



ST JOSEPH'S
COLLEGE

LOCHINVAR

1883

2019
YEAR 9
ASSESSMENT HANDBOOK

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Introduction

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Year 9 (Stage 5). Students who satisfactorily complete Stage 5 are awarded the Record of Achievement (RoSA).

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESA is the government agency responsible for education in NSW. Information can be accessed at either of the following websites:

www.boardofstudies.nsw.edu.au or <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Responsibility of Students

Students are required to both understand and comply with the Year 9 Assessment Policy as outlined in this handbook. **Please note that ignorance is NOT an excuse.**

Consistent effort throughout the year will be necessary to obtain the highest possible results. Teachers will make every effort to ensure that students achieve their best, and parents / carers are asked to support students by encouraging effective homework / study patterns at home.

Formative and Summative Assessment

There are a wide range of terms used when educationalists refer to assessment. To clarify these terms and provide a context for their use, St Joseph's College will use the terms *formative* and *summative* assessment.

Formative Assessment is used as part of the teaching and learning cycle. Whereas, *Summative Assessment* occurs at the end of a unit or course to assist with determining a student's level of achievement. *Summative Assessment Tasks are included in this handbook.*

Assessment Handbook

St Joseph's College publishes an Assessment Handbook for each academic year. This handbook will include:

- NESA requirements
- St Joseph's College Assessment Policy and Procedures
- Assessment Schedules related to courses being studied which outline:
 - Task Number
 - Task Type / Name
 - Weighting of the Task
 - Outcomes being assessed with Task
 - Timing of the Task
- Term Planner for each academic year including an overview of assessment tasks and key events related to the nominated cohort.

Summative Assessment Task Notifications

All students will be emailed an electronic copy of each Summative Assessment Task Notification for a particular course. This notification will be issued at least **TEN schools days** prior to the due date of the task. The notification will include:

- Course Name
- Year / Class Group
- Task Title
- Task Number
- Date Task Issued
- Date Task Due
- Weighting of the Task
- Submission Details – need to be explicitly outlined
- Outcomes being assessed by task
- Task Description
- Marking Criteria / Guidelines / Rubrics.

In the event that the original due date of a Summative Assessment Task needs to be altered, students will be advised in the following ways:

1. Change to assessment details will be emailed to the student's school email account;
2. The change of assessment details will be published on the '*Student Notices via Compass*' for a minimum of **THREE** days;
3. The changes will be identified in the school's fortnightly newsletter under the heading of Curriculum Information.

Record of School Achievement (RoSA) Requirements

The Record of School Achievement (RoSA) is generally awarded to eligible students who have satisfactorily completed the courses required by the New South Wales Education Standards Authority (NESA).

RoSA assessment is based on school-based assessment of each students' overall achievement in each course. These assessments determine students' foundation knowledge and skills in key areas of the curriculum.

Over the four years leading up to the RoSA, students need to complete the following requirements (all time allocations are indicative):

English	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Mathematics	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Science	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Human Society and Its Environment (HSIE)	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of Australian History and Australian Geography in Years 9–10.
Creative Arts	studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
Technological and Applied Studies	studied for 200 hours and consisting of the Technology (Mandatory) Years 7–8 Syllabus.
Personal Development Health and Physical Development	studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.
Languages	studied for 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

At St Joseph's College, we have a program of study that allows students to meet the above requirements for the award of a RoSA. A number of the above requirements are met by our students during Stage 4 (Years 7 and 8).

Satisfactory Completion of a Course for RoSA

The following course completion criteria refer to students in Years 7 to 10.

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

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

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

This information is taken from the ACE Manual: ACE 4016 – Criteria for Satisfactory completion of a course.

<http://ace.bostes.nsw.edu.au/ace-4016>

St Joseph's College is required to apply these Satisfactory Course Completion criteria from NESA to the RoSA credential. To support the implementation of these NESA requirements St Joseph's College outlines the following points:

- Principals may determine that, as a result of absences, a student may not have completed the course.
- Students have to 'satisfactorily' complete the Year 10 RoSA credential requirements prior to commencing study in Year 11 courses.
- Students are expected to make a **serious attempt** at all summative and formative assessment tasks.
 - The 2018 HSC Rules and Procedures explicitly outlines that students are required to "make a serious attempt at the Summative Assessment Task / Examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt (p.19)."
<http://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID>
 - Where concerns arise in a particular course students and families will be advised formally in writing.
- Concerns related to a Summative Assessment Task may result in an N Warning Letter being issued.
- A pattern of concern related to Formative Assessment Tasks will result in a Formative Assessment Letter being issued and may lead to a N Warning Letter being issued.

If a student is deemed not to have completed a course, he / she will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that they are not eligible for the RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise students of the date by which the appeal must be submitted.

RoSA Credentialing and Assessment:

At the end of Year 10, a student's achievement for each course studied in Years 9 and 10 will be reported as a grade from A to E (In Mathematics, the grades have been further differentiated to nine different levels).

The grade students receive is determined by the school, based on the student's performance in each course throughout the year. Teachers determine each student's level of achievement at the end of Year 10, relative to a set of Course Performance Descriptors provided by the NESA. Teachers use an assessment program for each course to evaluate the student's achievement and allocate the grade to which course descriptor best matches that achievement. There is no predetermined percentage of students who will receive particular grades. Grades are based on student achievement, related to knowledge and skills - not attitudes, values and interest.

The following table shows the Common Grade Scale, which describes performance at each of the grade levels A to E. This information assists the school in making the final judgement of the grade to be award to students at the end of Year 10.

The Common Grade Scale:

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

Information and Notification regarding Performance and Grades

Throughout the year, students receive information about their progress and their level of achievement in each of their courses. Their final grade awarded by the school in each course is reported on the Record of Achievement.

Types of Summative Assessment Tasks

There are two general types of Summative Assessment Tasks:

1. **In Class Summative Assessment Tasks** – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks and performance tasks (eg: music or drama performances)
2. **Submitted Summative Assessment Tasks** - examples of these types of tasks include research tasks, written / scientific reports and extended responses.

In Class Summative Assessments Tasks will be completed on the nominated date and the specified lesson. This information will be identified on the Summative Assessment Task Notification.

Submitted Summative Assessment Tasks will be submitted according to the process for submission which is clearly outlined on the Summative Assessment Tasks Notification.

Technology and Summative Assessment Tasks

Most students now use some form of electronic technology to produce their submitted Summative Assessment Tasks. Some Summative Assessment Tasks will require that students submit the task in electronic form, and this will be specified on the Summative Assessment Task Notification.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit a Summative Assessment Task on time. Technology breakdown, as grounds for extension, will only be considered in extreme circumstances.

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of their computer and on an external portable storage device (such as a USB drive) or in a relevant cloud based storage facility (eg OneDrive);
- tasks which are to be submitted electronically should follow the specific instructions outlined on the Summative Assessment Task Notification in relation to file formats and / or the use of specific software programs. In circumstances, where students may utilise unconventional file formats / software programs they should consult with their teacher at least 48 hours prior to submission;
- send a copy of the final version of your task to an email address that can be accessed at school (such as *firstname.lastname@mnstu.catholic.edu.au* email account), as well as bringing it to school on external portable storage media.

Submission of hard copy Summative Assessment Tasks should be printed at home, where appropriate. During busy times, there may be difficulty accessing the school printers. If the task cannot be printed at home, download the task onto an external portable storage device (such as a USB drive) and bring it to school for printing. **Note: printing at school must be completed prior to the time and date of submission.**

St Joseph's Principles and Procedures regarding Assessment / Examination Etiquette, Malpractice, Plagiarism, & Cheating

St Joseph's College Assessment / Examination Etiquette Principles and Procedures are based on the HSC guidelines. These principles and procedures will be communicated to students and families at regular times throughout the year.

Honesty in HSC assessment: what constitutes malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their RoSA and / or HSC results.

Malpractice is any activity that **allows students to gain an unfair advantage over other students**. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- 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 engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

This information is taken from the ACE Manual: ACE 9023 – Honesty in HSC Assessment: what constitutes malpractice

<http://ace.bostes.nsw.edu.au/ace-9023>

Student Conduct during Summative Assessment Tasks and Examinations – In any cases where student conduct is outside the rules, the Studies Coordinator / Assistant Principal should be notified.

- You must follow the day-to-day rules of the school when you sit for your examinations. Failure to observe these rules may result in zero marks for the Summative Assessment Task or Examination, no result for the course, or non-award of a RoSA or Higher School Certificate.

Behave Politely and Take Summative Assessment Tasks / Examinations Seriously

During each Summative Assessment Tasks / Examination *you must*:

- always follow the teacher / supervisor instructions;
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt and you may have the course cancelled;
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will receive zero marks for your answer;
- behave politely and courteously towards the teacher / supervisor and other students.

During Summative Assessment Tasks / Examinations *you must not*:

- Cheat;
- include frivolous or objectionable material;
- speak to anyone other than a supervisor;
- behave in any way likely to disturb another student or upset the running of the Summative Assessment Task / Examination's running;
- be affected by alcohol or illegal drugs;
- consume food unless approved by NESAs (through Disability Provisions) or St Joseph's College (for example, if you have diabetes);
- take any writing booklets or examination paper, whether used or not, out of the room;
- write on your body (for example your arms), tissues or material that is not exam material;
- leave the room if your principal requires all students to stay until each exam ends.

If you do not follow these rules, or if you cheat in the assessment / examination in any way, you may be asked to leave the assessment / examination room. The Assistant Principal – Curriculum and Studies Coordinator will be contacted and in some cases you will be reported to NESAs. The penalty may be:

- Zero for the assessment / examination;
- cancellation of the course concerned, or of all courses.

and as a consequence you may be ineligible for a RoSA or Higher School Certificate.

- Actions that may be illegal may be reported to the police.

This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p.19).

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

Approved Equipment to be brought to Summative Assessment Tasks / Examinations

You should bring the equipment you know you will need and is allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported / accepted) for equipment failure.

You can bring the following items into your examinations:

- black pens;
- clear plastic bag / pencil case containing the required equipment;
- pencils (must be at least grading 2B);
- erasers and a sharpener;
- a ruler marked in millimetres and centimetres;
- highlighter pens;
- a clear bottle of water;
- a non-programmable watch, which you must take off and place on your desk in clear view and not touch during the Summative Assessment Task / Examination.

You may need to bring other certain equipment, like a calculator for some Summative Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

When equipment is listed for an examination, it means that you might need it to answer some questions. If equipment is listed as optional, it is not essential for answering any questions, but you can bring and use it if you wish.

Items NOT Permitted in a Summative Assessment Task / Examination Room

You are not permitted to bring any of the following items into assessment tasks / examinations. They are to be left outside the room. These include:

- mobile phones (At St Joseph's College, mobile phones may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- programmable watches, like smart watches (At St Joseph's College, programmable watches may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries (At St Joseph's College, electronic devices may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- paper or any printed or written material (including your examination timetable);
- dictionaries (except in language examinations, if allowed);
- correction fluid or correction tape.

Students cannot borrow equipment during Summative Assessment Tasks / Examinations. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

This information is taken from the 2018 Higher School Certificate: Rules and Procedures (p.17).

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

Assessment / Examination Etiquette, Malpractice, Plagiarism, Cheating

In circumstances, where a student is suspected of not complying with the expectations outlined above with respect to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating, St Joseph's College, Lochinvar will apply the following course of action:

- Classroom Teacher consults with Studies Coordinator regarding concerns related to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating.
- Students will be required to demonstrate that all unacknowledged work is entirely their own – this process will be overseen by the Studies Coordinator (This could require the student to produce evidence).
- For students in Years 9:
 - Parents will be notified of any cases regarding breaches of Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating;
 - If an established case of breaching the Summative Assessment Tasks / Examination Etiquette found, the student may be awarded a mark of ZERO;
 - If an established case of plagiarism is found, the student will be awarded a mark of ZERO;
 - An N Warning Letter **WILL** be issued;
 - Students will be required to resubmit the Summative Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student's own work);

Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory Stage 5 Course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

This information is taken from the ACE Manual: ACE 4017 – Record of School Achievement – attendance in relation to satisfactory completion of a Stage 5 Course.

<http://ace.bostes.nsw.edu.au/ace-4017>

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child's parents (p.4).”

This information is taken from the NSW Education Act (1990).

<https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESA and the NSW Education Act outlined above, St Joseph's College has the following expectations:

- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days, the College will issue approval for Extended Leave.
- In situations where leave has been approved by the Principal it is the student and families' responsibility to discuss arrangements with respect to Summative Assessment Tasks while the child is on leave. These discussions need to take place with the relevant Studies Coordinator and Classroom Teacher.
 - *It should be noted that estimate marks for Summative Assessment Tasks are only given in exceptional circumstances.*
 - Submitted Summative Assessment Tasks due during the period of leave will generally be required to be submitted prior to the commencement of leave.
 - Ordinarily, students will not be granted an extension for Summative Assessment Tasks that are related to approved leave.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, St Joseph's College will communicate these concerns to the families.
- Failure to comply with the St Joseph's College's, expectations regarding leave may result in a student being awarded a zero mark for the impacted Summative Assessment Tasks.

Absence from a Summative Assessment Task: Students in Years 7 – 9

A student's absence from a Summative Assessment Task could be related to the situations outlined in the table below. In all circumstances a **Summative Assessment Variation Form – Years 7, 8, 9** (Pink Form) will need to be submitted.

Reason for Absence	Action of Student / Family	Details for Submission of Summative Assessment Variation Form
Illness	Submit Summative Assessment Variation Form on the FIRST school day of attendance after the due date of the Summative Assessment Task. Supportive Evidence may be required	Submit Summative Assessment Variation Form to Classroom Teacher, who, in consultation with the Studies Coordinator, will determine the suitable course of action.
Unforeseen Absence (eg: Funeral)	Submit Summative Assessment Variation Form on the FIRST school day of attendance after the due date of the Summative Assessment Task. Supportive Evidence may be required.	Submit Summative Assessment Variation Form to Classroom Teacher, who, in consultation with the Studies Coordinator, will determine the suitable course of action

- In circumstances, where a student in Years 7 – 9 has missed a summative assessment task due to Illness, Unforeseen Absence or another reason, the Studies Coordinator, in consultation with the Classroom Teacher, will determine how the missed task will be completed.
- The student upon their **first** day back at school after the absence should be expected to complete the missed Summative Assessment Task. Circumstances at school may not allow this arrangement to take place (eg School Liturgy). Either the Studies Coordinator or Classroom teacher will advise the student of the arrangements for completing the task.

Special Consideration for a Summative Assessment Task - Students in Years 7 – 9

Special Consideration may be applied for on the day of a Summative Assessment Task if a student believes that illness / misadventure has impacted / will impact on their performance in the Summative Assessment Task.

Students are to submit a Summative Assessment Variation Form on the day of the task or the **FIRST** school day of attendance after the due date of the Summative Assessment Task. The Summative Assessment Variation Form is to be submitted to the Classroom Teacher.

Late Submission of a Summative Assessment Task - Students in Years 7 – 9

In circumstances where a student submits a Summative Assessment Task late and there is no valid reason or supporting evidence, the student *MUST* still submit a completed Summative Assessment Variation Form. The Summative Assessment Variation Form is to be submitted to the classroom teacher.

Penalties for Non-Submission, Malpractice & Summative Assessment / Examination Non-Compliance

Students need to clearly understand that there are significant penalties if Summative Assessment Tasks are not completed and submitted by the specified date and there are no valid reasons and / or supporting evidence. Furthermore, penalties can also be applied for academic malpractice and / or non-compliance with St Joseph's College Assessment / Examination Etiquette requirements.

Penalties are as follows and are applicable to students from Years 7 - 12:

Description of Matter	Penalty Details
Assessment Task / Examination submitted / completed ONE day late:	25% of assessable mark
Assessment Task / Examination submitted / completed TWO days late:	50% of assessable mark
Assessment Task / Examination submitted / completed THREE days or more late:	Zero Marks for task
Non-completion of an assessment task / examination with no valid reason and / or supporting evidence	Zero Marks for task
Academic Malpractice and / or non-compliance with Assessment / Examination Etiquette requirements.	Zero Marks for task

- **NB: Weekends WILL count as TWO days**

Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their Summative Assessment Tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected.

Students' additional assessment needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Who can apply for disability provisions?

A student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes:

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

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

Schools' Responsibility Under the Disability Discrimination Act

All schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Joseph's College will assess and accommodate individual students' disability provisions for assessment tasks.

The *Disability Standards for Education*, issued under the Commonwealth *Disabilities Discrimination Act*, outline the obligations of education and training providers. These obligations can be accessed at <https://www.legislation.gov.au/Details/F2005L00767>

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

Applying for Disability Provisions at St Joseph's College

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied;

- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

Families will make an application on behalf of their child to St Joseph's College Learning Support Coordinator for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from Registered Medical Practitioners and Registered Clinical Psychologists;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a Mental Health condition, he /she will need to have a letter of diagnosis from the relevant Medical Professional (eg: Registered Clinical Psychologists; Registered Paediatrician). *This diagnosis cannot be any older than twelve months.*

Furthermore, students with a Mental Health diagnosis should be receiving ongoing intervention / therapy from the relevant Medical Professional (eg: Psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

The Learning Support Coordinator will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence to St Joseph's College Learning Support Committee for determination.

School Reports and Student Reviews

In accordance with government requirements, St Joseph's College will issue a Semester Report at the end of Terms Two and Four. These reports will use the A – E Common Grade Scale, be written in plain English, as well as including comments related to a student's achievement. They may also include advice to assist the student improving their performance in the coming semester.

Two formal opportunities are provided for families to meet with teachers throughout the year to discuss the progress of individual students.

In addition to the Semester Reports, St Joseph's College also issues two Student Reviews. These are issued towards the end of Terms One and Three. The aim of the Student Review is to provide feedback to families about their child as a learner in each of their courses, rather than provide a specific focus on academic achievement.

Assessment Reviews and Appeals

Students have the right to appeal against their grade(s) after they receive their Record of School Achievement. Students wishing to appeal should submit their appeal in writing, together with evidence, to the Principal. If necessary, the Principal will submit the appeal, together with the school's comments, to NESA.

Generally, appeals are to be submitted in writing within FIVE school days to the Principal.

Glossary of Key Terms

The key words below are taken from NESA website. These words are used in Summative Assessment Tasks and for Examination questions to outline what students are expected to do. The glossary has been developed to help provide a common language and consistent meaning across all courses.

Using the glossary will help teachers and students understand what is expected in responses to examination and assessment tasks.

Key Word	Meaning / Expectation.
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments.
Contrast	Show how things are different or opposite.
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.

Key Word	Meaning / Expectation.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

This information can be accessed at

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html

Referencing and Bibliographies

Plagiarism

NESA (2018) defines plagiarism as, “when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” To avoid unintentionally plagiarising someone else’s work it is important to acknowledge sources you have used either directly or indirectly to help produce an assessment piece. Acknowledging sources by using in-text citations, Reference lists and Bibliographies will help you avoid plagiarism.

Referencing

Referencing sources properly, in the style required by your teacher and course, is an essential part of writing. At *St Joseph’s College, Lochinvar*, use of the **APA referencing style is the preferred method**. APA uses the author, date citation style. This style allows readers to find the information sources cited both in-text and in the References or Bibliography at the end of your work.

Use of the Microsoft Word Referencing tool is a convenient and simple means of maintaining and producing in-text citations, reference lists and bibliographies.

Students requiring help with referencing are encouraged to seek help from the Teacher Librarian Mrs Greaves.

APA Basics:

APA is an in-text referencing style. *This means that short referencing (Author, Date) must be included in the text of your assignment when you quote research and information from outside sources* (books, journals, websites etc.).

Full details of the **references cited** in your assignment are then listed in **References** at the end of your work.

A **Bibliography** is different to a **References** list in that it lists all the sources you read, whether cited or not within your work, to help write your assignment.

In-text citations:

Every time you paraphrase, or use an idea directly from another source in your work you must include an in-text citation to that source. To make an in-text citation, you must include the author’s surname/s and the year of the publication in parentheses, e.g. (Smith & Jones, 2018). This allows the reader to find the appropriate full reference in the References or Bibliography at the end of your document.

If you include a **direct quote** (word-for-word) the in-text citation must include the page number/s where the quotation appeared e.g. (Smith & Jones, 2018, p. 56).

When **paraphrasing a source** (putting it into your own words), it is **not required** [to include page numbers in the in-text citation](#), however it may still be useful to do so to help the reader locate the paraphrased information in a large source such as a book.

References and Bibliographies:

When making a final list of References or creating a Bibliography:

- start on a separate page at the end of your document,
- include the title of the list, whether it be **References** (all sources you directly cite) or Bibliography (all sources you read, whether cited or not, to help complete the assessment)
- always organised sources in alphabetical order,
- never use numbers or bullet points,
- ensure the second and subsequent lines of each source have hanging indents,
- ensure the **titles** of book, journals and websites are underlined or written in **italics** if typed.

References

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TEXT TYPE REFERENCING SAMPLES

BOOKS

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Weller, 2011). OR Weller (2011) notes that ...	Weller, M. (2011). <i>The digital scholar: How technology is transforming academic practice</i> . New York, NY: Bloomsbury Publishing.
Two authors	... has surfaced (DeWit & O'Neill, 2014). OR DeWit and O'Neill (2014) describe ...	DeWit, S. C., & O'Neill, P. A. (2014). <i>Fundamental concepts and skills for nursing</i> (4th ed.). St. Louis, MO: Elsevier.

JOURNAL ARTICLES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Acciari, 2014). OR Acciari (2014) notes that ...	Acciari, M. (2014). The Italianization of Bollywood cinema: Ad hoc films. <i>Studies in European Cinema</i> , 11(1), 14-25. http://doi.org/10.1080/17411548.2014.903099
Two authors	... has surfaced (Marra & Edmond, 2014). OR Marra and Edmond (2014) describe ...	Marra, A. R., & Edmond, M. B. (2014). New technologies to monitor healthcare worker hand hygiene. <i>Clinical Microbiology and Infection</i> , 20(1), 29-33. http://doi.org/10.1111/1469-0691.12458

WEB RESOURCES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
Web page with author/s listed Follows the same author formatting as other resources	For in-text citations use the year only ... notes its prominence (Palmer, 2008). OR Palmer (2008) notes that ...	For the reference list, include the month and day (if provided) Palmer, L. F. (2008, July 17). Insufficient milk syndrome: A fallacy becomes a reality. Retrieved from http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/
Web page with corporate author Created by an organisation, government body, or a group	For in-text citations use the year only ... in their care (HealthTimes, 2015). OR HealthTimes (2015) suggests ...	For the reference list, include the month and day (if provided) HealthTimes. (2015, May 27). The future of aged care nursing in Australia. Retrieved from https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/
YouTube and other streaming video	... colour (Vsauce, 2013). OR Vsauce (2013) posits that ...	Vsauce. (2013). Is your red the same as my red? [Video file]. Retrieved from https://www.youtube.com/watch?v=evQsOFQju08

OTHER

For more information and examples on citing sources please refer to the University of Newcastle document **Quick Guide to APA 6th Referencing** http://libguides.newcastle.edu.au/ld.php?content_id=24800207
OR email Mrs Greaves amanda.greaves@mn.catholic.edu.au OR ask for referencing assistance at the Bertrand Centre circulation desk.

Year 9 Religious Studies

Faculty: Religious Studies

Leader of Learning: Ms Melissa Blandford

Course Description / Content:

In Year 9, the Religious Studies course allows for students to deepen their knowledge and understanding of the Catholic faith through a variety of topics. They include learning about, the stories of the Old and New Testaments, the 5 major Religions of the world, building a faith community, and finally social justices issues and how the Church responds to these issues

Topics studied are:

- Building Community
- Message of Hope
- World Religions
- The Reformation
- Understanding the Bible

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Building Community	Research Task	40%	Term 1 Week 9 25-3-19
2	Christian Message of Hope	Analysis Task	60%	Term 2 Week 6 3-6-19

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	World of Religions	Oral Task	40%	Term 3 Week 6 28-8-19
2	Understanding the Bible	Examination	60%	5-11-19 (in class)

Year 9 English

Faculty: English

Leader of Learning: Mr Aidan Linehan

Course Description / Content:

In Year 9, our English programme builds on knowledge and skills gained in previous stages and continues to encompass spoken, written, visual, media and multimedia texts of increasing complexity through which meaning is shaped, conveyed, interpreted and reflected on. Through responding to and composing a diverse array of texts, students will explore texts which include the literature of past and contemporary societies.

The Year 9 English programme consists of a variety of units including:

- Words that changed the World – Persuasive Speeches
- Genre Study – Gothic Horror – Creative Writing with film and novel extracts
- The Human Experiences – Literature of War - War Poetry, Protest Songs, Propaganda.
- Close study of a Novel
- Critical study of Shakespearean Drama – Romeo and Juliet
- Power of Language, Persuasion and Manipulation – Media Texts
- Film Making – Film and Multimedia

Assessment tasks will provide students with the opportunity to demonstrate their ability to:

- speak, listen, read, write, view and represent
- use language to communicate appropriately and effectively
- think in ways that are imaginative, reflective and critical
- express themselves and their relationships with others in the world
- learn and reflect on their learning through their study of English

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Speaking Task	Students will compose and deliver a Persuasive Speech	50%	Term1 Week 9 Submission and Presentation Instructions on task notification
2	Reading Task	An examination paper with multiple choice, short answer and paragraph response to a range of texts	50%	Semester 1 Examination Block Term 2 Week 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Writing Task	An extended written response – Discursive form	50%	Term 3 Week 8
2	Visual Literacy Task	Examination style questions	50%	Semester 2 Examination Block Term 4 Week 5/6

Year 9 Mathematics

Faculty: Mathematics

Leader of Learning: Mrs Melissa Hurn

Course Description / Content:

The Stage 5 (Years 9 and 10) Mathematics syllabus is unique, in that there are three different levels of outcomes.

5.1 outcomes are completed by all students, 5.2 outcomes are completed by most of the students and 5.3 outcomes are completed by only the most able students.

At St. Joseph's the 9.2 classes/studies the 5.3 pathway; 9.3, 9.4, 9.5 and 9.6 classes study the 5.2 pathway; and the 9.7 and 9.8 classes study the 5.1 Pathway.

9.1 will study the 5.3 pathway, compressed into one year, they will sit all 10(5.3) Assessment tasks.

The strands of Mathematics studied in Stage 5 will be:

- Number and Algebra
- Statistics and Probability
- Measurement and Geometry

Working Mathematically is incorporated into each of these strands.

Students in Year 9 will undertake four assessment tasks. These tasks will be based on 5.1, 5.2 and 5.3 work, depending on the pathway being followed. Results for all these tasks will be used to determine the outcome grades for the semester report and a grade for the pathway. Students also receive an overall grade for Mathematics, across all pathways, in accordance with government requirements around reporting.

9MAT2-8 Assessment Schedule

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Term 1 Task	Hand in Task – Financial Mathematics	20%	Term 1 Week 8 18-3-19
2	Term 2 Examination	Semester Exam	80%	Semester 1 Examination Block Term 2 Week 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Term 3 Task	Question Aided Task – Linear Relationships	30%	Term 3 Week 6 27-8-19
2	Term 4 Examination	Semester Exam	70%	Semester 2 Examination Block Term 4 Weeks 5/6

9MAT1 Assessment Schedule

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Term 1 Test	In class test	15%	10.1, 10.2 & 9.1 Term 1 Week 5 27-2-19
2	Examination	Semester Examination	35%	Semester 1 Examination Block Week 4/5
3	Data Investigation	Analysis and evaluation of data	15%	Term 3 Week 7 2-9-19
4	Examination	Semester Examination	35%	Semester 2 Examination Block Week 4/5

Year 9 Science

Faculty: Science

Leader of Learning: Ms Paulina Phillips

Course Description / Content:

Students will investigate a variety of phenomena from the real world and have an opportunity to appreciate the impact of Science on their own lives. They will study historical and current scientific research and in doing so develop problem solving skills, scientific literacy, critical thinking and collaborative working skills.

In Year 9 the NSW syllabus for the Australian Curriculum covers the following areas of study:

- Chemical World – Inside the atom and The periodic table
- Living World – Understanding and managing ecosystems, Body systems and responses,
- Earth and Space – Plate tectonics
- Physical World – Energy on the move
- Working Scientifically

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Excursion Report & Ecosystems Exam	Excursion – Handbook and Ecosystems Exam	40%	Term 2 Week 2
2	Exam: Inside the Atom, Periodic Table and Working Scientifically	Written examination	60%	Semester 1 Examination Block Term 2 Week 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Exam: Skills exam and Working Scientifically	A written examination of scientific skills.	40%	Term 3 Week 3
2	Exam: Body Systems, Plate Tectonics and Energy	Written examination	60%	Semester 2 Examination Block Term 4 Week 5/6

Year 9 Geography

Faculty: Human Society & Its Environment (HSIE)

Leader of Learning: Mrs Lisa Peel

Course Description / Content:

Geography is the study of places and the relationships between people and their environments. Geography aims to stimulate students' interest in and engagement with the world, through their development of essential knowledge, understanding, skills, values and attitudes. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.

Students are provided with opportunities to investigate a wide range of places and environments from local to global scales in this Course. A range of geographical concepts, inquiry skills and geographical tools are integrated throughout this Course. Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry.

In Stage 5 Geography, students investigate People, Places, Environments and the Future.

Units studied in the Stage 5 Geography Course in Year 9 include:

- Sustainable Biomes
- Changing Places

Task No.	Task.	Description of Task.	Weighting.	Timing.
1	Fieldwork / Geographical Inquiry	Students gather data and information in the field and through research in order to complete an in-class task.	50%	Term 3 Week 5 Fieldwork Term 3 Week 6 Task due 27.8.19
2	Examination	Semester Examination – includes content from the two units studied. The examination will include a knowledge and geographical skills component.	50%	Semester 2 Examination Block Term 4 Week 5/6

Year 9 History

Faculty: Human Society & Its Environment (HSIE)

Leader of Learning: Mrs Lisa Peel

Course Description / Content:

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It provides opportunities for students to explore historical concepts, events, individuals and historical sites throughout the course of time, and to understand them within different contexts.

Students develop their historical knowledge and skills to investigate actions, motives and lifestyles of people over time. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

Students in Stage 5 History study the historical forces and factors that shaped the modern world and Australia. Site studies are an integral and mandatory component of studying the History Course. Students acquire knowledge, skills, values and attitudes from experiences in the field or through an analysis of a virtual site study.

Units studied in the Stage 5 History Course in Year 9 include:

- Overview: The Making of the Modern World
- Depth Study 1: *Making a Better World?* Movement of Peoples (1750-1901)
- Core Study - Depth Study 3: Australians at War - World Wars I and II (1914-1918, 1939-1945)

Task No.	Task.	Description of Task.	Weighting.	Timing.
1	Research Task / In-class response	Historical Inquiry	50%	Term 1 Week 9 25-3-19
2	Examination	Semester Examination – includes content from The Overview and Depth Studies 1 and 3	50%	Semester 1 Examination Block Term 2 Week 4/5

Year 9 Personal Development, Health and Physical Education

Faculty: PDHPE

Leader of Learning: Mr Guy Perrin

Course Description / Content:

This course is part of a Year 7-10 programme of study which integrates the areas of Personal Development, Health and Physical Education and is **compulsory** for all students.

Personal Development and Health:

The PDHPE course, including the theory component of the course is arranged into three strands:

- Health, Wellbeing and Relationships
- Healthy, Safe and Active Lifestyles
- Movement Skill and Performance

Physical Education:

For the practical component of the course students will be given the opportunity to participate in a variety of different activities. Students will develop their individual movement skills whilst participating in a team or group setting. Activities the students participate in may include:

- Athletics
- Dance
- Target, striking, invasion and net / court games.
- Gymnastics.
- Fitness Testing
- Track and field

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	European Handball	Skills and game play assessment	50%	Start Term 1 Week 8
2	Boost your performance	In class task and Video analysis	50%	Term 2 Week 2

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Gymnastics	Students complete skills in three disciplines: Floor, mini-tramp and mini-tramp/vault	50%	Start Term 3 Week 6
2	Mind matters and relationships	Resiliency Exposition Task	50%	Term 3 Week 7

Year 9 Commerce

Faculty: Human Society & Its Environment (HSIE)

Leader of Learning: Mrs Lisa Peel

Course Description / Content:

The study of Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Students develop a range of skills to allow them to apply problem-solving strategies to a range of situations within society and in their everyday life. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community. Through authentic learning opportunities, students develop their knowledge and understanding of our commercial world in order to make valued, informed and ethical decisions.

Units studied in the Year 9 Commerce Course include:

- Core Part 1.1: Consumer Choice
- Core Part 1.2: Personal Finance
- Option 2: Promoting & Selling
- Option 3: E-commerce
- Option 7: Travel
- Option 11: Running a Business

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Research	Consumer Choice	50%	Term 1 Week 9 29-3-19
2	ICT Task	Personal Finance	50%	Term 2 Week 4 21-5-19

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Small Business Group Task	Running a Business	60%	Term 3 Week 7 Business Week
2	End of Year Examination	Core 1.1, 1.2 and Options 2,3,11	40%	Semester 2 Examination Block Term 4 Week 5/6

Year 9 Food Technology

Faculty: Technology And Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Course Description / Content:

The study of Food Technology provides students with a knowledge and understanding of food properties, processing, preparation and nutritional considerations related to food. It addresses the importance of hygiene and safe working practices and laws in the production of food.

Units of work in Year 9 will be developed from the following Focus Areas:

- **Food in Australia** – history of food in our society, multicultural foods, why we eat what we do
- **Food Selection and Health** – how what we eat affects our health

Throughout the course we will also be learning about the core components of **Food Preparation & Processing and Nutrition & Consumption**.

The course will have a significant practical component with students participating in practical tasks approximately every week.

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Task 1	Prepare a food item that demonstrates food preparation and presentation skills.	60%	Preplanning: Term 1 Week 11 8-4-19 Practical: Term 2 Weeks 3 - 4
2	Semester 1 Exam	Student knowledge of course content	40%	Semester 1 Examination Block Term 2 Weeks 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Task 2	Planning, preparation, and presentation of a food item to meet the needs of a design problem	60%	Preplanning: Term 3 Week 9 16-9-19 Practical: Term 4 Weeks 3 - 4
2	Semester 2 Exam	Student knowledge of course content	40%	Semester 2 Examination Block Term 4 Weeks 5/6

Year 9 Industrial Technology - Electronics

Faculty: Technology And Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Course Description / Content:

The Electronics course gives an introduction to Electronics principles and practices. It provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

Practical projects in Year 9 will be focussed on the core modules being studied and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics.

These may include:

- basic electronic circuitry
- electronic components

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Semester Examination	Exam based on electronic circuitry and components	20%	Term 2 Week 2
2	Practical Project and Portfolio	Construction of 4 practical projects and accompanying folio	80%	Term 2 Week 5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Semester Exam	Exam based on electronic circuitry and components	20%	Term 4 Week 2
2	Practical Project and Portfolio	Produce practical projects related to electronic circuitry and components and an accompanying folio	80%	Term 4 Week 4

Year 9 Industrial Technology - Metal

Faculty: Technology and Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Course Description / Content:

Throughout Year 9 students will develop knowledge, skills and experiences by developing and producing quality practical projects. To support the development of the practical projects the students will be required to complete a written design folio. In addition, to the construction of the practical project and development of the written folio students study content from the modules General Metal 1 and 2.

This content is related to the following areas:

- Workplace Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Study in these areas is closely aligned to work being undertaken in the practical learning environment.

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Project and Portfolio	Construction of a sheet metal tool tray with accompanying folio	80%	Term 2 Week 4
2	Semester Exam	Topics based on General Metal 1 content.	20%	Semester 1 Examination Block Term 2 Week 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Project and Portfolio	Construction of a tack hammer with accompanying portfolio	80%	Term 4 Week 2
2	Semester Exam	Topics based on General Metal 2 content.	20%	Semester 2 Examination block Term 4 Week 5/6

Year 9 Industrial Technology - Timber

Faculty: Technology and Applied Studies (TAS)

Leader of Learning: Mrs Julie Elliott

Course Description / Content:

Throughout Year 9 students will develop knowledge, skills and experiences by developing and producing quality practical projects. To support the development of the practical projects the students will be required to complete a written design folio. In addition, to the construction of the practical project and development of the written folio students study content from the modules General Wood 1 and 2.

This content is related to the following areas:

- Workplace Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Study in these areas is closely aligned to work being undertaken in the practical learning environment.

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Project and Portfolio 1	Produce a practical timber project and supporting portfolio	80%	Term 2 Week 5
2	Semester 1 Examination	Topics based on General Wood 1 content.	20%	Semester 1 Examination Block Term 2 Weeks 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Project and Portfolio 2	Produce a practical timber project and supporting portfolio	80%	Term 4 Week 4
2	Semester 2 Examination	Topics based on General Wood 2 content	20%	Semester 2 Examination Block Term 4 Weeks 5/6

Year 9 Information and Software Technology

Faculty: Mathematics

Leader of Learning: Mrs Melissa Hurn

Course Description / Content:

The core content to be covered in this course is integrated into the options we choose. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas.

The option topics to be studied within this course include:

- Authoring and multimedia
- Electronic communication
- Internet and website development
- Computer networks
- Software development and programming
- Robotics

The course will be presented in project form, where theory and practical are integrated to cover the course content.

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Programming Task	<ol style="list-style-type: none"> 1. Create a Logo program to draw a house plan 2. Create a game in Gamemaker and document its development 	50%	Term 2 Week 4 22-5-19
2	Semester 1 Exam	Examination	50%	Semester 1 Examination Block Term 2 Weeks 4/5

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Internet Task	A collection of tasks, including a history of the internet, development of a website, analysis of Google Streetview and any other developing applications.	50%	Term 4 Week 3 30-10-19
2	Semester 2 Exam	Examination	50%	Semester 2 Examination Block Term 4 Weeks 5/6

Year 9 Music

Faculty: Creative Arts

Leader of Learning: Mrs Melonie Hawke

Course Description / Content:

Students continue their development of the three skill areas – Performance, Composition and Listening by deepening their knowledge of the musical concepts pitch, duration, tone, colour, texture, structure / dynamics and expressive techniques which were experienced during the Stage 4 Mandatory Music Course. They focus on a variety of contexts such as Australian Music, Jazz, Rock, Popular, Classical, and Theatre Music. Students are to focus on *one* instrument as their “major” instrument focus.

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Listening Task	In class written task focusing on listening and aural skills.	50%	Term 2 Week 2
2	Performance Task	Students are to perform a piece of their own choice (either as a solo or small ensemble).	50%	Term 2 Week 3

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Composition Task	Hand-in Task demonstrating knowledge, understanding and skills in the area of composition	50%	Term 3 Week 10
2	Performance Task	Demonstration of performance skills. Student's play a piece of their own choice (either as a solo or small ensemble).	50%	Term 4 Completed over weeks 4 & 5

Year 9 Physical Activity and Sport Studies (PASS)

Faculty: PDHPE

Leader of Learning: Mr Guy Perrin

Course Description / Content:

The PASS course gives students the opportunity to study and gain understanding of the many facets of the body's functions and performance. With changes in our working hours, and the increasing pressure to use leisure time purposefully, the course aims to encourage constructive pursuits of leisure activities to enhance a healthy lifestyle. The students also develop an understanding of the important role sport plays in our society.

There are three major areas of study:

- Foundations of physical activity – The human body, health and fitness
- Physical Activity and Sport in Society – Issues in Australian Sport
- Enhancing participation and performance – Coaching, technology and improving performance

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Body Systems	Skeletal and Muscular Systems labelling and applications in sport examination	50%	Term 1 Week 8
2	Body Systems	Cardiorespiratory System labelling and applications in sport examination	50%	Term 2 Week 4

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Racquet Sports	Tennis skills and game play task	40%	Start Term 3 Week 8
2	Outdoor Recreation / Australia's Sporting Identity	Examination	60%	Semester 2 Examination Block Term 4 Weeks 5/6

Year 9 Science, Technology, Engineering & Maths (STEM)

Faculty: Science

Leader of Learning: Ms Paulina Phillips

Course Description / Content:

The aim of the STEM course is to promote the areas of science, technology, engineering and mathematics.

There are 4 compulsory modules:

1. Engineering Fundamentals
2. Aerodynamics
3. Motion
4. Statistics

The course uses a range of inquiry-based learning strategies to explore concepts associated with STEM

Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Written Examination	A written examination on topic 1 Engineering Fundamentals	50%	Term 1 Week 10
2	Practical Task	Individual construction of an electric circuit coupled with a written scientific report.	50%	Term 2 Week 6

Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Task	Construction of aerodynamic apparatus and scientific report including draft, testing and evaluation.	50%	Term 3 Week 9
2	Research Task	Statistics and data associated with Space travel and aerodynamics.	50%	Term 4 Week 4

Year 9 Visual Arts

Faculty: Creative Arts

Leader of Learning: Mrs Melonie Hawke

Course Description / Content:

The Stage 5 Visual Arts Course provides learning opportunities designed to encourage students to understand and interpret the Visual Arts, including the different kinds of creative works they, and others, make.

The assessment program for Early Stage 5 Visual Arts has been derived from the course objectives and is linked to the course outcomes. Students will acquire knowledge, understanding and values that assist in building conceptual, practical and critical skills, through the completion tasks that require both practical artmaking and critical and historical studies. Assessment is focused on exploration and investigation where students are encouraged to develop their artistic skills and abilities, and deepen their knowledge and awareness of the art world.

Content is organised in three broad areas; Practice, Conceptual Framework and the Frames. Students are also required to keep a visual Arts Process Diary (VAPD). The VAPD is a tool that is used to create a link between teaching and learning and allows for reflection evaluation and self-assessment.

Semester One

Task No	Task	Description of Task	Weighting	Timing
1	Drawing Body of Work (BOW)	Exploration of realistic drawing techniques using a variety of artistic materials to create a body of work.	60%	Term 2 Week 1
2	Extended Response	An extended written response which analyses artists and their artmaking practices using the Visual Arts.	40%	Term 2 Week 4

Semester Two

Task No	Task	Description of Task	Weighting	Timing
1	In-Class Task	In-class written task focusing on artists material and conceptual practice using the agencies of the artworld and Conceptual Framework.	40%	Term 3 Week 9
2	Sculpture	Manipulation of three dimensional materials and investigation of sculptural artmaking techniques to create an artwork.	60%	Term 4 Week 4

Year 9 Visual Design

Faculty: Creative Arts

Leader of Learning: Mrs Melonie Hawke

Course Description / Content:

The Stage 5 Visual Design Course provides specialised learning opportunities designed to encourage and enable students to explore and understand the Visual world, as a constantly changing field of artistic practice, conceptual and technical knowledge and materials.

The assessment program for early Stage 5 for Visual Design has been derived from the course objectives and is linked to the course outcomes. Students will acquire knowledge, understanding and values that assist in building conceptual, practical and critical skills through the completion of tasks that require making visual design artworks, critical and historical interpretations and explanations of visual design. Assessment has been designed so that students are more aware of the world around them and develop an understanding of Visual Design as a discipline of artistic practice.

Content is organised in three broad areas; Practice, Conceptual Framework and the Frames. Students are also required to keep a Visual Design Journal, to document and record the development, making and investigation of visual design artworks in a structured sequence.

Semester One

Task No	Task	Description of Task	Weighting	Timing
1	Case Study	Written Task which specifically explores Visual Design Practice in a range of contexts using the Frames and the Conceptual Framework	40%	Term 1 Week 9
2	Object Design	Exploration and utilisation of graphic design processes to create a contemporary design object.	60%	Term 2 Week 4

Semester Two

Task No	Task	Description of Task	Weighting	Timing
1	Interior Design Project	Creation of a folio of work centered on Interior Design practices to fulfil the requirements of a specific brief.	60%	Term 3 Week 9
2	In-class Analysis Task	In-class written task analyzing the use of contemporary technologies, techniques and processes used by visual designers.	40%	Term 4 Week 4

2019 Assessment Schedule

Year 9 - Term 1

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1					DAY 1	DAY 2
			29-1-19 Staff Return		31.1.19	
2		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		4-2-19				
3		DAY 2	DAY 3	DAY 4	DAY 5	
		11-2-19				15-2-19 SJL Swimming Carnival
4		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		18-2-19				
5	Task 1: Maths	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		25-2-19		27-2-19 Task 1: Maths (Accelerated)		
6		DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		4-3-19		6-3-19 Ash Wednesday		
7		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		11-3-19	12-3-19 Dio Swimming Carnival			
8	Task 1: PDHPE Task 1: PASS Task 1: Maths	DAY 2		DAY 3	DAY 4	DAY 5
		18-3-19 Task 1: Maths	St Joseph's Feast Day Cross Country/Activity Day			
9	Task 1: Visual Design Task 1: English Task 1: History Task 1: Commerce Task 1: RE	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		25-3-19 Task 1: History Task 1: RE	26-3-19 Task 1: Commerce		28-3-19 Task 1: Visual Design	

Term 1 Weeks 10 and 11 Tasks and Due Dates are on the next page.

2019 Assessment Schedule

Year 9 - Term 1 (continued)

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
10	Task 1: STEM	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		1-4-19			4-4-19 Science Excursion	
11	Task 1: Food Tec	DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		8-4-19 Task 1: Food Tec				12-4-19 Term 1 Concludes for Students

2019 Assessment Schedule

Year 9- Term 2

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Task 1: Visual Arts	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		29-4-19				
2	Task 1: Science Task 1: Music Task 1: IT Electronics Task 2; PDHPE	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		6-5-19				
3	Task 1: Food Technology practical task (in class) Task 2: Music	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		13-5-19				
4	Task 2: Visual Arts Task 2: Visual Design Task 1: IT Metal Task 1: Food Technology practical task (in class) Task 1: IST Task 2: Commerce	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		20-5-19	21-5-19 Task 2: Commerce	22-5-19 Task 1: IST	23-5-19 Task 2: Visual Design	Year 9 Exam Examination Block Commences (See Week 5 for detail)
5		DAY 5	DAY 6	DAY 1	DAY 2	
		Year 9 Examination Block Weeks 4/5 Task 2 Science Task 2 IT Metal Task 2 Maths Task 2 IT Timber Task 2 Maths Accelerated Task 2 Food Technology Task 2 History Task 2 Religious Studies				31.5.19 Athletics Carnival
6	Task 2: STEM Task 2: RE	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		3-6-19 Task 2: RE				
7			DAY 2	DAY 3	DAY 4	DAY 5
		10-6-18 Queen's Birthday Public Holiday				
8		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		17-6-19				
9		DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		24-6-19				
10		DAY 4	DAY 5	DAY 6	DAY 1	
		1-7-19			4-7-19 Term 2 Concludes for students	5-7-18 Pupil Free Day

2019 Assessment Schedule

Year 9 - Term 3

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1		DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		22-7-19				
2		DAY 1		DAY 2	DAY 3	DAY 4
		29-7-19	30-7-19 Parent / Student / Teacher Interviews Years 7 – 9: 1pm – 7pm (Pupil Free Day)			
3	Task 3: Science	DAY 5	DAY 6	DAY 1		DAY 2
		5-8-18			8-8-19 MacKillop Feast Day	
4		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		12-8-19				
5	Task 1: Geography Fieldwork (preparation for task in Week 6)	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		19-8-19				
6	Task 1: Geography Task 1: PDHPE Task 1: RE Task 1: Maths	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		26-8-19	27-8-19 Task 1: Geography Task 1: Maths	28-8-19 Task 1: RE		
7	Task 2: PDHPE Task 3: Maths Task 1: Commerce (Business week)	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		2-9-19 Task 3: Maths				
8	Task 1: English Task 1: PASS	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		9-9-19				
9	Task 1: Visual Arts Task 1: Visual Design Task 1: Food Tec Task 1: STEM	DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		16-9-19 Task 1: Food Tec		18-9-19 Task 1: Visual Design		
10	Task 1: Music	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		23-9-19				27-9-19 Term 3 Concludes

2019 Assessment Schedule

Year 9 - Term 4

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1		DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		14-10-19				
2	Task 1: IT Metal Task 1: IT Electronics	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		21-10-19				
3	Task 1: Food Technology practical task (in class) Task 1: IST	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		28-10-19		30-10-19 Task 1: IST		
4	Task 2: Visual Arts Task 2: Music Task 2: IT Electronics Task 1: Food Tec prac Task 2: RE Task 1: IT Timber Task 2: STEM	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		4-11-19	5-11-18 Task 2: RE			Year
5		DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		Year 9 Examination Block Weeks 5/6 Task 2 Science Task 2 IT Metal Task 2 IST Task 2 Maths Task 2 IT Timber Task 2 Maths Accelerated Task 2 Food Technology Task 2 Geography Task 2 Commerce				
6		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		18-11-19 Year 9 Exam Examination Block Concludes (See Week 5 for detail)				
7		DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		25-11-19				
8		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		2-12-19				
9		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		9-12-19				
10		DAY 5	DAY 1	DAY 2	DAY 3	DAY 4
		16-12-19 Last Day for Students				