



WINGHAM HIGH SCHOOL

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YEAR 9

Assessment booklet



2024

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Wingham High School respectfully acknowledges the Biripi people, the Traditional Custodians of the land on which we learn and live, and recognise their continuing connection to land, water and community. Wingham High School pays respect to Elders past, present and emerging.

Foreword

Dear Parents/Students

Please ensure that you read this booklet and understand the Stage 5 assessment requirements of this school. Please read this booklet along with the Wingham High School Assessment Policy Support Document, which can be found on the school's website at: wingham-h.schools.nsw.gov.au

The NSW Education Standards Authority's (NESA) rules and requirements for Stage 5 are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabuses, can be found at: educationstandards.nsw.edu.au

The Education Standards Authority's (NESA) syllabus documents for Stage 5 can be found at: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5

Mandatory 7-10 curriculum requirements

NESA determines minimum requirements for the satisfactory completion of Stage 4 and Stage 5 courses in terms of Key Learning Areas and indicative hours. Under our school's pattern of study, satisfactory completion of Stage 4 courses is achieved by Year 10 students who have, over four years, studied the following courses:

English – 400 hours over Years 7, 8, 9 and 10

Mathematics – 400 hours over Years 7, 8, 9 and 10

Science - 400 hours over Years 7, 8, 9 and 10

Human Society and Its Environment - 400 hours over Years 7, 8, 9 and 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 and 8, and 100 hours each of History and Geography in Years 9 and 10

Creative Arts – 200 hours comprising 100 hours in Music and 100 hours in Visual Arts

Technological and Applied Studies – 200 hours consisting of the Technology course

Personal Development, Health and Physical Development – 300 hours over Years 7, 8, 9 and 10

Languages – at least 100 hours in one language over one continuous 12 month period between Years 7 and 10

Sport – satisfactorily completed a program of activities.

Record of School Achievement

A Record of School Achievement (RoSA) is available as a credential for eligible students leaving school prior to receiving their Higher School Certificate (HSC).

The RoSA is:

- a record of the full range of student achievements right up to the day they do their HSC or leave school. Students need to have completed the mandatory requirements for Years 7 - 10 to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a RoSA
- an electronic record of achievements that students can use at any time
- based on assessment by teachers in schools, moderated by the NSW Education Standards Authority (NESA) to ensure reliability and fairness of grades.

Wingham High School Year 9 assessment guidelines 2024

Satisfactory Completion of a Stage 5 Course

Course Completion Criteria

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

- **followed** the course developed or endorsed by the Board of Studies
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes.

While NESAs do not mandate attendance requirements, principals may determine that because of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously by principals. Students are given early warning of the consequences for such absences. Warning letters must relate student absence to the non-completion of course requirements.

If, at any time, it appears that a student is at risk of being given an **N determination** (non-completion of course requirements) in any course, the principal must warn the student as soon as possible and advise the parent or guardian in writing if the student is under 18 years of age. This warning should be given in time for the problem to be corrected. The head teacher of the course may arrange an interview with the student's parent/s or guardian/s.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

School-based assessment

School-based assessment is used to award a grade in each course. The grade awarded in each course will be based on achievement measured at scheduled times throughout the course in Year 10. Measuring achievement at these times throughout the course provides a better indication of student achievement than a single examination, and provides the opportunity for the student to demonstrate their highest level of achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

- NESAs have developed Course Performance Descriptors which describe five levels of achievement from A to E for every course. Mathematics has 10 levels of achievement A10 to E1.
- Students will receive the grades which best relate to the description of their achievement according to the Course Performance Descriptors in each course.
- An 'N' will be awarded where a student has failed to satisfactorily complete a course.
- The general experience courses of non-elective Music, Language, Creative and Performing Arts and Technological and Applied Studies will be graded as 'S' – satisfactorily completed or 'N' – not satisfactorily completed.

Schools are responsible for awarding each student a grade (A, B, C, D, or E) for each NESAs Developed Course to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. The grade awarded for each course is reported on the student's Record of School Achievement.

Teachers use the Stage 5 Course Performance Descriptors to determine Record of School Achievement grades for each course. The descriptors have been developed from the NESAs general performance descriptors and provide a more complete description of typical performance in each course at a grade level.

Determining Grades

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Applying the Course Performance Descriptors

Teachers use their professional judgment in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level.

The descriptor that provides the best overall description of a student's achievement will determine the grade awarded.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade

Areas for Assessment

The areas for assessment for each course provide a framework for structuring an assessment program and may be used for reporting student achievement. They are derived from the course objectives and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers use the areas for assessment when designing an assessment activity, to ensure it is assessing performance in relation to a grouping of outcomes.

General Performance Descriptors

The general performance descriptors describe performance at each of five grade levels:

A	Outstanding	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	High	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	Sound	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	Basic	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	Limited	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.

Disability Provisions

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

For more details, refer to the NESA website: educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions OR the WHS assessment Policy Support Document: wingham-h.schools.nsw.gov.au

Student Responsibilities

Completing and submitting tasks

1. Students are expected to complete all tasks and sit for all examinations set as part of the course assessment schedule at the specified time and make a genuine attempt to the best of their ability.
2. Some tasks will be performed in class. Others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student (see What is malpractice? below)
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met.
4. If an assessment task is due to be submitted on a set date, it must be presented on that date by 3.00pm or at the time on that date set by the head teacher.

If a task is not submitted on time a mark penalty will occur for the task:

- **Minus 50% of the awarded mark on Day 1.**
 - **After Day 1, students will have Day 2 and Day 3 to complete and submit the task.**
 - **If the task is not submitted by Day 4 a zero mark will be awarded.**
 - **Tasks submitted on Day 4 will be submitted for feedback only.**
5. If a student is absent due to illness or misadventure on the day an assessment task is scheduled or due, documentary evidence from a medical professional or from the parent/carer must be provided to the school. This must explain the specific reason for the absence.

What is malpractice?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- students may only use **Artificial Intelligence sources if and when directed by their class teacher**
- 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 one's 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
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the head teacher and may be awarded a zero for that task.

School leave and assessment tasks

Leave from school may be granted by the principal upon completion of a leave application on which details of course work to be completed whilst on leave, and any *assessment requirements, are indicated*.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the Student **Attendance in Government Schools Procedures School Attendance** policy. This policy has been developed by the Learning and Engagement Directorate in 2015:

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

When student leave clashes with an assessment task

Students in Years 7-10 should discuss how an application for leave may impact assessment tasks with their class teacher and the faculty head teacher **2 weeks prior to the leave**. All assessment tasks due during the period of leave must be completed prior to the leave commencing. Students who do not make arrangements with their classroom teacher and faculty head teacher two weeks prior to the leave, and who do not complete the required assessment prior to taking leave, may be penalised for non-completion and therefore receive a mark of zero or penalised for late submission of a task in accordance with the WHS Assessment Policy Support Document.

At all times, students and families must manage leave requests in consultation with class teachers and faculty head teachers.

Students completing work placement

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

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CAPA

Music
Visual Arts

MUSIC

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Listening Test	Composition	Performance	
Timing	Term 1 Week 9	Term 2 Week 9	Term 4 Week 4	
Outcomes assessed	5.7, 5.9, 5.10	5.4, 5.5, 5.6, 5.8	5.1, 5.2, 5.3, 5.8	
Course component				Weighting
Performance			35	35
Composition		35		35
Listening	30			30
Weighting	30	35	35	Total 100

Music syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

Visual Arts

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Task	Written Task	Practical task	Practical task	
Timing	Term 1 Week 8	Term 2 Week 3	Term 3 Week 9	Term 4 Week 5	
Outcomes assessed	5.1, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.2, 5.3, 5.4	5.4, 5.5	
Course component					Weighting
Artmaking	25		25	10	60
Art Criticism and Art History		40			40
Weighting	25	40	25	10	Total 100

Visual Arts syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

ENGLISH

Drama

English

Drama

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Improvisation and Log Book	Group Performance	Short Film	Group Performance - Playbuilding	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.3	
Course component					Weighting
Making Drama	10	10	10	10	40
Performing Drama	10	10	10	10	40
Critically Studying		10		10	20
Weighting	20	30	20	30	Total 100

Drama syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus

English

Y9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Portfolio Task	Examination	Multimodal	Discursive Response	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 4	
Outcomes assessed	EN5-2A, EN5- 3B, EN5-7D, EN5-9E	EN5-2A, EN5-4B, EN5-5C, EN5-6C	EN5-1A, EN5-2A, EN5-3B, EN5-7D	EN5-1A, EN5-5C, EN5-7D, EN5-8D	
Course component					Weighting
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	15	10	15	10	50
Weighting	25	25	25	25	Total 100

English syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10

Every student has been given their individual assessment calendar.

Please note – Each class completes these units at different times throughout the year and the due dates may vary.

HSIE

Commerce

Geography

History

History Elective

Work Education

Commerce

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment	Topic Test	Assignment	Topic Test	
Timing	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	
Outcomes assessed	COM5-1, COM5-2, COM5-5, COM5-6, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-9	COM5-1, COM5-2, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	
Course component					Weighting
Knowledge and understanding of course content	10	20	10	20	60
Communication of contemporary commercial issues	5	5	5	5	20
Research	10	0	10	0	20
Weighting	25	25	25	25	Total 100

Commerce syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work/stage5/stage-5-years-9-10-commerce

Geography

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Skills Assessment	Assignment	Final Examination	
Timing	Term 1 Week 6 OR Term 3 Week 6	Term 2 Week 2 OR Term 4 Week 2	Term 2 Week 5 OR Term 4 Week 5	
Outcomes assessed	5-7, 5-8	5-2, 5-3, 5-5, 5-7, 5-8	5-2, 5-3, 5-5, 5-7, 5-8	
Course component				Weighting
Knowledge and understanding of course content		10	30	40
Geographical skills/Inquiry	30	10		40
Communication of geographical information, ideas and issues in appropriate forms		20		20
Weighting	30	40	30	Total 100

Geography syllabus

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

History

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Task 1	Task 2	Research Essay	Final Examination	
Timing	Term 1 Week 4 OR Term 3 Week 4	Term 1 Week 7 OR Term 3 Week 7	Term 2 Week 3 OR Term 4 Week 3	Term 2 Week 5 OR Term 4 Week 5	
Outcomes assessed	5-5, 5-9	5-7, 5-9	5-1, 5-2, 5-9	5-1, 5-2, 5-5, 5-7	
Course component					Weighting
Knowledge and understanding of course content	5	5	10	20	40
Historical skills/Inquiry	5	5	10	10	30
Communication of historical information, ideas and issues in appropriate forms	5	5	10	10	30
Weighting	15	15	30	40	Total 100

History syllabus

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

History Elective

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Examination	Research Essay	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes assessed	HTE5-1, HTE5-9	HTE5-4, HTE5-9	HTE5-3, HTE5-8, HTE 5-9	
Course component				Weighting
Perspectives and interpretations	25			25
Analysis and use of sources		20	5	25
Explanation and communication	5	20		25
Comprehension: chronology, terms and concepts			25	25
Weighting	30	40	30	Total 100

Elective History syllabus

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

Work Education

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Resume for work placement	Mock interview preparation and practice	Transition planning	Work Experience	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4/5	
Outcomes assessed	5.1, 5.3, 5.7, 5.9, 5.11	5.2, 5.4, 5.6, 5.8	5.7, 5.9, 5.10, 5.11	5.5, 5.8	
					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Work Education syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019

MATHEMATICS

Mathematics

Mathematics

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Investigative Task	Topic test	Topic test	Topic test	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4/5	
Outcomes assessed	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-FIN-C-01, MA5-FIN-C-02	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-P-01, MAG-GEO-C-01, MAG-GEO-P-01, MAG-GEO-P-02, MA5-PRO-C-01, MA5-PRO-P-01	MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-EQU-P-01, MA5-DAT-C-01	
					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Mathematics syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

PDHPE

Child Studies

PASS – Physical and Sports Studies

PDHPE – Personal Development, Health and Physical Education

Child Studies

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Preparing for Parenthood - Classwork	Conception to Birth - Classwork	Newborn Care - Classwork	Play and the Developing Child - Classwork	
Timing	Term 1	Term 2	Term 3	Term 4	
Outcomes assessed	CS5 2, 5, 7-9, 11-12	CS5 1, 2, 5, 8, 11	CS5 1, 2, 5-8,10	CS5 2, 4, 5, 8, 9	
Course component					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Child Studies syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019

Students do not submit formalised assessment tasks in Stage 5 Child Studies.
Students are assessed against syllabus outcomes within the units of work studied each term.

PASS

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Body Systems - Classwork	Australia's Sporting Identity - Classwork	You are the Teacher - Group Activity	Practical Skill Acquisition	
Timing	Term 1	Term 2	Ongoing Term 2 & 3	Ongoing Terms 1-4	
Outcomes assessed	5-1, 5-2, 5-9, 5-10	5-3, 5-4, 5-10	5-5, 5-6, 5-7, 5-8, 5-9	5-5, 5-6, 5-7, 5-8, 5-9, 5-10	
Course component					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Physical Activities and SportsStudies syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhp/physical-activity-sports-studies-7-10-2019

Students do not submit formalised assessment tasks in Stage 5 PASS .
Students are assessed against syllabus outcomes within the units of work studied each term.

PDHPE

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Talking Sexual Health - Classwork	It Couldn't Happen To Me - Classwork	Respectful Relationships - Classwork	Looking Good, Feeling Great - Classwork	Boost Your Performance - Practical Classwork	
Timing	Term 1	Term 2	Term 3	Term 4	Ongoing	
Outcomes assessed	PD5.1, 2, 3, 9, 10	PD5.2, 6, 7, 8, 9	PD5.1, 2, 3, 6, 7, 8, 9, 10	PD5.1, 2, 6, 7, 8, 9	PD5.4, 5, 7, 8, 10, 11	
Course component						Weighting
	12.5	12.5	12.5	12.5	50	100
Weighting	12.5	12.5	12.5	12.5	50	Total 100

PDHPE syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

Students do not submit formalised assessment tasks in Stage 5 PDHPE .
Students are assessed against syllabus outcomes within the units of work studied each term.

SCIENCE

Agriculture Technology

Marine and Aquaculture

Science

STEM – Science, Technology, Engineering
and Mathematics

Agriculture Technology

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Beef Cattle Research Task	Semester 1 Examination	Vegetable Garden and Application to Practical Work	Semester 2 Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 4 Week 4	Term 4 Week 5	
Outcomes assessed	AGS-5, 7-10, 12-14	AGS-1, 2-4, 5, 6, 8, 9, 11-14	AGS-5.6, 8, 9, 12-14	AGS-5.1, 2-6, 8, 9, 11-14	
Course component					Weighting
Knowledge and Understanding	15	20	20	5	60
Skills	10	5	5	20	40
Weighting	25	25	25	25	Total 100

Agriculture Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019

Marine and Aquaculture Technology

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical and Theory Task Water Safety and First Aid	Oceans and their Threats Research Task	Practical Field workTask Local Marine Study	Semester 2 Examination	
Timing	Term 1 Weeks 7-10	Term 2 Week 3	Term 4 Week 3	Term 4 Week 5	
Outcomes assessed	MARS-3, 9-11, 14	MARS-1-3, 7, 8, 12-14	MARS-1.2, 7, 8, 10, 13, 14	MARS-1.2, 4, 7, 8, 11, 12, 14	
Course component					Weighting
Knowledge and Understanding	5	15	10	20	50
Skills	20	10	15	5	50
Weighting	25	25	25	25	Total 100

Marine and Aquaculture Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019

Science

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task/ Waves	Semester 1 Examination	Practical Skills Nominated Practical Tasks/ Book Mark	Semester 2 Examination	
Timing	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4/5	
Outcomes assessed	SC5-1VAS, 3VA, 9WS, 7WS, 11PW	SC5-1VA to17CW	SC5-5WS, 6WS, 7WS, 8WS, 9WS, 13ES	SC5-1VA to17CW	
Course component					Weighting
Knowledge and Understanding	5	15	5	15	40
Planning and Conducting Investigations	10	5	10	5	30
Critical thinking and problem solving	5	5	5	5	20
Communication	5		5		10
Weighting	25	25	25	25	Total 100

Science syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5

STEM

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task Simulation	Practical Task Modelling/Communication	Practical Task Modelling	Programming Task	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5	
Outcomes assessed	5.1.1, 5.1.2, 5.4.1	5.1.1, 5.2.2, 5.4.1, 5.5.1	5.1.1, 5.2.2, 5.4.1	5.1.1, 5.4.2, 5.6.1	
Course component					Weighting
Knowledge and Understanding	5	10	10	15	40
Skills	20	15	15	10	60
Weighting	25	25	25	25	Total 100

STEM syllabus

education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/stem/stages-4-to-5

TAS

Computing and Multimedia

Design and Technology

Food Technology

Industrial Technology – Metal

Industrial Technology – Timber

Computing and Multimedia

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Promotional Materials Design	Website	Video Production	Animation Production	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4	
Outcomes assessed	IND 5-2, 5-3, 5-4, 5-5, 5-7, 5-8, 5-9	IND 5-2, 5-4, 5-5, 5-7, 5-10	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6	IND 5-4, 5-5, 5-7, 5-8	
Course component					Weighting
	30	30	30	10	100
Weighting	30	30	30	10	Total 100

Industrial Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Design and Technology

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Research Task	Marketing Project and Folio	Engineering Project and Folio	Final Examination	
Timing	Term 1 Week 10	Term 2 Week 5	Term 4 Week 4	Term 4 Week 5	
Outcomes assessed	DT5-1, 5-3, 5-4, 5-5, 5-6	DT5-2, 5-6, 5-7, 5-8, 5-9, 5-10	DT5-2, 5-6, 5-7, 5-8, 5-9, 5-10	DT5-3, 5-4, 5-5	
Course component					Weighting
Activity and Designers	20			5	25
Design Processes		20	20	5	45
An Holistic Approach		15	15		30
Weighting	20	35	35	10	100

Design and Technology syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/design-and-technology-2019>

Food Technology

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Foundations Skills 1	Foundations Skills 2	Food Product, Preparation and Report	
Timing	Term 1 Week 8	Term 3 Week 7	Term 4 Week 4	
Outcomes assessed	FT 5-1, 5-2, 5-5, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT 5-6, 5-7, 5-8, 5-12, 5-13	FT 5-3, 5-4, 5-5, 5-8, 5-10, 5-11, 5-12, 5-13	
Course component				Weighting
	30	30	40	100
Weighting	30	30	40	Total 100

Food Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019

Industrial Technology - Metal

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Skills Development 1 & Folio	Skills Development 2 & Folio	Examination	Skills Development 3 & Folio	
Timing	Term 1 Week 10	Term 3 Week 8	Term 4 Week 4	Term 4 Week 6	
Outcomes assessed	IND 5-1, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8	IND 5-1, 5-8, 5-10	IND 5-1, 5-3, 5-7, 5-8, 5-9, 5-10	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	
Course component					Weighting
	20	30	20	30	100
Weighting	20	30	20	30	Total 100

Industrial Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Industrial Technology - Timber

Year 9 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project 1	Project 2	Examination	Project 3	
Timing	Term 1 Week 10	Term 3 Week 5	Term 4 Week 4	Term 4 Week 6	
Outcomes assessed	IND 5-1, 5-2, 5-3, 5-4, 5-6, 5-7, 5-8	IND 5-1, 5-8, 5-10	IND 5-1, 5-3, 5-7, 5-8, 5-9, 5-10	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	
Course component					Weighting
	20	30	20	30	100
Weighting	20	30	20	30	Total 100

Industrial Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Year 9 Assessment Planner

Course	Term 1 2024											Term 2 2024										Term 3 2024										Term 4 2024								
	1 to 3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7 to 10				
Agriculture Technology						1								2																							3	4		
Child Studies	1											2										3										4								
Commerce						1							2																								4			
Computing & Multimedia								1												2											3						4			
Design and Technology									1					2																							3	4		
Drama							1								2											3											4			
English								1							2											3											4			
Food Technology								1																							2						4			
Geography				1								2			3													1		2					2			3		
History		1				2							3		4										1				2							3		4		
History Elective								1												2												3								
IT: Metal										1																					2						3			4
IT: Timber										1																											3			4
Marine & Aquaculture Tech.									1				2																							3		4		
Mathematics							1								2																	3					4			
Music								1												2																	3			
PASS	1											2 and 3 (ongoing)										3 (ongoing)										4 (ongoing in Terms 1-4)								
PDHPE	1 and 5 (ongoing)											2 and 5 (ongoing)										3 and 5 (ongoing)										4 and 5 (ongoing)								
Science						1									2																3							4		
STEM										1										2												3						4		
Visual Arts								1					2																			3								4
Work Education									1											2												3						4		

School Planner 2024

Tear here

Term 1	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
January / February	1	School holiday 29	Term 1 begins for Eastern division schools School development day for Eastern division schools 30	School development day for Eastern division schools 31	1	2	3/4
February	2	5	Term 1 for Western division schools School development day for Western division schools 6	School development day for Western division schools 7	8	9	10/11
February	3	12	13	14	15	16	17/18
February	4	19	20	21	22	23	24/25
February / March	5	26	27	28	29	1	2/3
March	6	4	5	6	7	8	9/10
March	7	11	12	13	14	15	16/17
March	8	18	19	20	21	22	23/24
March	9	25	26	27	28	Good Friday 29	Easter Saturday Easter Sunday 30/31
April	10	Easter Monday 1	2	3	4	5	6/7
April	11	8	9	10	11	12	13/14

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Scan me for key dates
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School development days
Students do not attend school.
Please check with your school to find out specific dates for these days.



School Planner 2024

Term 2	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
April / May	1	School development day 29	30	1	2	3	4/5
May	2	6	7	8	9	10	11/12
May	3	13	14	15	16	17	18/19
May	4	20	21	22	23	24	25/26
May / June	5	27	28	29	30	31	1/2
June	6	3	4	5	6	7	8/9
June	7	King's Birthday 10	11	12	13	14	15/16
June	8	17	18	19	20	21	22/23
June	9	24	25	26	27	28	29/30
July	10	1	2	3	4	5	6/7

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School Planner 2024

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Term 3	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
July	1	School development day 22	23	24	25	26	27/28
July / August	2	29	30	31	1	2	3/4
August	3	5	6	7	8	9	10/11
August	4	12	13	14	15	16	17/18
August	5	19	20	21	22	23	24/25
August / September	6	26	27	28	29	30	31/1
September	7	2	3	4	5	6	7/8
September	8	9	10	11	12	13	14/15
September	9	16	17	18	19	20	21/22
September	10	23	24	25	26	27	28/29

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School Planner 2024

Term 4	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
October	1	14	15	16	17	18	19/20
October	2	21	22	23	24	25	26/27
October / November	3	28	29	30	31	1	2/3
November	4	4	5	6	7	8	9/10
November	5	11	12	13	14	15	16/17
November	6	18	19	20	21	22	23/24
November / December	7	25	26	27	28	29	30/1
December	8	2	3	4	5	6	7/8
December	9	9	10	11	12	13	14/15
December	10	16	17	18	19	School development day	20 21/22



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