN-C-01 MA5-MAG-C-01 MA5-ALG-C-01	<b>20%</b>
<b>2</b>	<b>Term 2, Week 3</b> <b>Monday 12 May</b> Period 4	In Class Test	MA5-IND-C-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-EQU-C-01	<b>30%</b>
<b>3</b>	<b>Term 3, Week 4</b> <b>Thursday 14 August</b> Period 2	In Class test	MA5-TRG-C-01 MA5-VOL-C-01 MA5-GEO-C-01 MA5-PRO-C-01	<b>20%</b>
<b>4</b>	<b>Term 4, Week 4</b> <b>Thursday 6 November</b> Period 2	In Class Test	MA5-FIN-C-02 MA5-LIN-C-01 MA5-DAT-C-01 MA5-DAT-C-02	<b>30%</b>
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: MATHEMATICS

LEADER OF LEARNING CURRICULUM: Ms O'Donoghue

## **MATHEMATICS (ACCELERATED)**

In addition to the formal tasks listed below, Year 9 Accelerated Mathematics students will experience a number of formative assessments in class which will be used to provide ongoing feedback to students and assist teachers in determining their overall grade each semester.

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 7</b>  <b>Monday 17 March</b> Period 1	In class test	MA5-LIN-C-02 MA5-ALG-P-01 MA5-ALG-P-02 MA5-TRG-C-02 MA5-IND-P-01 MA5-IND-P-02 MA5-NLI-C-01 MA5-NLI-C-02	<b>20%</b>
<b>2</b>	<b>Term 2, Week 7</b>  <b>Tuesday 10 June</b> Period 5	In class test	All of the above outcomes plus: MA5-EQU-P-01 MA5-EQU-P-02 MA5-ARE-P-01 MA5-LIN-P-01 MA5-LIN-C-01 MA5-NLI-P-01 MA5-RAT-P-01 MA5-RAT-P-02 MA5-FIN-C-01	<b>30%</b>
<b>3</b>	<b>Term 3, Week 7</b>  <b>Tuesday 2 September</b> Period 5	In class test	All of the above outcomes plus: MA5-ARE-C-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-VOL-C-01 MA5-VOL-P-01 MA5-PRO-P-01 MA5-PRO-C-01 MA5-TRG-P-01 MA5-TRG-P-02 MA5-TRG-C-01 MA5-TRG-C-02 MA5-FIN-C-02	<b>15%</b>
<b>4</b>	<b>Term 4</b> Year 10 Exam Block	Examination	All of the above outcomes plus: MA5-FNC-P-01 MA5-GEO-C-01 MA5-LOG-P-01	<b>35%</b>
<b>TOTAL</b>				<b>100%</b>

2025  
YEAR 9 ASSESSMENT PLAN

KLA: MUSIC

LEADER OF LEARNING CURRICULUM: Ms Picone

**MUSIC - 100 Hour**

TASK	DATE	DESCRIPTION	OUTCOMES	WEIGHTING %
1	<b>Term 1 Week 10</b> <b>Wednesday 9 April</b> Period 3	Solo Performance (Film Music)  Composition & hand-in portfolio (Film Soundtrack)	5.1 5.2 5.3  5.4 5.6	25%
2	<b>Term 3, Week 5</b> <b>Thursday 21 August</b> Period 1	Exam Topics 1 and 2	5.7 5.8 5.9	30%
3	<b>Term 4, Week 1</b> <b>Friday 17 October</b> Period 3	Solo Performance (Australian Music / 1600-1900)	5.1 5.2 5.3	25%
4	<b>Term 4, Week 5</b> <b>Friday 14 November</b> Period 3	Group Composition (Australian Folk Music)	5.4 5.6	20%
<b>TOTAL</b>				<b>100%</b>

2025  
YEAR 9 ASSESSMENT PLAN  
KLA: PDHPE  
LEADER OF LEARNING CURRICULUM: Ms Robson

## PDHPE

Note: Grades are allocated in alignment with the [NESA PDHPE Course Performance Descriptors](#)

TASK #	Due Date	Type of Task	Topics	Outcomes	Task Weighting
1	<b>Term 2, Week 4</b> <b>Tuesday 20th May</b> Period 2 (9PDHPE1 and 9PDHPE2 will complete this task during their RE lesson period 2)	In Class task - half yearly exam	Respectful Relationships Wise Choices	PD5.1, PD5.2, PD5.3, PD5.5, PD5.6, PD5.7, PD5.9, PD5.10	50%
2	<b>Term 4, Week 4</b> <b>Tuesday 4th November</b> Period 2 (9PDHPE1 and 9PDHPE2 will complete this task during their RE lesson period 2)	In Class task - Yearly exam	Wise Choices Best Version of Me Mental health	PD5.1, PD5.2, PD5.3, PD5.5, PD5.6, PD5.7, PD5.9, PD5.10	50%
			Topics / Outcomes		
			PDH	PE	
<b>Ongoing Semester One</b>	Year 9 PDHPE students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Teacher observations</li> <li>- Self and peer assessment</li> <li>- Using feedback to improve skill and application</li> <li>- Collaborative activities</li> <li>- A range of skill and game based activities</li> </ul> <i>Students will complete a summative quiz towards the end of semester 1 to assess their learning across the units studied in term 1 and 2.</i>		<b>Semester 1 topics</b> <i>Respectful Relationships</i>  <i>Wise Choices</i>  <b>Outcomes</b> PD5.1, PD5.3, PD5.6, PD5.7, PD5.9, PD5.10	<b>Semester 1 topics</b> <i>Striking Sports</i>  <i>Athletics</i>  <i>Fitness</i>  <b>Outcomes</b> PD5.4, PD5.5, PD5.8, PD5.10, PD 5.11	
<b>Ongoing Semester Two</b>	Year 9 PDHPE students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Teacher observations</li> <li>- Self and peer assessment</li> <li>- Using feedback to improve responses</li> <li>- Collaborative activities</li> <li>- A range of skill and game based activities</li> </ul> <i>Students will complete a summative quiz towards the end of semester 2 to assess their learning across the units studied in term 3 and 4.</i>		<b>Semester 2 topics</b> <i>Best Version of Me</i>  <i>Mental Health</i>  <b>Outcomes</b> PD5.2, PD5.5, PD5.6, PD5.7, PD5.9	<b>Semester 2 topics</b> <i>Rhythmic Gymnastics</i> <i>Physical Activity and Stress Management</i>  <b>Outcomes</b> PD5.4, PD5.7, PD5.8, PD5.9, PD5.10, PD 5.11	

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: PDHPE

LEADER OF LEARNING CURRICULUM: Ms Robson

## PHYSICAL ACTIVITY & SPORT STUDIES

TASK #	Term Week Due	Type of Task	Topics	Outcomes	Task Weighting
1	<b>Term 2, Week 5</b> <b>Wednesday 28 May</b> 9.1 Period 3 9.2 Period 2	In class task - exam	Physical Fitness  Eating for Energy and Wellbeing	PASS5.1 PASS5.2 PASS5.6 PASS5.10	50%
2	<b>Term 4, Week 3</b> <b>Wednesday 29 October</b> 9.1 Period 3 9.2 Period 2	In class task - exam	Coaching  Australia's Sporting Identity	PASS5.3 PASS5.4 PASS5.5 PASS5.6	50%
<b>Ongoing Semester 1 &amp; 2</b>	Year 9 PASS students will experience a number of formative theory and practical assessment tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Teacher observations</li> <li>- Self and peer assessment</li> <li>- Using feedback to improve skill and application</li> <li>- Collaborative activities</li> <li>- A range of skill and game based activities</li> <li>-</li> </ul>				
<b>TOTAL</b>				<b>100%</b>	

Note: Grades are allocated in alignment with the [NESA PDHPE Course Performance Descriptors](#)

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: RELIGION

Director of Catholic Identity and Mission: Ms Banks

## RELIGION STUDIES

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	<b>Term 1, Week 6</b> <b>Monday 10 March</b> 9.3 & 9.4 Period 2 9.5 & 9.6 Period 4  <b>Tuesday 11 March</b> 9.1 & 9.2 Period 2 9.7 Period 3	If a person believes that Jesus is the Son of God, what impact could that have on their life?  Topic Test	<b>KS5.1</b> Explain the potential of hermeneutics for an enhanced understanding of religious texts	<b>25%</b>
<b>2</b>	<b>Term 2, Week 6</b> <b>Monday 2 June</b> 9.4 Period 2 9.3 Period 3 9.5 & 9.6 Period 4  <b>Tuesday 3 June</b> 9.1 & 9.2 Period 2 9.7 Period 3	If God is love, why is there evil in the world?  Research Hand In	<b>KS5.2</b> Explain the Catholic understanding of suffering and its transformation through the power of hope and draw conclusions about the paradox of suffering in the world	<b>25%</b>
<b>3</b>	<b>Term 3, Week 9</b> <b>Monday 15 September</b> 9.3 & 9.4 Period 2 9.1, 9.2 & 9.7 Period 5 <b>Wed 17 September</b> 9.5 & 9.6 Period 1	Is religion a force for good or evil in the world?  Research and Prepared Response	<b>KS5.3</b> Explore the relevance and significance of free will and Incarnational Spirituality in the life of Catholic followers	<b>25%</b>
<b>4</b>	<b>Term 4, Week 6</b> <b>Tuesday 18 November</b> 9.1 & 9.2 Period 2 9.3, 9.4 & 9.7 Period 3  <b>Wed 19 November</b> 9.5 & 9.6 Period 4	Is 'Care for our Common Home' a moral imperative?  Topic Test	<b>KS5.4</b> Critically reflect on the moral imperative of ecological decision making for Catholics in light of the Bible and Church teachings regarding stewardship	<b>25%</b>
<b>TOTAL</b>				<b>100%</b>



# 2025 YEAR 9 ASSESSMENT PLAN

KLA: SCIENCE

LEADER OF LEARNING CURRICULUM: Mr Johnson

## SCIENCE

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	Ongoing Semester 1	Year 9 Science students will undertake a number of tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Teacher observations</li> <li>• Self and peer assessment</li> <li>• Using feedback to improve responses</li> </ul>	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 10PW, 11PW, 16CW, 17CW	<b>25%</b>
<b>2</b>	<b>Term 2, Week 2</b> <b>Monday 5 May</b> SCI9.5 - 9.7 - Period 1 SCI9.1 - 9.4 - Period 4	Working Scientifically Task	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 16CW, 17CW	<b>25%</b>
<b>3</b>	Ongoing Semester 2	Year 9 Science students will experience a number of tasks to allow their teachers to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Teacher observations</li> <li>• Self and peer assessment</li> <li>• Using feedback to improve responses</li> </ul>	4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 10PW, 11PW, 13ES, 14LW, 15LW	<b>25%</b>
<b>4</b>	<b>Term 4, Week 3</b> <b>Friday 31 October</b> SCI9.1 - 9.4 - Period 1 SCI9.5 - 9.7 - Period 5	End of Year Exam	5WS, 7WS, 8WS, 9WS, 10PW, 11PW, 14LW, 15LW	<b>25%</b>
<b>TOTAL</b>				<b>100%</b>

# 2025 YEAR 9 ASSESSMENT PLAN

KLA: TAS  
LEADER OF LEARNING CURRICULUM: Ms Mani

## TEXTILES TECHNOLOGY

<b>TASK #</b>	<b>Term Week Due</b>	<b>Type of Task</b>	<b>Outcomes</b>	<b>Task Weighting</b>
<b>1</b>	Term 2, Week 2 <b>Thursday 8 May</b> Period 1	<b>Furnishings</b> <b>Practical:</b> Cushions <b>Theory:</b> Research Task	TEX5-3 TEX5-4 TEX5-5 TEX5-10 TEX5-11	<b>20%</b>
<b>2</b>	<b>Ongoing</b> <b>Semester 1</b> <b>Semester 2</b>	<b>Formative task</b>  A number of theory and practical tasks will be used to gather evidence about their achievement towards the syllabus outcomes. These may include, but are not limited to: <ul style="list-style-type: none"> <li>- Practical experiences: Sample Folder</li> <li>- Quizzes</li> <li>- Teacher observations</li> <li>- Class work</li> <li>- Self and peer assessment</li> <li>- Collaborative activities</li> <li>- Evaluation tasks</li> <li>- Case Studies</li> </ul>	TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-5 TEX5-6 TEX5-7 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	<b>10%</b>  (5% Semester 1) (5% Semester 2)
<b>3</b>	<b>Term 3, Week 4</b> <b>Wednesday 13 August</b> Period 3	<b>Apparel</b> <b>Practical:</b> Skirt/pants <b>Theory:</b> Portfolio	TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	<b>30%</b>
<b>4</b>	<b>Term 4, Week 2</b> <b>Friday 24 October</b> Period 5	<b>Non Apparel</b> <b>Practical:</b> Children's toy <b>Theory:</b> Properties and Performance Task	TEX5 -1 TEX5-2 TEX5-8 TEX5-9 TEX5-10 TEX5-11	<b>30%</b>
<b>5</b>	<b>Term 4 Week 4</b> <b>Thursday 6 November</b> Period 1	<b>Theory Examination</b>	TEX5-1 TEX5-2 TEX5-3 TEX5-6 TEX5-7	<b>10%</b>
<b>TOTAL</b>				<b>100%</b>

2025  
YEAR 9 ASSESSMENT PLAN

KLA: VISUAL ARTS

LEADER OF LEARNING CURRICULUM: Ms Picone

**VISUAL ARTS**

TASK	DATE	DESCRIPTION OF TASK	OUTCOMES	WEIGHTING
1	<b>Term 2, Week 2</b> <b>Tuesday 6 May</b> 9VART1 - Period 4 <b>Wednesday 7 May</b> 9VART2 - Period 3	Critical and Historical <b><i>In-Class Task</i></b> <b><i>Extended Response</i></b>	5.7, 5.8, 5.10	20%
2	<b>Term 2, Week 5</b> <b>Thursday 29 May</b> 9VART1 - Period 2 9VART2 - Period 1	Artmaking <b><i>Hand-in</i></b> <b><i>Drawing, VAPD &amp; Artist Statement</i></b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%
3	<b>Term 4, Week 2</b> <b>Wednesday 22 Oct</b> 9VART1 - Period 1 9VART2 - Period 3	Critical and Historical <b><i>In-Class Task</i></b>	5.7, 5.8, 5.9, 5.10	20%
4	<b>Term 4, Week 4</b> <b>Wednesday 5 Nov</b> 9VART1 - Period 1 9VART2 - Period 3	Artmaking <b><i>Hand-in</i></b> <b><i>BOW, VAPD &amp; Artist Statement</i></b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%
<b>TOTAL</b>				<b>100%</b>