MAGDALENE CATHOLIC COLLEGE

QUIA DOMINUM VIDI

YEAR 9 2025

ASSESSMENT SCHEDULES

MAGDALENE CATHOLIC COLLEGE

QUIA DOMINUM VIDI

LIVING OUT THE GOSPEL MESSAGE

ACADEMIC SUCCESS FOR ALL

MAKING MEANINGFUL CONTRIBUTIONS

WELLBEING FOR LIFE

Students at the Centre

OUR CORE VALUES:

DISCIPLESHIP & SERVICE

LOVE OF LEARNING

QUALITY RELATIONSHIPS

PERSONAL BEST

BECAUSE WE HAVE SEEN THE LORD WE:

- Know & love God
- Support those in need
- Show compassion & empathy
- Live a faith-filled life
- Are positive agents of change

- Value life-long learning
- Develop critical thinking & analysis skills
- Respect the right to learn
- Build disciplined habits
- Are creative problem solvers

- Live out Jesus' values in our thoughts and actions
- Respect one's self and others
- Show genuine concern for and interest in others
- Make meaningful connections with others
- Are hope-filled

- Commit to being the best version of ourselves
- Attain individual goals
- Practice self-reflection and action feedback
- Maintain high expectations
- Enhance resilience and value a positive mindset
- Celebrate our gifts & abilities

COURAGEOUS HEARTS, CREATIVE MINDS

QUALITY CATHOLIC LEARNING & TEACHING

TABLE OF CONTENTS

COMMON GRADE SCALE

The Common Grade Scale shown below is used to report on students' achievement of outcomes in each of the courses studied.

Grade	A student at this grade typically:
A	● has an extensive knowledge and understanding of the content and can readily apply this knowledge. ● has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	● has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills ● is able to apply this knowledge and these skills to most situations.
C	● has a sound knowledge and understanding of the main areas of content ● has achieved an adequate level of competence in the processes and skills.
D	● has a basic knowledge and understanding of the content ● has achieved a limited level of competence in the processes and skills.
E	● has an elementary knowledge and understanding in few areas of the content ● has achieved very limited competence in some of the processes and skills.

UNDERSTANDING ASSESSMENT SCHEDULES

When reading a course Assessment Schedule it is important to remember:

- there are typically three (3) formal tasks in each Assessment Schedule
- a range of assessment tasks are used as outlined in the syllabus
- the formal assessments that are indicated within this handbook are supported by a number of informal assessments
- the types of tasks used for internal assessment are broad. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wide range of outcomes to be assessed

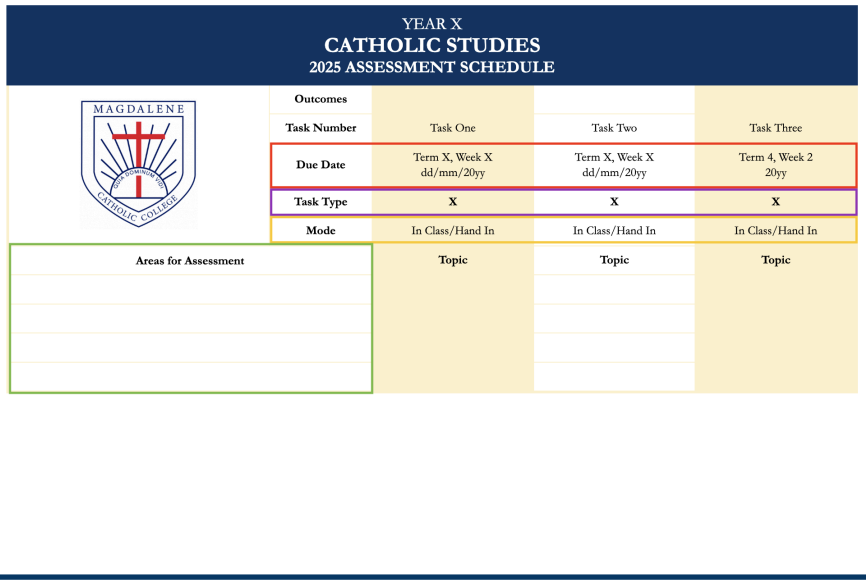
When reading each Assessment Schedule, refer to the guide below to interpret the information presented.

Due Date: The date the task must be submitted/completed. Make note of this in your student diary. All hand in tasks must be submitted by 8:15am.

Task Type: The format of the task e.g. Report, Class Test, Research Project.

Mode: The mode in which the task will be submitted.

Areas for Assessment: Throughout the year, students will be assessed on your ability to demonstrate your knowledge, understanding and skills based on the syllabus for each course. The syllabus specifies areas of assessment which students will be assessed on.



YEAR X
CATHOLIC STUDIES
2025 ASSESSMENT SCHEDULE

Outcomes			
Task Number	Task One	Task Two	Task Three
Due Date	Term X, Week X dd/mm/20yy	Term X, Week X dd/mm/20yy	Term 4, Week 2 20yy
Task Type	X	X	X
Mode	In Class/Hand In	In Class/Hand In	In Class/Hand In
Areas for Assessment	**Topic**	**Topic**	**Topic**

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the outcomes being assessed, the evidence to be gathered, the teaching and learning activity, the context and the students' learning needs.

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THEORETICAL FOUNDATION

Source: Sydney Catholic Schools. (2024). *Theoretical Foundation Statement.* Retrieved from https://recurriculum.syd.catholic.edu.au

Humanity seeks meaning and purpose in life. Many religious traditions propose that the answer to this search is found in our encounter with a transcendent being. Consequently, religion is accepted as an essential characteristic of many societies. Religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives. In a Catholic school, Religious Education attends to the spiritual development and faith formation of each person, acknowledging and celebrating the Spirit at work, inviting relationship with God and a Christ-like stance towards others. It is at the same time a disciplined process of 'faith seeking understanding', where the questions of God, beliefs and life and culture are articulated and explored in a dialogic interplay with the Catholic Tradition to develop students' faith lives and stimulate a search for meaning and truth. Religious Education invites students to appreciate the value of the Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding is essential for a rich spiritual life and for informed and committed participation in a globalised world, working for the common good.

YEAR 9

CATHOLIC STUDIES

2025 ASSESSMENT SCHEDULE

	Outcomes	D9	A9	E9, D9, A9
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 1, Week 9 26/03/2025	Term 2, Week 6 04/06/2025	Term 3, Week 6 27/08/2025
	Task Type	**Written Response**	**Written Response**	**Research & Examination**
	Mode	In Class	In Class	In Class & Hand In
Areas for Assessment		**Sacraments of Healing**	**Biblical Writing**	**Sacraments of Healing, Biblical Writing, Living the Commandments & Beatitudes**
Students demonstrate an ability to investigate and evaluate the contributions that individuals and organisations have made to the Catholic Church in Australia				
Students demonstrate an ability to analyse the Catholic Church's response to evil, suffering and death				
Students demonstrate an ability to interpret the call of the Beatitudes and apply this to a range of life situations				E9S
Students are able to explain how the Ten Commandments and the Beatitudes guide the Christian life				E9K
Students demonstrate an ability to investigate the scriptural underpinnings of the Sacraments of Healing		D9S		D9S
Students are able to explain the importance of the Sacraments of Healing in the Catholic tradition, and the lives of the faithful		D9K		D9K
Students are able to classify Scripture passages according to their literary form and interpret them for their intended meaning			A9S	A9S
Students are able to explain the features and purposes of a range of literary forms used in the Old and New Testaments.			A9K	A9K

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SUMMARY OF STAGE OF LEARNING

By the end of Stage 5, students identify factors which influence an individual's or couple's decision to become a parent and describe the physical, social and emotional changes experienced during pregnancy. Students develop their understanding of reproduction and conception and explore support available to mothers as they prepare for birth. They have opportunities to identify preventable disabilities and illnesses relating to lifestyle habits. Students examine various cultural responses to parenting styles and family roles and responsibilities, and assess their impact on a child's development. Students identify the physical characteristics and needs of newborns and strategies to promote their safety and wellbeing. They develop their understanding of the characteristics of growth and developmental milestones, and support networks which may assist parents with monitoring and encouraging their child. Students investigate types of play-based learning and assess play choices, environments and activities in terms of suitability, sustainability and safety. They describe the symptoms, treatment and preventative strategies relevant to a range of common childhood diseases and injuries and explore strategies which promote child safety in potentially hazardous situations. Students develop their knowledge of the nutritional needs of children and examine contemporary issues related to food and nutrition. Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children and describe how childcare services can play an active role in increasing knowledge and appreciation of cultural differences. They examine the importance of cultural heritage, identity and kinship in Aboriginal cultures and explore education and enrichment activities for Aboriginal children. Students evaluate the impact of different types of technology on the wellbeing and development of children and explore strategies to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children. Students develop an understanding of the diverse needs of children and identify the formal and informal support and resources available to optimise health and wellbeing. They explore the various enrichment activities and educational settings available to children and families. Students identify the range of childcare services available and examine the roles and responsibilities of childcare providers. They explore career opportunities which involve working with children and recognise the qualities required to be successful in these industries.

YEAR 9

CHILD STUDIES

2025 ASSESSMENT SCHEDULE

	Outcomes	CS5-5, CS5-7, CS5-9, CS5-12	CS5-1, C5-2, CS5-6, CS5-8
	Task Number	Task One	Task Two
	Due Date	Term 1, Week 9 24/03/2025	Term 4, Week 2 20/10/2025
	Task Type	**Research Task**	**Exam**
	Mode	Hand In	In Class
Areas for Assessment		**Preparing for Parenthood**	**Conception to Birth & Newborn Care**
Students develop knowledge and understanding of child development from preconception to and including the early years			CS5-1, C5-2
Students develop knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children		CS5-5	CS5-6
Students develop knowledge and understanding of external factors that support the growth, development and wellbeing of children		CS5-9	CS5-8
Students develop skills in researching, communicating and evaluating issues related to child development		CS5-12	

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUMMARY OF STAGE OF LEARNING

According to the Course Syllabus developed by NESA, students are expected to have developed knowledge, understanding, skills, values and attitudes as a result of achieving the outcomes for the relevant Stage of Learning. The following statement summarises the expectations for this course:

By the end of Stage 5, students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals. Students assess consumer, financial, economic, business, legal, political and employment information using research and communication skills. Through the investigation of contemporary issues, students work independently and collaboratively to meet individual and collective goals. They develop knowledge of civics and skills for citizenship, and recognise the importance of being an informed, responsible and active citizen. Students appreciate the importance of ethical and socially responsible behaviour, and fundamental rights, rules and laws that promote fairness, justice and equity in society.

YEAR 9

COMMERCE

2025 ASSESSMENT SCHEDULE

	Outcomes	COM5-1, COM5-4, COM5-7, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8
	Task Number	Task One	Task Two
	Due Date	Term 2, Week 5 26/05/2025	Term 4, Week 4 03/11/2025
	Task Type	**Sales Pitch**	**Examination**
	Mode	Hand In	In Class
Areas for Assessment		**Promoting and Selling**	**All Topics**
Students develop knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters		COM5-1	COM5-1, COM5-2, COM5-3
Students develop skills in decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues		COM5-4	COM5-4, COM5-5
Students develop skills in effective research and communication		COM5-7, COM5-8	COM5-8
Students develop skills in working independently and collaboratively			

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SUMMARY OF STAGE OF LEARNING

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By the end of Stage 5, students investigate, analyse and apply a range of design concepts and design processes. They apply and evaluate a process of design when developing design ideas and solutions. Through engagement with project work, students develop skills to manage time as they sequence, produce and evaluate in relation to a design process.

Students develop knowledge, understanding and appreciation of the relationship between past, present and emerging technologies and innovation activities, and evaluate and explain the impact of these on the individual, on society and on environments.

Students demonstrate knowledge and understanding of the work and responsibilities of Australian and overseas designers and analyse factors that affect their work. Students work responsibly as they evaluate designed solutions that reflect preferred futures, the principles of appropriate technology and ethical and responsible design.

Students demonstrate skills in innovation and enterprise in their project work. They communicate ideas about designed solutions to a range of audiences. They apply technological skills to select computing software applications in order to develop documentation for project work and to communicate designed solutions.

Students apply risk management strategies and safe work practices when selecting and using a range of appropriate technologies to competently develop quality design solutions.

YEAR 9

DESIGN & TECHNOLOGY

2025 ASSESSMENT SCHEDULE

	Outcomes	DT5-1, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9	DT5-1, DT5-3, DT5-4, DT5-6, DT5-7, DT5-9, DT5-10	DT5-1, DT5-2, DT5-6, DT5-8, DT5-10
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 2, Week 5 29/05/2025	Term 3, Week 7 04/09/2025	Term 4, Week 8 03/12/2025
	Task Type	**Project & Folio**	**Project & Folio**	**Project & Folio**
	Mode	Hand In	Hand In	Hand In
Areas for Assessment				
Students develop knowledge and understanding of design concepts and processes		DT5-1	DT5-1	DT5-1, DT5-2
Students develop understanding of the impact of past, current and emerging technologies on the individual, society and environments			DT5-3	
Students develop knowledge and understanding of the work of designers and the issues and trends that influence their work		DT5-5	DT5-4	
Students develop knowledge and understanding of and skills in creativity, innovation and enterprise		DT5-6	DT5-6	DT5-6
Students develop skills in communicating design ideas and solutions		DT5-7	DT5-7	
Students develop knowledge and understanding of and skills in managing resources and producing quality design solutions		DT5-8, DT5-9	DT5-9, DT5-10	DT5-8, DT5-10

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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RATIONALE

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

YEAR 9

ENGLISH

2025 ASSESSMENT SCHEDULE

	Outcomes	EN5-RVL-01, EN5-URB-01, EN5-URC-01	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	EN5-URA-01, EN5-ECA-01, EN5-ECB-01
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 1, Week 8 17/03/2025	Term 2, Week 9 23/06/2025	Term 3, Week 8 08/09/2025
	Task Type	**Reading Paper (short answer & extended response)**	**Comparative Essay**	**Interview**
	Mode	In Class	In Class	In Class
Areas for Assessment		**Advertising and Media**	**A Story Worth Telling**	**Words of Warning**
Students demonstrate skills in reading, viewing and listening to texts		EN5-RVL-01		
Students analyse how meaning is created			EN5-URA-01	EN5-URA-01
Students evaluate how texts represent ideas and experiences		EN5-URB-01	EN5-URB-01	EN5-URB-01
Students investigate and explain the ways of valuing texts and the relationships between them		EN5-URC-01	EN5-URC-01	
Students create various texts for a range of audiences and reflect purposefully			EN5-ECA-01	EN5-ECA-01, EN5-ECB 01

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SUMMARY OF STAGE OF LEARNING

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By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences. Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes. Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food. Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment. Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a personal level, and also consider the social implications of these in a variety of settings.

YEAR 9

FOOD TECHNOLOGY

2025 ASSESSMENT SCHEDULE

	Outcomes	FT5-6, FT5-7, FT5-12, FT5-13	FT5-6, FT5-7, FT5-8, FT5-9, FT5-11	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-10, FT5-11
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 2, Week 2 09/05/2025	Term 3, Week 4 11/08/2025	Term 4, Week 6 17/11/2025
	Task Type	**Written Responses to Pre-seen Questions**	**Report**	**Recipe Creation & Practical**
	Mode	In Class	Hand In	In Class & Hand In
Areas for Assessment		**Food Selection & Health**	**Food in Australia**	**Food Service and Catering**
Students develop knowledge, understanding and skills related to food hygiene, safety and the provision of quality food				FT5-1, FT5-2
Students develop knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food				FT5-3, FT5-4, FT5-5
Students develop knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health		FT5-6, FT5-7	FT5-6, FT5-7	
Students develop skills in researching, evaluating and communicating issues in relation to food			FT5-8, FT5-9	
Students develop skills in designing, producing and evaluating solutions for specific food purposes			FT5-11	FT5-10, FT5-11
Students develop knowledge and understanding of the significant role of food in society		FT5-12, FT5-13		

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SUMMARY OF STAGE OF LEARNING

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By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities, ethical understanding and workplace skills.

YEAR 9

GEOGRAPHY

2025 ASSESSMENT SCHEDULE

Outcomes	GE5-2, GE5-5, GE5-7, GE5-8
Task Number	Task One
Due Date	Term 1, Week 9 24/03/2025
Task Type	**Research & Written Response**
Mode	In Class & Hand In

Areas for Assessment	**Sustainable Biomes**
Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales	GE5-2
Students develop knowledge and understanding of interactions between people, places and environments	GE5-5
Students apply geographical tools for geographical inquiry	GE5-7
Students develop skills to acquire, process and communicate geographical information	GE5-8

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By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations. Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

YEAR 9

HISTORY

2025 ASSESSMENT SCHEDULE

Outcomes	HT5-1, HT5-6, HT5-9, HT5-10
Task Number	Task One
Due Date	Term 4, Week 1 16/10/2025
Task Type	**Source Analysis Written Response**
Mode	In Class

Areas for Assessment	**Movement of Peoples (1750-1901)**
Students develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia	HT5-1
Students develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia	
Students develop skills to undertake the process of historical inquiry	HT5-6
Students develop skills to communicate their understanding of history	HT5-9, HT5-10

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SUMMARY OF STAGE OF LEARNING

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By the end of Stage 5, the knowledge, skills and attitudes developed in the Technology Mandatory Years 7–8 Syllabus are further enhanced through the study of Industrial Technology Years 7–10 through applied practical experiences in one or more focus areas. Students at Stage 5 recognise and make an assessment of the risks and WHS issues that are associated with hand and machine tools and processes that they use in the development of their projects. They can identify and assess risks and apply appropriate WHS practices to all of the hand and machine tools, and materials that they use and follow appropriate procedures in completing processes. Students apply a design process to modify, develop and produce original design solutions for a range of practical projects. They identify, select and apply appropriate hand and machine tools and processes to produce quality practical projects. Students understand the relationship between the physical and mechanical properties of a range of relevant and associated materials and their functional applications. They select the most appropriate materials for the successful completion of their practical projects. At Stage 5 students communicate technical ideas and information with others using a range of methods including graphical, digital, written and/or verbal. They can select the most appropriate way in which to communicate information. Through experiences in a range of practical activities, students develop an appreciation of the value of working cooperatively in the achievement of common goals and gain personal satisfaction and enjoyment. These skills form a basis that enables students to continue their learning experiences in many lifestyle and leisure activities. Students identify and critically evaluate products that have been well designed and well made, which fulfil their intended function. They apply design criteria to the planning and development of their own practical projects. Students are aware of the nature and impact of current, new and emerging technologies on society and the environment. They describe the effect of these technologies on industry and the local and global environment. They envisage future directions and applications of technologies in their own and others lives.

YEAR 9

INDUSTRIAL TECHNOLOGY: TIMBER

2025 ASSESSMENT SCHEDULE

	Outcomes	IND5-1, IND5-3 IND5-5, IND5-6 IND5-10	IND5-3, IND5-4, IND5-5 IND5-6 IND5-7, IND5-8, IND5-9	IND5-1 IND5-2, IND5-3 IND5-4, IND5-6, IND5-7, IND5-8
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 2, Week 1 02/05/2025	Term 3, Week 9 19/09/2025	Term 4, Week 4 07/11/2025
	Task Type	**Project & Folio**	**Project & Research Report**	**Project & Folio**
	Mode	Hand In	Hand In	In Class & Hand In
Areas for Assessment		**BBQ Drink Tray**	**Foot Stool**	**Jewellery Box**
Students develop knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices		IND 5-1,		IND 5-1, IND 5-2
Students develop knowledge and skills in the design and production of practical projects		IND 5-3	IND 5-3	IND 5-3
Students develop knowledge and understanding of the relationship between the properties of materials and their applications			IND 5-4	IND 5-4
Students develop skills in communicating ideas, processes and technical information with a range of audiences		IND 5-5, IND 5-6	IND 5-5, IND 5-6	IND 5-6,
Students develop understanding to transfer knowledge and skills to other experiences			IND 5-7	IND 5-7
Students develop knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer			IND 5-8, IND 5-9	IND 5-8
Students develop knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.		IND 5-10		

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

RATIONALE

Australian businesses competing in a global economy will need more employees trained in science, technology, engineering, and mathematics (STEM). Research indicates that 75% of the fastest-growing occupations require STEM skills. Global accounting firm PwC (formerly known as PricewaterhouseCoopers) produced a report titled 'A smart move' where it found that shifting just 1% of the Australian workforce into STEM roles would add $57.4 billion to the gross domestic product (GDP) (net present value over 20 years).

iSTEM is a Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics.

The course was developed in collaboration with, and is supported by, industry, business, government, and universities, ensuring that students develop future-focused STEM skills. The course has a number of specialised topics, many of which are aligned with NSW State Government priority industries, identified in the NSW Industry Development Framework.

iSTEM develops enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically enabled workforce. It provides students with learning opportunities to develop knowledge and skills to use the most up-to-date technologies including additive manufacturing (3D printing), laser cutters, augmented and virtual reality, drones, smart robotics and automation systems, artificial intelligence (AI) and a range of digital systems.

In iSTEM, teachers model the use of explicit teaching, inquiry based-learning practices and engineering design processes to develop students' understanding and application of STEM concepts. Students are guided through scaffolded activities to practise using individual engineering design components and processes. Students deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts

YEAR 9

ISTEM

2025 ASSESSMENT SCHEDULE

	Outcomes	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST5-7, ST5-8, ST5-9, ST-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9	ST5-2, ST5-3, ST5-4, ST5-5, ST5-9
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 2, Week 2 08/05/2025	Term 3, Week 5 19/08/2025	Term 4, Week 3 28/10/2025
	Task Type	**Presentation, Report and Practical**	**Group - Presentation, Report and Practical**	**Unit Test**
	Mode	In Class & Hand In	In Class & Hand In	In Class
Areas for Assessment		**Engineering Fundamentals**	**CAD & Aeronautical**	**Engineering Mechanics**
Students develop knowledge and understanding of engineering design processes, critical thinking, innovation, entrepreneurial and enterprising solutions.		ST5-1, ST5-2, ST5-3	ST5-1, ST5-2, ST5-3	ST5-2, ST5-3
Students develop knowledge and understanding of the work of engineers and the real world STEM problems and trends that influence their work		ST5-4	ST5-4, ST5-5	ST5-4, ST5-5
Students develop knowledge and understanding of and skills in the development, evaluation and presentation of STEM based problems		ST5-6	ST5-6	
Students develop knowledge and understanding of and skills in managing resources and producing quality design solutions		ST5-7	ST5-7	
Students develop skills in communicating design ideas, organising and interpreting data and using mathematical and statistical methods to inform design decisions		ST5-8, ST 5-9	ST5-8, ST5-9	ST5-9
Students develop understanding of the impact of STEM society and employment pathways		ST5-10		

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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RATIONALE

Mathematical ideas have evolved and continue to develop across cultures and have been practised in Australia by Aboriginal and Torres Strait Islander Peoples for thousands of years. Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world. Mathematics is a reasoning and creative activity, integral to scientific and technological advances across many fields of endeavour. The symbolic nature of mathematics provides a powerful and precise means of communication.

Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper conceptual understanding. This helps students to recognise the role of mathematics in solving problems in the world around them, applying their understanding to familiar and unfamiliar situations. By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems. When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

YEAR 9

MATHEMATICS

2025 ASSESSMENT SCHEDULE

	Outcomes	MAO-WM-01 MA5-IND-C-01 MA5-ALG-C-01	MAO-WM-01 MA5-MAG-C-01 MA5-EQU-C-01	MAO-WM-01 MA5-LIN-C-01 MA5-FIN-C-01 MA5-TRG-C-01	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-DAT-C-01
	Task Number	Task One	Task Two	Task Three	Task Four
	Due Date	Term 1, Week 9 25/03/2025	Term 2, Week 5 26/05/2025	Term 3, Week 6 26/08/2025	Term 4, Week 6 18/11/2025
	Task Type	**In Class Test**	**In Class Test**	**In Class Test with Summary Sheet**	**In Class Test**
	Mode	In Class	In Class	In Class	In Class
Areas for Assessment		**Indices A Algebraic Techniques A**	**Numbers of Any Magnitude Equations A**	**Linear Relationships A Financial Mathematics A Trigonometry A**	**Area and Surface Area A Volume A Data Analysis A**
Students develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly		MAO-WM-01	MAO-WM-01	MAO-WM-01	MAO-WM-01
Students develop knowledge and understanding of concepts relating to number and algebra		MA5-IND-C-01 MA5-ALG-C-01	MA5-MAG-C-01 MA5-EQU-C-01	MA5-LIN-C-01 MA5-FIN-C-01	
Students develop knowledge and understanding of concepts relating to measurement and space				MA5-TRG-C-01	MA5-ARE-C-01 MA5-VOL-C-01
Students develop knowledge and understanding of concepts relating to statistics and probability					MA5-DAT-C-01

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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RATIONALE

Music is a form of personal and cultural expression that occupies a significant place in global cultures and histories. It can define and express identities, shape and comment on community values, and has the capacity to engage, inspire, enrich and transform the lived experiences of students.

Music fosters an understanding of continuity and change, connecting cultures, times and regions. As students develop a deeper understanding of music, they draw on histories, practices, technologies and personal experiences to perform, compose and appreciate music. Students explore and experience Aboriginal and Torres Strait Islander music, and the diversity of influences and styles in Australian music.

Students engage with the elements of music through performing, listening and composing a range of musical repertoire. They develop musical literacies as they sing, play instruments, improvise, compose, read notations, record, analyse and appreciate music, enabling the development of aural and theoretical skills. Engagement with the expressive, cultural and aesthetic value of music enriches students' musical understanding, supports them to appreciate music more deeply and enhances the development of their creative thinking and expression.

The study of Music in Years 7–10 supports intellectual stimulation, neurological development, exploration of values, development of creativity and the expression of emotion. It combines the development of affective, cognitive, psychomotor, personal and social competencies in the act of making, understanding, appreciating and enjoying music. The transferable skills developed through the study of Music support students to follow a broad range of pathways and professions.

YEAR 9

MUSIC

2025 ASSESSMENT SCHEDULE

	Outcomes	MU5-LIS-01 MU5-LIS-02	MU5-PER-01 MU5-PER-02	MU5-COM-01 MU5-COM-02
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 1, Week 10 31/03/2025	Term 2, Week 4 19/05/2025	Term 3, Week 6 25/08/2025
	Task Type	**Listening**	**Performance**	**Composition**
	Mode	In Class	In Class	Hand In
Areas for Assessment		**Music for Small Ensembles**	**Australian Music**	**Popular Music**
Students develop listening skills to respond and discriminate between sounds across a range of musical genres and styles		MU5-LIS-01 MU5-LIS-02		
Students develop performance skills in solo and ensemble settings across a range of repertoire			MU5-PER-01 MU5-PER-02	
Students develop knowledge of composition to construct and notate stylistic pieces of music				MU5-COM-01 MU5-COM-02

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS) PDHPE

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUMMARY OF STAGE OF LEARNING

According to the Course Syllabus developed by NESA, students are expected to have developed knowledge, understanding, skills, values and attitudes as a result of achieving the outcomes for the relevant Stage of Learning. The following statement summarises the expectations for this course:

Stage 5 students gain a comprehensive understanding of physical activity and its role in improving health and wellbeing. Building on prior knowledge from the mandatory PDHPE course, they explore a variety of movement contexts and develop the skills necessary for participation and performance in physical activity and sports. Students learn about the function of body systems, physical fitness, nutrition, and safety, and apply this knowledge to enhance their performance. They also assess the factors that impact movement efficiency, and develop the ability to transfer skills across different contexts. Students investigate the historical, social, and cultural influences on physical activity and sport in Australia, reflecting on how these factors have shaped contemporary views and increased participation. Additionally, they evaluate the role of physical activity, sport, and recreation in promoting individual and societal wellbeing. Through collaborative work, students make informed decisions about increasing participation in physical activities, sports, and recreational pursuits. They explore career opportunities within the physical activity, sport, and recreation industries and develop strategies to enhance movement skills and performance. Students promote active lifestyles based on current health trends, evaluate performances, and design programs to meet specific goals. They develop skills in selected activities, demonstrating effective technique and tactics. Finally, students assess the impact of technology on participation and performance, and take action to support active living for themselves and others, fostering a lifelong commitment to health and wellbeing.

YEAR 9

PHYSICAL ACTIVITY & SPORTS STUDIES

2025 ASSESSMENT SCHEDULE

	Outcomes	5-3, 5-4, 5.10	5-2, 5-4, 5-6, 5.7, 5-10	5-1, 5-2, 5-8, 5-10	5-1, 5-6, 5-9
	Task Number	Task One	Task Two	Task Three	Task Four
	Due Date	Term 1, Week 7 10/03/2025	Term 2, Week 6 02/06/2025	Term 3, Week 10 22/09/2025	Term 4, Week 4 03/11/2025
	Task Type	**Theory**	**Practical**	**Theory**	**Practical**
	Mode	In Class & Hand In	In Class & Hand In	In Class & Hand In	In Class & Hand In
Areas for Assessment		**Issues in Physical Activity and Sport**	**Lifestyle, Leisure and Recreation**	**Physical Fitness**	**Technology, Performance and Participation**
Students develop a foundation for efficient participation and performance in physical activity and sport		5-3, 5-4	5-2	5-1, 5-2	5-1
Students develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing					
Students enhance the participation and performance of themselves and others in physical activity and sport			5-6		5-6
Students develop the personal skills to participate in physical activity and sport with confidence			5-7, 5-10	5-8, 5-10	5-9

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION PDHPE

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUMMARY OF STAGE OF LEARNING

According to the Course Syllabus developed by NESA, students are expected to have developed knowledge, understanding, skills, values and attitudes as a result of achieving the outcomes for the relevant Stage of Learning. The following statement summarises the expectations for this course:

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity. Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance. Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

YEAR 9

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

2025 ASSESSMENT SCHEDULE

	Outcomes	5-4, 5-11	5-2, 5-3, 5-7	5-1, 5-6, 5-9	5-4, 5-5, 5-10, 5-11
	Task Number	Task One	Task Two	Task Three	Task Four
	Due Date	Term 1, Week 8 17/03/2025	Term 2, Week 4 21/05/2025	Term 3, Week 9 15/09/2025	Term 4, Week 4 03/11/2025
	Task Type	**Practical**	**Research Task and Short Responses**	**Exam**	**Practical**
	Mode	In Class	In Class (inc. Take Home)	In Class	In Class
Areas for Assessment		**Athletics**	**Respectful Relationships**	**Sexual Health**	**Net/Court Games**
Students demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships			5-2, 5-3	5-1	
Students demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts		5-4			5-4, 5-5
Students understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity					
Students enact and strengthen health, safety, wellbeing and participation in physical activity					
Students develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others			5-7	5-6	
Students develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity				5-9	5-10
Students move with confidence, competence and creativity within and across various physical activity contexts		5-11			5-11

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUMMARY OF STAGE OF LEARNING

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By the end of Stage 5, students actively engage in scientific inquiry, applying the processes of Working Scientifically to deepen their understanding of the world. They formulate questions, hypotheses, and design investigations to solve problems, collecting accurate data while considering risk and ethical issues. Students conduct controlled experiments to gather valid and reliable data, then analyse and evaluate findings, identifying uncertainties and alternative explanations. They assess the reliability of secondary sources and reflect on improving data quality, often using digital technologies. Communication of scientific ideas is emphasised, with students constructing evidence-based arguments using appropriate language and representations. Students apply models, theories, and laws to explain phenomena related to energy, force, and motion, while exploring concepts such as energy conservation, geological activity, and biological system interactions. They learn how scientific understanding evolves over time through new evidence and technological advancements. The curriculum also covers the periodic table, chemical reactions, and natural radioactivity, emphasising the role of factors influencing chemical reactions. Students recognize how society's values shape scientific research, influencing areas like energy efficiency, biotechnology, and health. Finally, they explore the impact of scientific advances on global issues, technology development, and career opportunities, illustrating the societal relevance of science.

YEAR 9

SCIENCE

2025 ASSESSMENT SCHEDULE

	Outcomes	SC5-5WS, SC5-7WS, SC5-8WS	SC5-16/17CW, SC5-12/13ES, SC5-14/15LW, SC5-10/11PW
	Task Number	Task One	Task Two
	Due Date	Term 2, Week 5 27/05/2025 & 28/05/2025	Term 4, Week 4 04/11/2025 & 05/11/2025
	Task Type	**Evaluating Secondary Sources**	**Final Exam**
	Mode	In Class	In Class
Areas for Assessment		**Working Scientifically**	**All Topics**
Students develop knowledge, understanding of and skills in applying the processes of Working Scientifically		SC5-5WS, SC5-7WS, SC5-8WS	
Students develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science			SC5-16/17CW, SC5-12/13ES, SC5-14/15LW, SC5-10/11PW

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SUMMARY OF STAGE OF LEARNING

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By the end of Stage 5, students undertake project work, identify functional requirements and aesthetic features of their designs, demonstrate decision-making processes and express individual ideas. Students demonstrate practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies. These investigations enable them to design, produce and evaluate quality textile projects with confidence. Students apply knowledge and understanding of the properties and performance of textiles through the study of fabrics, colouration, yarns and fibres. Investigations, experimentation and project work enable students to be discriminative in their choices of textiles for particular uses. Students are discerning in their design and construction of textile items and are informed textile consumers, relating performance criteria to intended use of a textile item. Students select and use appropriate language and a broad range of media to accurately communicate technological ideas to a variety of audiences for a number of purposes. In the production of supporting documentation students demonstrate skills in communicating ideas in written and graphical forms using freehand and/or computer software. Students are aware of the development of technology and its impact on the textile industry and society. Students demonstrate knowledge, skills and understanding of a range of techniques, tools, materials and technologies appropriate to the production and use of textiles. Students can confidently and competently use a range of digital presentation and manufacturing technologies. Students apply theoretical underpinnings in a practical manner. Through the management of openended, negotiated projects in safe learning environments, students manage risks, express ideas and opinions, experiment and test ideas, and demonstrate responsibility in decision-making. Students reflect on and evaluate decisions made in the production of textile items, and consider their impact on the individual consumer and society.

YEAR 9

TEXTILES TECHNOLOGY

2025 ASSESSMENT SCHEDULE

	Outcomes	TEX5-4, TEX5-5, TEX5-6, TEX5-10, TEX5-12	TEX5-1, TEX 5-2, TEX5-8, TEX5-7, TEX5-10, TEX5-11, TEX5-12	TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-10, TEX5-12
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 2, Week 3 16/05/2025	Term 3, Week 7 05/09/2025	Term 4, Week 6 19/11/2025
	Task Type	**Practical & Culture Report**	**Practical & Costume Folio**	**Wall Hanging & Folio**
	Mode	In Class & Hand In	In Class & Hand In	In Class & Hand In
Areas for Assessment		**Non Apparel**	**Apparel**	**Textile Art**
Students develop knowledge and understanding of the properties and performance of textiles			TEX5-1, TEX5-2	TEX5-2
Students develop knowledge and understanding of, and skills in design for a range of textile applications		TEX5-4, TEX5-5		TEX5-3, TEX5-4, TEX5-5
Students develop knowledge and understanding of the significant role of textiles for the individual consumer and for society		TEX5-6	TEX5-7	TEX5-6
Students develop skills in the creative documentation, communication and presentation of design ideas		TEX5-8	TEX5-8	
Students develop skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items		TEX5-10	TEX5-10, TEX-11	TEX5-9, TEX5-10, TEX-11
Students develop knowledge and skills to evaluate quality in the design and construction of textile items		TEX5-12	TEX5-12	TEX5-12

ASSESSMENT, MONITORING AND RECORDING OF STUDENT ACHIEVEMENT

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SUMMARY OF STAGE OF LEARNING

According to the Course Syllabus developed by NESA, students are expected to have developed knowledge, understanding, skills, values and attitudes as a result of achieving the outcomes for the relevant Stage of Learning. The following statement summarises the expectations for this course:

Students who have achieved Stage 5 have developed understanding of practice, the conceptual framework and the frames as they relate to making of, and critical and historical studies of art. Students have experienced increasing autonomy and refinement in their artmaking, and may seek to innovate, informed by an understanding of the material techniques and conventions of a range of 2D, 3D and 4D forms and procedures. Students have investigated the building of a body of work as a way of representing and resolving ideas and interests over time. They have learnt to reflect on the meaning and significance of their own artmaking and to identify how artworks, roles and intentions can be understood in their work and the work of other artists. They have explored the agencies of the conceptual framework and understand the relationships between artist, artwork, world and audience and how this can contribute to the development of meaning in different times and places. They have learnt to apply the structural, postmodern, cultural and subjective frames to explore ideas and develop meanings in their artworks. In critical and historical studies students are able to explain, interpret and make judgements about art using the frames to investigate different points of view. They have an understanding of the function of and relationships between the artist, artwork, world and audience and can infer how social and cultural ideas create meaning and significance in artworks in different times and places.

YEAR 9

VISUAL ARTS

2025 ASSESSMENT SCHEDULE

	Outcomes	5.1, 5.6	5.2, 5.3, 5.5	5.7, 5.8, 5.9
	Task Number	Task One	Task Two	Task Three
	Due Date	Term 2, Week 1 01/05/2025	Term 3, Week 2 31/07/2025	Term 3, Week 9 19/09/2025
	Task Type	**VAPD/BOW**	**VAPD/BOW**	**Exam**
	Mode	Hand In	Hand In	In Class
Areas for Assessment		**Portraits**	**Modernist Landscapes**	**Postmodernism - Revisited**
Students develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames		5.1, 5.6	5.2, 5.3, 5.5	
Students develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames				5.7, 5.8, 5.9


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