

**ST VINCENT'S COLLEGE**

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**POTTS POINT**



**Year 9**  
**Assessment Handbook**  
**2020**

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## INTRODUCTION

An Assessment Schedule is a fundamental part of assessing learning in order for teachers to know each student as a learner and track and measure each student's learning gains. At St Vincent's College, as we partner with you in educating your daughter, we endeavour to know our young students by *informing*, *transforming* and *empowering* each of our courageous young women to grow their own learning to potential.

The aim of this Assessment Handbook is to allow our Year 9 students an opportunity to become familiar with the expectations of the NESA authority (NSW Education Standards Authority - formerly BOSTES) and the College with regard to our assessment procedures. The College Assessment Policy on page 4 outlines details of the rules and procedures for the satisfactory completion of each 'assessment activity'. In the first instance any inquiries regarding your daughter's assessment can be directed to her class teacher and if necessary, the relevant Head of Department. Assessment activities comprise varied skills and modes, including formal examinations, essays, assignment work, practical work, portfolios, excursion reports or oral presentations.

Our Year 9 students' first semester will comprise *formative* (informal assessment for learning) and *summative* (formal assessment of learning) assessment that is tiered to address a particular course outcome yet allows an opportunity to grow learning at a challenging, developmentally appropriate level, to arrive at an understanding of key learning concepts.

This handbook sets out each subject's assessment schedule for 2020. The entire teaching staff and I look forward to the opportunity to foster creativity, critical thinking and challenge in the development of your daughter's knowledge and skills. In doing so, our aim is to encourage a love of learning so that our SVC graduates are lifelong learners and in the true Vinnies spirit, courageous women of action.

Yours sincerely

Mrs Jasmin Mano

**Director of Teaching and Learning**

## ASSESSMENT POLICY

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love compassion and hope.

### PRINCIPLES OF QUALITY ASSESSMENT AT ST VINCENT'S COLLEGE

This Assessment Policy is based upon the Assessment Guidelines and Requirements of the NESAs and is underpinned by the St Vincent's College Learning Framework. The following principles of Assessment are evidence-based and support the Advice on Assessment from NESAs, as well as, **The College Learning Framework**.



The following principles provide a basis upon which decisions about quality assessment practices for all our students are built.

Assessment at St Vincent's College:

- is relevant, purposeful and engaging
- is valid, reliable and measurable against student outcomes
- aligns with our Learning Framework as it *informs, transforms and empowers* student learning
- is fair and accessible, enabling all students' an opportunity to demonstrate their learning
- incorporates *reasonable adjustments* for our diverse learners to demonstrate their learning
- provides evidence that accurately represents a student's knowledge, understanding and skills
- enables students to demonstrate their learning in a range of different contexts and modes
- enables teachers to provide effective feedback (within two weeks of the activity date, where practicable) in order to empower students to reflect on their work and set goals to assist their learning.

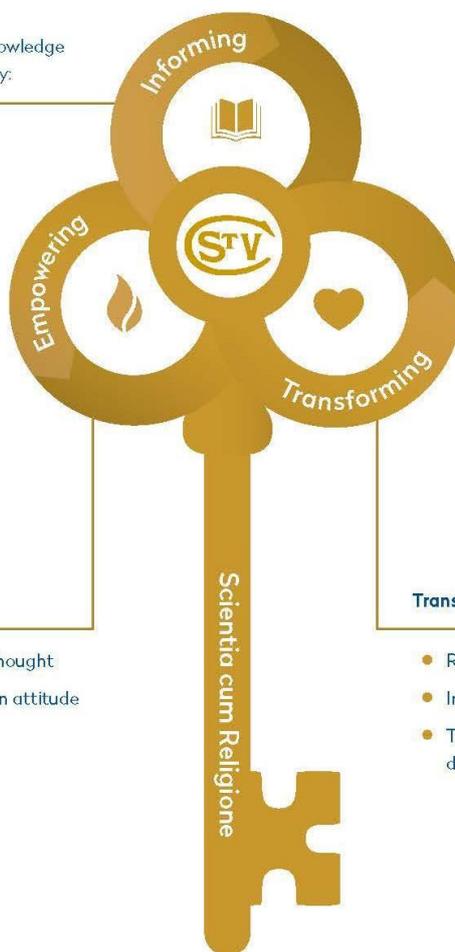


# St Vincent's College Learning Framework

A St Vincent's College graduate is a courageous woman of action empowered to be independent in thought, compassionate in attitude and confident to act.

**Informing** with the essential knowledge and core skills of the 21st century:

- Critical thinking
- Creativity
- Collaboration



**Empowering** to be:

- Independent in thought
- Compassionate in attitude
- Confident to act

**Transforming** by a culture of:

- Right relationships
- Immersion into social justice experiences
- The practices of reflection and discernment

Scientia cum Religione – our College Motto celebrates the strength of education in the Catholic tradition: knowledge combined with religion.

## TYPES OF ASSESSMENT AT ST VINCENT'S COLLEGE

The NSW syllabuses promote an integrated approach to teaching, learning and assessment. 'Assessment for learning', 'assessment as learning' and 'assessment of learning' are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to grow student learning.

### (i) Assessment for Learning

*Assessment for learning* involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment for learning:*

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

### (ii) Assessment as Learning

*Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment as learning:*

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

### (iii) Assessment of Learning

*Assessment of learning* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking, depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

*Assessment of learning:*

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

## ADJUSTMENTS FOR STUDENTS WITH A DISABILITY

At St Vincent's College, adjustments are made to teaching, learning and assessment practices for students with a disability, so that they are not placed at a disadvantage or treated less favourably for a reason relating to their disability. These adjustments, as required by the Disability Standards for Education, are additional to, or otherwise different from, provisions normally available. To access these special educational provisions, students would have impairment in at least one of the following six areas: 1. Intellectual 2. Mental Health 3. Neurological 4. Physical 5. Sensory 6. Learning Disability including Dyslexia and ADHD (the six broad categories of disability as cited by the Disability Discrimination Act).

The adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with specific learning needs to access syllabus outcomes and content on 'the same basis' as their peers. In relation to teaching and learning the adjustment could be providing a scaffold to accompany multi-step or complex instructions. In relation to assessment, 'reasonable adjustments' could be:

- adjustments to the assessment process (otherwise known as Disability Provisions). Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology.
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

The types of adjustments made will vary, based on the needs of individual students. Further examples of adjustments to assessment for students with special education needs and information on assessment for students undertaking *Life Skills*, can be found in the appendix.

Adjustments to teaching, learning and assessment practices for students with a disability are made in consultation with the student and their family, are regularly reviewed and can be changed. A formal application to the Learning Support Coordinator, with supporting documentation, is necessary before any adjustment to be considered. This documentation may include but is not limited to medical reports, reports from Allied Health professionals or results obtained from psychometric or other specialised educational testing. The decision about the most appropriate delivery of these special educational provisions is made by the Learning Support Coordinator in consultation with the Director of Teaching and Learning. Once the application has been approved, the Diverse Learning Team requires copies of notifications (adjusted and non-adjusted) at least *one week prior* to distribution of the Assessment Activity Notification (adjusted and non-adjusted) to assist teachers to ensure the activity is reliable and accessible for all students *on a same basis* nature.

## DISABILITY PROVISIONS

Parents/Carers of students with a disability should apply to the Learning Support Coordinator for Disability Provisions at the beginning of the academic year. To apply for Disability Provisions, Parents/Carers need to submit in writing their request for provisions with documented support of their disability. Disability Provisions are only granted in formal examination blocks. Applications are only approved in accordance with NESA regulations and if successful, will take effect from the very next term from when the application is considered. An application for a review of decision is to be in writing and submitted to the Learning Support Coordinator one week after the decision was granted by NESA. Grounds for Disability Provision through NESA include: physical disability, learning disability, mental and physical health complications. The student's application will be assessed by the Learning Support Coordinator and the Director of Teaching and Learning.

## ACCELERATED MATHEMATICS POLICY

Students enrolled in an Accelerated Mathematics course, wherever possible, will be considered carefully in the preparation of College examination timetables so that the scheduling of mandatory examinations for the Accelerated Mathematics course does not put undue pressure on the student's current cohort examination schedule.

Wherever possible, there will be some spacing between these examinations, but in circumstances where this is unavoidable, some compensatory time for supervised study at the College, for a portion of a school day, will be accommodated.

## EFFECTIVE FEEDBACK

Teacher feedback about student learning is essential for students to grow their learning and integral to teaching, learning and assessment practice.

### Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to *inform, transform and empower* their learning. Feedback enables students to recognise their strengths, as well as, their areas for development in order to identify and plan with their teacher the next steps in their learning growth.

### Feedback allows students to improve their knowledge, understanding and skills and:

- is **SMART** - Specific/ Measurable/ Attainable/ Realistic and Timely
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the learning outcomes and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how students can grow their learning, through clear marking criteria
- facilitates the development of, and provides opportunities for, self-assessment and reflection during the learning process
- informs future teaching and learning opportunities for both the teacher and the student.

## ASSESSMENT PROCEDURES

All students will receive access to this Assessment Policy, which outlines their rights and responsibilities. Students will receive a written notification of all upcoming Assessment Activities by email approximately *three-weeks prior* to an Assessment due date. Assessment Handbooks for Years 7-11 will be distributed to students at the beginning of each academic year. Assessment Handbooks for Year 12 will be distributed at the beginning of the HSC course in Term 4 of Year 11, marking the transition from the Year 11 to the Year 12 (HSC) course.

Specific activity details will be distributed to students as determined appropriate by the relevant class teacher/Head of Department/Director of Teaching and Learning. All Assessment Activities are emailed directly to students on the same day, however, students who are absent at the time the Assessment Activity was notified **MUST** see their class teacher immediately on returning to school, to clarify any information/interpretations pertaining to the activity.

## ASSESSMENT PROCEDURES FOR STUDENTS

Students are entitled to:

1. be informed of the policies of the school and NESA in relation to their Assessment Schedules.
2. adequate written notice of an activity being due or any alteration to the nature or timing of the activity.
  - **All activity notifications are aimed to be issued three weeks prior to the assessment due date.**
3. be informed on the nature and purpose of assessment.
4. receive clear guidelines relating to the requirements of each assessment activity including information regarding the syllabus outcomes targeted by the activity.
5. receive information regarding the criteria by which the activity will be assessed.
6. have work assessed and returned to them in a timely manner.
  - **All marking is aimed to be returned within a two-week turnaround time frame.**
7. receive meaningful feedback that assists students to review their work.
8. expect a consistent interpretation and application of the College's Assessment Policy
9. request a review of the calculation of the final assessment mark to qualify that the final assessment rank is incorrect.
10. students are given detailed feedback on all activities, however, they do have the opportunity to discuss the marking criteria and *confirm their marks immediately after each* assessment activity is returned. **All confirmed student marks per Assessment Activity are available on the Student Portal (Edumate)** immediately after marking is returned to the student.

## SUBMISSION OF ACTIVITIES

- All *hand-in* activities are to be submitted before 8:40am to the teacher-in-charge of the collection **as indicated on the Assessment notification. Handing in an activity AFTER this time (8:40am) will constitute a late penalty (see Penalties for Late Submission of Assessment Activities).**
- Any electronic submission of an activity must comply with the specifications of the activity and must be time stamped in a manner that allows the teacher to establish a submission time and date.
- **Students involved in College activities** (Music rehearsals, excursions, band etc) **ARE NOT** exempt from the activity submission requirements detailed in this section.
- **Students involved in extracurricular activities** (Music/Drama/Debating rehearsals etc) **ARE NOT** exempt from the activity submission requirements detailed in this section. Students should retain an electronic copy of their submission on their personal device.
- **Students attending before school classes ARE NOT** exempt from the activity submission requirements detailed in this section.
- Failure to attend an in-class activity or failure to hand an activity in on the due date without relevant documentation (ie Letter from Parent/Carer - Years 7-9 / Medical Certificate - Years 10-12) may result in a penalty.

## THE USE OF TECHNOLOGY IN ASSESSMENT ACTIVITIES

- **Students should always save any work completed at school in their personal storage area on their personal device or on a USB.** Additionally, students have access to 1TB of cloud storage through their College login. If any student wishes to work on a digital resource at home, it must also be saved to a USB storage device or emailed to the student using the College email address. Note: Email is only capable of transferring files no greater than 25 megabytes.
- It is important that students follow responsible practices in their use of technology to complete assessment activities by:
  1. maintaining reliable, updated back-up copies
  2. retaining printed draft copies
  3. allowing adequate time to troubleshoot potential failures of technology.

- **Failure of ICT equipment will not be accepted as an excuse for non-submission of an Assessment activity** (see College Diary p24).

## LATE SUBMISSION

Students who are absent on the due date **MUST** submit the activity immediately upon their arrival to the College or the *very next day* they attend school to the appropriate Head of Department, even if there is NO scheduled lesson on that day. A signed note from parent/carer (Years 7-9) /Medical Certificate (Years 10-12) must accompany this late submission.

## EXTENSIONS UNDER EXCEPTIONAL CIRCUMSTANCES

The Director of Teaching and Learning may grant an extension in exceptional circumstances in consultation with the Head of Department. A decision will be made based on the evidence the students can provide with regards to her assessment work to date, for example, it may be deemed necessary for a student in practical subjects to submit all work completed, and the Head of Department in consultation with the Director of Teaching and Learning will assess this partial submission and an estimate based on previous or subsequent work may be provided. Medical Certificates or other documentation from an external medical provider supporting the request may be required.

## ILLNESS/MISADVENTURE

### Unforeseeable Absence from an Assessment Activity

Ensuring the integrity of the assessment process is of paramount importance to all teaching staff at the College to maintain equity and fairness to all our students. Therefore, a student who is absent from, or unable to, complete a particular activity or submit an activity, is required to carry out the following procedures:

**STEP 1:** Notify Student Services before 8.30am on the morning of the activity or activity due-by date (Tel: **8324 6630** or email [collegesecretary@stvincents.nsw.edu.au](mailto:collegesecretary@stvincents.nsw.edu.au)) . Student Services is to notify Director of Teaching and Learning of the student's absence. For submissions, students should email their work directly to their teacher. For submissions with a practical component, students should email all text-based material to their teacher.

**STEP 2:** Immediately upon return to the College after illness, students must obtain an *Illness/Misadventure Application Form* from Student Services, complete it and attach the relevant documentation, and submit to the Head of Department *on the same day*.

### YEARS 7-9

- A **signed and dated letter from a parent/carer** is to be given to the Head of Department indicating the reason why a student has missed an assessment activity.
- The Head of Department in consultation with the Director of Teaching and Learning may arrange a time for a 'make-up' activity to be completed.
- Documentation provided must cover all days absent from the College up to and including the activity date OR from the activity date until the day before returning to the College.
- Undocumented absence beyond this/these dates may result in a zero determination.

### YEARS 10-12

- A **medical certificate** covering the day of the assessment activity and/or absence immediately before an assessment activity must accompany this application for all students in Years 10-12.
- The Head of Department in consultation with the Director of Teaching and Learning may arrange a time for a 'make-up' activity to be completed. Documentation provided must cover all days absent from the College up to and including the activity date OR from the activity date until the day before returning to College.

- Undocumented absence beyond this/these dates may result in a zero determination.
- In some instances, an estimate, determined at each reporting stage may be deemed necessary where an alternate activity is not possible to be offered.

**STEP 3:** The Director of Teaching and Learning in consultation with Head of Department, will consider each application on a case by case basis and organise either a make-up activity or an estimate to be issued at the end of the course, depending on the circumstances of the illness/misadventure application.

### **ABSENCE THE DAY BEFORE AN ASSESSMENT ACTIVITY**

All students are required to submit a **Medical Certificate** to the respective Head of Department, *covering any absence missed on the day of or consecutive days prior to an assessment activity being due*. In the event of a student's unexplained absence (eg unsupported by a medical certificate) from the College on the day or any consecutive days immediately prior to an activity, the student may be deemed to have an unfair advantage in the completion of the assessment activity and a zero result may be awarded. This is particularly important with regards to whole College events such as the College Athletics Carnival or St Vincent's Day. Such days are compulsory College functions and as such, absences from a College event the day prior to an assessment may result in a zero.

### **APPROVED CERTIFICATE OF EXTENDED LEAVE/EXEMPTION FROM ATTENDANCE AT SCHOOL**

Any student who has been granted approved extended leave from the College, must inform the Head of Department for any assessment activity affected by the leave period of absence. Wherever possible, but only where possible, an alternate activity or alternate date for submission may be arranged for the student in consultation with the Head of Department and the Director of Teaching and Learning.

### **PENALTIES FOR LATE SUBMISSION OF ASSESSMENT ACTIVITY**

The following penalties apply in the case of an assessment activity not being submitted on time and where there is no acceptable supporting documentation.

#### **YEARS 7-9**

- **ONE day late** = Deduction of 10% of the total mark awarded
- **TWO days late** = Deduction of subsequent 10% of the total mark awarded
- **MORE THAN THREE days late** = A zero may be awarded.

The assessment activity must still be submitted which will be marked and returned to the student with feedback. The mark, however, may not contribute to the aggregated assessment mark in that subject or course if *more than three lessons late*. Failure to submit the activity may lead to an 'N' determination. In this case, parents will be notified in writing by the Director of Teaching and Learning.

#### **YEARS 10-12**

- **ONE DAY LATE** = Deduction of 50% of the total mark awarded
- **TWO or MORE DAYS LATE** = A zero may be awarded.

The assessment activity must still be submitted which will be marked and returned to the student with feedback. The mark, however, may not contribute to the aggregated assessment mark in that subject or course if *more than three lessons late*. Failure to submit the activity may lead to an 'N' determination. In this case, parents will be notified in writing by the Director of Teaching and Learning.

### **WHAT IS MALPRACTICE?**

**Malpractice is any activity that allows a student to gain an unfair advantage over other students.**

It includes but is not limited to:

- using material directly from books, journals or the internet without reference to the source

- building on the ideas of another person without reference to the source
- buying, borrowing or copying 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 activities without appropriate acknowledgement
- paying someone to write or prepare material
- breaching College examination rules
- using non-approved aids during an assessment activity including any electronic device other than a NESA approved calculator, which can be used to store information
- contriving false explanations to explain work not handed in by the due date
- false claims or false documentation on Illness/Misadventure applications.
- assisting another student to engage in malpractice.

### **PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE**

- All work submitted, whether as part of an assignment or test, must be solely completed by the student.
- All research assignments MUST include a reference list. Criteria for referencing can be found in the College Diary (Page 32). If references are NOT provided, students will be required to provide evidence that the work is their own.

### **MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE ACTIVITIES**

All Assessment Activities are conducted under conditions set by the College and are based on HSC and Examination Rules and Procedures as specified by NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

#### **NOTES:**

- If a student is found to have notes, texts or summaries of the subject being examined with her during an examination (whether she uses them or not) it will be assumed that they were for the purpose of using during the examination and she may be awarded a zero for that activity.
- Students who accidentally take notes, texts etc into an examination-type activity must report this to the supervising teacher immediately they become aware of the fact. Students will be provided with reminders about these breaches prior to the commencement of each examination.

### **MOBILE PHONES AND SMARTWATCHES**

- Students are NOT permitted to take mobile phones or smart watches into an examination.
- Students will be asked to place these devices at the front of the College Hall or classroom, prior to commencement of the examination.
- Any student who is found to have taken a mobile phone into an examination will be breaching examination rules and therefore may receive a zero.

### **SATISFACTORY COMPLETION OF A COURSE**

#### **COURSE REQUIREMENTS**

All students must provide sufficient evidence through their engagement in class and in informal and formal tests that they have:

1. followed the course developed or endorsed by NESA
2. applied themselves with diligence and sustained effort to the set activities and experiences provided in the course by the school, and
3. achieved some or all of the course outcomes.

## **WARNINGS**

If a student is at risk of non-completion of course requirements in any course, the Director of Teaching and Learning in consultation with the Principal, will advise the student and the parents in writing:

1. of the activities and/or actions to be undertaken in time for the problem to be corrected
2. of the request from the student/parent to provide the College with written acknowledgement of the warning
3. to retain copies of the warning notice(s) and other relevant documentation.

## **'N' DETERMINATIONS**

- Any student who has not complied with the requirements for satisfactory completion of a course when assessment marks are being finalised will be issued with an 'N' determination by the Principal, who will in turn advise NESAs.
- The consequences of an 'N' determination in any course are that the course will indicate the 'N' determination on the Record of Student Achievement ROSA for the completion of Stages 5 and 6.
- Students may seek a school review of an 'N' determination in a course. If the College declines the review, the student may appeal to NESAs directly.

## **RECORD OF SCHOOL ACHIEVEMENT (RoSA) REQUIREMENTS**

In 2012 the State Government replaced the School Certificate with the RoSA. The RoSA will be a record of student achievement based on internal assessment only. There is no longer a statewide School Certificate examination.

### **Patterns of Courses for the Award of the RoSA**

To meet the award of RoSA, NESA requires students to complete the following mandatory Years 7-10 curriculum requirements.

- **English:** By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** By the end of Year 10, 400 hours need to be completed.
- **Science:** By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7-8.
- **Technological and Applied Studies:** Years 7-8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music (Years 7 and 8).
- **Personal Development, Health and Physical Education:** This integrated course is to be studied in each of Years 7-10.

Additionally, all students at St Vincent's College must study a course in Religious Studies.

### **Satisfactory Completion of Courses**

In order to be eligible for the RoSA, a student must satisfactorily complete the minimum pattern of courses required by NESA. This minimum pattern is set out above.

NESA's definition of "satisfactory completion of a course" is: A student will be considered to have satisfactorily completed a course, if, in the school's view, there is sufficient evidence that the student has by effort and achievement indicated that she has followed the course laid down by NESA.

### **Attendance and Application**

To qualify for the award of a RoSA, a student must have a satisfactory record of attendance and application up to and including the final date of attendance for Year 10 students.

#### (a) Attendance

Students who:

- (i) have attended less than 85 percent of the available school days
- (ii) have a record and/or pattern of attendance which warrants the withholding of the RoSA, or
- (iii) leave before the last day of Year 10 without the Principal's approval will be required to justify the award of a RoSA to NESA's satisfaction.

#### (b) Application

Satisfactory application is essential for the award of the RoSA. A judgement will be made by the Principal as to whether or not students have applied themselves at school to a degree which warrants the award of the RoSA. In making this judgement, the Principal will take into account the degree of effort shown by students and their attitude to their studies.

## ADDITIONAL STUDIES OFFERED IN YEAR 9

Students are given the choice of two elective subjects that they must keep throughout Years 9 and 10. Students choose **two** subjects from the following list:

Commerce  
Dance  
Design and Technology  
Drama  
Elective History  
Food Technology  
French  
Italian  
Mandatory History  
Music  
Philosophy  
Photographic and Digital Media  
Physical Activity and Sports Studies (PASS)  
Textiles Technology  
Visual Arts

Religious Studies, English, Mathematics, Science, Australian History, Australian Geography, and Personal Development, Health and Physical Education are compulsory in Stage 5.

## RELIGIOUS STUDIES

### Year 9 Assessment Schedule 2020

#### Course Content:

- **Biblical Writing**
- **Sacraments of Healing**
- **The Search for Meaning**
- **Living the Commandments and Beatitudes**
- **The Church in Australia**

There are two components to the assessment of Year 9 Religious Education:

#### 1. Assessment Activity

Students will be issued with a formal notification a minimum of three weeks prior to the date of the activity. The notification will specify:

- a) the exact date of the activity
- b) the details of the activity (topic, format and weighting)
- c) the marking criteria.

#### 2. Class or Formative Activities:

Class or Formative activities are embedded within the Assessment Activity and/or within the Unit of Work. The aim of these activities is to regularly review what has been learned in class in a meaningful and progressive way. The activities are designed to assess student understanding of concepts, knowledge, and skills related to the final activity.

ASSESSMENT ACTIVITY		TIMING	WEIGHTING	DESCRIPTION	OUTCOMES
1	Biblical Writing	Term 1 Week 9	30%	Assignment (In Class) that includes <ul style="list-style-type: none"> <li>● Biblical Analysis</li> </ul>	A9 V A9 K A9 S
2	Living the Commandments and Beatitudes	Term 2 Week 6	40%	Assignment (In-Class) that includes: <ul style="list-style-type: none"> <li>● Written Response</li> </ul>	E9 S E9 K
3	Formative tasks focused on Sacraments of Healing	Term 3	-	<ul style="list-style-type: none"> <li>● In-Class formative activities</li> </ul>	D9V D9K D9S
4	The Church in Australia	Term 4 Week 3	30%	Submission - Assignment based on research.	B9 V B9 K B9 S

## COMMERCE

<b>Year 9 Assessment Schedule 2020</b>					
<b>Component</b>	<b>Activity 1</b>	<b>Formative Assessment</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Weighting</b>
Assessment Activity Type	In-class activity	Series of formative activities set by individual teacher	Research Activity Hand in	In-class test	
Topic	Consumer and Financial Decisions	Promoting and Selling	Employment and Work Futures	All Topics	
Outcomes Assessed	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	All outcomes may be assessed	COM5-1, COM5-2, COM5-3, COM5-5, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8, COM5-9	
Due Date	Term 1 Week 9	Throughout Term 2	Term 3 Week 9	Term 4 Week 2	
	<b>30</b>	<b>N/A</b>	<b>30</b>	<b>40</b>	

## DANCE

### Year 9 Assessment Overview

#### Year 9 Dance Course

Component	Weighting %
Performance	<b>35</b>
Composition	<b>35</b>
Appreciation	<b>30</b>
<b>TOTAL</b>	<b>100</b>

Activity	Date	Description	Outcomes	Weighting %			
				Composition	Appreciation	Performance	TOTAL
1	Term 2 Week 6 Thu 4 June D4 P3-4	Appreciation Written Dance Analysis	5.3.1 5.3.2 5.3.3		30		30
2	Term 3 Week 9 Thu 17 Sep P3-4	Composition and Reflective Journal	5.2.1 5.2.2	35			35
3	Term 4 Week 3 Thu 29 Oct D4 P3-4	Practical Technique and Performance Journal	5.1.1 5.1.2 5.1.3			35	35
<b>TOTAL</b>				<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## DESIGN AND TECHNOLOGY

### Year 9 Assessment Activities 2020

Term	Outcomes	Activity	Date	Weighting %
1	DT5-2 DT5-8	<b>Activity 1:</b>  Submission: Portfolio	Term 1 Week 9	30%
2	DT5-6 DT5-8 DT5-9 DT5-10	<b>Activity 2:</b>  Submission: Product and Portfolio	Term 2 Week 5	30%
3	<b>Ongoing Formative Assessment</b>			
4	DT5-4	<b>Activity 3:</b>  In-class written	Term 4 Week 2	40%

## DRAMA

### Year 9 Assessment Overview 2020

Component	Weighting %
Performance	<b>40</b>
Making	<b>35</b>
Appreciation	<b>25</b>
<b>TOTAL</b>	<b>100</b>

### Year 9 Drama Course

ACTIVITY	DATE	DESCRIPTION	OUTCOMES	WEIGHTING %			
				Making	Appreciation	Performance	TOTAL
<b>Term 1 - Ongoing Formative Assessment</b>							
1	Term 2 Week 9 12 June D10 P1-2	Physical Theatre	5.3.1 5.3.2 5.3.3	10	10	10	30
2	Term 3 Week 9 15 Sept P4-5 Group Devised MCR and lunch	Playbuilding and Logbook Submission	5.1.1 5.1.2 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3 5.3.1 5.3.2 5.3.3	5	5	20	30
3	Term 4 Week 4  Fri 6 Nov D10 P1-2 Perform 10 Nov Written	Written Examination and Performance Essay	5.1.1 5.1.2 5.1.3	20	10	10	40
<b>TOTAL</b>				<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## ELECTIVE HISTORY

<b>Year 9 Assessment Schedule 2019</b>					
<b>Component</b>	<b>Activity 1</b>	<b>Formative Assessment</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Weighting</b>
Type of Activity	Oral Presentation	Series of formative activities set by individual teacher	Written activity – Film Evaluation	Examination	
Topic	Thematic Study - Terrorism	History of Medicine - School Developed Study	<b>Film as History</b>	<b>All Topics</b>	
Outcomes Assessed	E5.1, E5.5, E5.8, E5.9, 5.10	All outcomes may be assessed	E5.1, E5.2, E5.6, E5.7, E5.8	E5.1-E5.9	
Due Date	Term 1 Week 11	Throughout Term 2	Term 3 Week 5	Term 4 Week 5 Assessment Block	
<b>Weighting</b>	<b>30</b>	<b>N/A</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ENGLISH

## Year 9 2020 Assessment Schedule

Activity Number	Activity 1	Activity 2	Activity 3	Ongoing
Nature of Activity	Representation Activity with Reflection	Multimodal Presentation	In class Extended Response	Formative Assessment Term 2
Timing	Term 1 Week 11	Term 3 Week 2	Term 4 Week 3	
Outcomes Assessed	EN5-2A, EN5-3B, EN5-9E	EN5-6C, EN5-7D, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-7D	
Components		Weighting %		
Knowledge, Understanding and Skills	20	15	15	50
Values and Attitudes	20	15	15	50
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## FOOD TECHNOLOGY

### Year 9 Assessment Activities 2020

Term	Outcomes	Activity	Date	Weighting
1	<b>Ongoing Formative Assessment</b>			
2	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	<b>Activity 1:</b>  Written and Practical	Term 2 Week 5	30%
3	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	<b>Activity 2:</b>  Written and Practical	Term 3 Week 8	30%
4	5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2	<b>Activity 3:</b>  Examination	Term 4 Week 4	40%

## FRENCH

### Year 9 Stage 5 Assessment Schedule

Component	Activity 1	Activity 2	Activity 3	Weighting %
	<b>Timing</b> Term 1 Week 10	<b>Timing</b> Term 3 Week 7	<b>Timing</b> Term 4 Week 4	
	<b>Outcomes Assessed</b> LIT5-1C LIT5-4C LIT5-5U LIT5-6U LIT5-8U	<b>Outcomes Assessed</b> LIT5-2C LIT5-3C LIT5-5U LIT5-7U	<b>Outcomes Assessed</b> LIT5-1C LIT5-2C LIT5-3C LIT5-4C LIT5-5U LIT5-6U LIT5-7U	<b>Term 2</b> <b>Ongoing</b> <b>Formative</b> <b>Assessment</b>
Listening		15	10	<b>25</b>
Reading		15	10	<b>25</b>
Speaking	15		10	<b>25</b>
Writing	15		10	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## ITALIAN

### Year 9 Stage 5 Assessment Schedule

Component	Activity 1	Activity 2	Activity 3	Weighting %
	<b>Timing</b> Term 1 Week 10	<b>Timing</b> Term 3 Week 7	<b>Timing</b> Term 4 Week 4	
	<b>Outcomes Assessed</b> LIT5-1C LIT5-4C LIT5-5U LIT5-6U LIT5-8U	<b>Outcomes Assessed</b> LIT5-2C LIT5-3C LIT5-5U LIT5-7U	<b>Outcomes Assessed</b> LIT5-1C LIT5-2C LIT5-3C LIT5-4C LIT5-5U LIT5-6U LIT5-7U	
Listening		15	10	<b>25</b>
Reading		15	10	<b>25</b>
Speaking	15		10	<b>25</b>
Writing	15		10	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MANDATORY HISTORY

<b>Year 9 Assessment Schedule 2020</b>					
<b>Component</b>	<b>Activity 1</b>	<b>Formative Assessment</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Weighting</b>
Type of Activity	Research Report (hand in)	Series of formative activities set by individual teacher	Oral Presentations	In-class test	
Topic	The making of the Modern World - The Industrial Revolution	Australians at War	Rights and Freedoms	Popular Culture	
Outcomes Assessed	HT5-1, HT5-4, HT5-6, HT5-9	All outcomes may be assessed	HT5-2, HT5-3, HT5-6, HT5-8, HT5-10	HT5-1, HT5-4, HT5-5, HT5-9	
Due Date	Term 1 Week 6	Throughout Term 2	Term 3 Week 8	Term 4 Week 2	
	<b>30</b>	<b>N/A</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MATHEMATICS

### Year 9 Topic Sequence and Assessment Schedule

Course: Year 9 Mathematics 5.1/5.2 - Classes 9MATC3 and 9MATC4

Topic	Topic Name Stages <u>5.1/5.2</u>	New Century 9 <u>5.1/5.2</u> Textbook
1	Earning Money and Percentages	Chapter 8 and some of Ch 2
2	Algebra and Number	Chapter 3 and some of Ch 2
3	Data	Chapter 9
4	Pythagoras and Trigonometry	Chapters 1 and 4
5	Indices	Chapter 5
6	Probability	Chapter 12
7	Coordinate Geometry and Graphs	Chapter 11
8	Equations	Chapter 7
9	Geometry	Chapter 6
10	Congruent and Similar Figures	Chapter 13

## MATHEMATICS

### Year 9 Assessment Schedule 5.1/5.2

Assessment	Activity 1	Formative	Activity 2	Activity 4
<b>Term</b>	1	2	3	4
<b>Week*</b>	8	-	3	3
<b>Weight</b>	30%	-	30%	40%
<b>Type</b>	Assignment	-	In-Class Test	Final Test
<b>Content Could Include*</b>	<ul style="list-style-type: none"> <li>Earning Money and Number</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> <li>Data</li> <li>Pythagoras and Trigonometry</li> <li>Indices</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> <li>Trigonometry</li> <li>Indices</li> <li>Probability</li> </ul>	Focus on: <ul style="list-style-type: none"> <li>Coordinate Geometry</li> <li>Graphs</li> <li>Equations</li> <li>Geometry</li> </ul> but may cover Term 3 content too.
<b>Outcomes</b>	MA5.1/2-1, 2&3 WM MA5.1-4 NA	MA5.1/2-1, 2&3 WM MA5.1-6 NA MA5.1-12 SP MA5.1-10 MG MA5.2-13 MG MA5.2-16 MG	MA5.1/2-1, 2 and 3WM MA5.1-13 SP MA5.2-17 SP MA5.1-5 NA MA5.1-9 MG MA5.2-7 NA MA5.2-14 MG	MA5.1/2-1, 2 and 3WM MA5.2-8 NA MA5.1-13 SP MA5.1-8 MG MA5.1-9 MG MA5.2-5 NA MA5.2-8 NA MA5.2-9 NA  + Previous.

*\* NOTE: Assessment activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be confirmed in Assessment Notifications published three weeks prior to each assessment activity.*

## MATHEMATICS

### Year 9 Mathematics Topic Sequence and Assessment Schedule

#### Course: 5.2/5.3 Mathematics - Classes 9MATX1 and 9MATX2

Topic	Topic Name Stages <u>5.3/5.2</u>	New Century 9 <u>5.3/5.2</u> Textbook
1	Earning Money and Percentages	Chapter 8 and some of Ch 2
2	Products and Factors	Chapter 3
3	Data	Chapter 9
4	Pythagoras and Surds	Chapter 1
5	Trigonometry	Chapter 4
6	Indices	Chapter 5
7	Probability	Chapter 12
8	Coordinate Geometry and Graphs	Chapter 11
9	Equations	Chapter 7
10	Geometry	Chapter 6
11	Congruent and Similar Figures	Chapter 13

## MATHEMATICS

### Year 9 Assessment Schedule 5.2/5.3

Assessment	Activity 1	Formative	Activity 2	Activity 3
<b>Term*</b>	1	2	3	4
<b>Week*</b>	8	-	3	3
<b>Weight</b>	30%	-	30%	40%
<b>Type</b>	Hand-in Assignment	-	In-Class Test	Final Test
<b>Content Could Include*</b>	<ul style="list-style-type: none"> <li>Earning Money and Number</li> </ul>	<ul style="list-style-type: none"> <li>Products &amp; Factors</li> <li>Data</li> <li>Pythagoras and Surds</li> <li>Trigonometry</li> <li>Indices</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> <li>Surds</li> <li>Trigonometry</li> <li>Indices</li> <li>Probability</li> </ul>	Focus on: <ul style="list-style-type: none"> <li>Coordinate Geometry</li> <li>Graphs</li> <li>Equations</li> <li>Geometry</li> </ul> but may cover Term 3 content too.
<b>Outcomes</b>	MA5.1/2-1, 2&3 WM MA5.1-4 NA	MA5.1/2-1, 2&3 WM MA5.1-6 NA MA5.1-12 SP MA5.1-10 MG MA5.2-13 MG MA5.2-16 MG MA5.3-5 NA	MA5.1/2-1, 2 and 3WM MA5.1-13 SP MA5.2-17 SP MA5.1-5 NA MA5.1-9 MG MA5.2-7 NA MA5.2-14 MG MA5.3-6 NA	MA5.1/2-1, 2 and 3WM MA5.2-8 NA MA5.1-8 MG MA5.1-9 MG MA5.2-5 NA MA5.2-8 NA MA5.2-9 NA MA5.3-6, 7&8 NA MA5.3-16 MG + Previous.

**NOTE:** Assessment activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be confirmed in Assessment Notifications published three weeks prior to each assessment activity.

## MATHEMATICS ACCELERATED

### Year 9 Assessment Schedule

Course: 5.2/5.3 - Class 9 MACC1

### Topic Sequence

Topic	Topic Name Stages <u>5.2/5.3</u>	New Century <u>5.2/5.3</u> Textbook	
		Year 9 Text	Year 10 Text
1	Pythagoras and Surds	Chapter 1	Chapter 1
2	Products and Factors	Chapter 3	Chapter 5
3	Indices	Chapter 5	Chapter 7
4	Equations and Logarithms	Chapter 7	Chapter 7
5	Probability	Chapter 12	Chapter 12
6	Data	Chapter 9	Chapters 6
7	Earning Money, %, Interest and Depreciation	Chapters 8 & 2	Chapter 2
8	Coordinate Geometry and Graphs	Chapter 3	Chapters 3, 8 & 11
9	Simultaneous Equations		Chapter 10
10	Trigonometry	Chapter 4	Chapter 9
11	Surface Area and Volume	Chapter 10	Chapter 4
12	Geometry, Congruent and Similar Figures	Chapters 6 & 13	Chapter 13
13	Polynomials		Chapter 14
14	Functions		Chapter 16
15	Circle Geometry		Chapter 15

## MATHEMATICS ACCELERATED

### Year 9 Assessment Schedule

Assessment	Activity 1	Activity 2	Activity 3	Activity 4
<b>Term*</b>	1	2	3	4
<b>Week*</b>	8	1	3	3
<b>Weight</b>	20%	20%	20%	40%
<b>Type</b>	In-Class Test	Assignment w In-Class Component	In-Class Test	Final Test
<b>Content Could Include*</b>	<ul style="list-style-type: none"> <li>● Surds and Pythagoras</li> <li>● Products and Factors</li> <li>● Indices</li> <li>● Equations and Logarithms</li> </ul>	<ul style="list-style-type: none"> <li>● Data</li> <li>● Earning Money</li> <li>● Probability</li> </ul>	<ul style="list-style-type: none"> <li>● Interest and Depreciation</li> <li>● Coordinate Geometry</li> <li>● Simultaneous Equations</li> <li>● Graphs</li> <li>● Trigonometry</li> <li>● SA and Volume</li> <li>● Geometry</li> </ul>	Focus on Term 3 <u>plus</u> : <ul style="list-style-type: none"> <li>● Geometry</li> <li>● Congruency and Similarity</li> <li>● Polynomials</li> <li>● Functions</li> <li>● Circle Geometry</li> </ul> but the full year's content is assumed knowledge.
<b>Outcomes</b>	MA5.3-1, 2, 3WM MA5.2-6 NA MA5.3-5 NA MA5.1-5 NA MA5.2-7 NA MA5.3-6 NA MA5.2-8 NA MA5.3-7 NA MA5.3-11 NA MA5.1-9MG	MA5.3-1, 2, 3WM MA5.1-4 NA MA5.2-4 NA MA5.1-12 SP MA5.1-13 SP MA5.2-15 SP MA5.2-16 SP MA5.2-17 SP MA5.3-18 SP MA5.3-19 SP	MA5.3-1, 2, 3WM MA5.2-5 NA MA5.3-4 NA MA5.3-7 NA MA5.1-6 NA MA5.2-9 NA MA5.3-8 NA MA5.1-7 NA MA5.2-10 NA MA5.3-9 NA MA5.1-8 MG MA5.1-10 MG MA5.2-11 MG MA5.2-12 MG MA5.2-13 MG MA5.3-13 MG MA5.3-14 MG MA5.3-15 MG	MA5.3-1,2,3WM MA5.3-10 NA MA5.3-12 NA MA5.1-11 MG MA5.2-14 MG MA5.3-16 MG MA5.3-17 MG  + Previous

Note: Scheduled assessment dates may be changed due to unforeseen circumstances. The date and nature of each activity will be confirmed in the assessment notification published three weeks before the assessment date.

## MUSIC

### Year 9 Music Course

ACTIVITY	DATE	DESCRIPTION	OUTCOMES	WEIGHTING %			
				Performance	Composition	Listening	TOTAL
1	Week 5 Wed 26 May D7	Baroque Music: The Baroque orchestra: Concerto, Oratorio and Fugue  Composition and portfolio (hand-in) By 8.40am	5.4 5.5 5.6 5.7 5.8 5.9 5.10		26	10	36
2	Week 6 Tue 25 Aug D7 (hand-in) Wed 26 Aug D8 Performance	Theatre Music: Stage Musicals, Hollywood Musicals and Opera  Composition (hand-in) and Performance in MCR	5.1 5.2 5.3 5.4 5.5 5.6	33	7		40
3	Tue 3 Nov Listening Activity	Music of a Culture: Caribbean	5.7, 5.8, 5.9, 5.10			24	24
<b>TOTAL</b>				<b>33</b>	<b>33</b>	<b>34</b>	<b>100</b>

## PHILOSOPHY

### Year 9 Assessment Activities 2020

ASSESSMENT ACTIVITY		TIMING	WEIGHTING	DESCRIPTION	OUTCOMES
1	<b><i>Work of Philosophers</i></b>	Term 1 Week 6	30%	Research Presentation In class	A2 examines and discusses the work of key philosophers  B1 identifies sources, meaning and purpose of information  B2 builds a clear understanding of the key philosophical frameworks and methods  B4 demonstrates a clear understanding of philosophical concepts and uses them appropriately.
2	Formative Activities	Term 2			B3 constructs and presents an argument highlighting key questions and dichotomies  B4 demonstrates clear understanding of philosophical concepts and uses them appropriately  C4 explores ways of applying knowledge for the betterment of their own lives and the lives of the society in which they live.
3	<b><i>Evaluation of an Ethical Issue</i></b>	Term 3 Week 6	30%	In Class Extended Response	B3 constructs and presents an argument highlighting key questions and dichotomies  B4 demonstrates clear understanding of philosophical concepts and uses them appropriately  C4 explores ways of applying knowledge for the betterment of their own lives and the lives of the society in which they live.
4	<b><i>Art and Philosophy</i></b>	Term 4 Week 4	40%	Report / In class performance / Creation / Scrapbook	B3 constructs and presents an argument highlighting key questions and dichotomies  B4 demonstrates clear understanding of philosophical concepts and uses them appropriately.

## PHOTOGRAPHIC AND DIGITAL MEDIA

### Year 9 Assessment Activities 2020

Term	Outcomes	Activity	Weighting %	
			Making	Critical and Historical
1	<b>Ongoing Formative Assessment</b>			
2	5.1-5.6 5.7-5.8	<b>Activity 1:</b> PDM Practical and Research Submission Term 2, Week 2	30	10
3	5.1-5.6 5.7-5.9	<b>Activity 2:</b> PDM Practical and Research submission  Term 3, Week 6	30	10
4	5.7-5.10	<b>Activity 3:</b> In-class written  Term 4, Week 2		20
			60	40

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### (PD/H/PE)

#### Year 9

Term	Activity and Weighting	Topic	Outcomes Assessed	Activity Type	Date Due
1	Activity 1 (30%)	A State of Mind	PD5-1, PD5-9	Research and in class written response	Week 8/9
2	Activity 2 (30%)	Enhancing Performance	PD5-5	Practical Assessment (in class)	Week 5-8
3	Formative	Relationships / Second Opinion	PD5-4, PD5-8	Series of formative activities set by individual teacher	
4	Activity 3 (40%)	Commit to be fit /Second Opinion	PD5-2, PD5-4, PD5-6, PD5-7	Written Activity	Week 2/3

## PHYSICAL ACTIVITY AND SPORTS STUDIES

### (PASS)

#### Year 9

Term	Activity and Weighting	Topic	Outcomes Assessed	Activity Type	Date Due
1	1 (30%)	Synchronised Swimming	PASS5-7 PASS5-9	Practical Performance (in class)	Week 9 (during allocated lesson)
2	Formative	Golf	PASS5-5	Series of formative activities set by individual teacher	
3	2 (30%)	World Games	PASS5-3 PASS5-4	Research activity with presentation (in class)	In PASS lessons Weeks 4-9
4	3 (40%)	Semester 2 Content	PASS5-2 PASS5-3 PASS5-6	Written Activity	Week 4

## SCIENCE

### Year 9 2020 Common Assessment Activities

Three activities will be formally assessed.

Term	Activity	Week	Weighting (%)	Areas of Assessment	NESA Outcomes
1	Formative Assessment	Ongoing	-	AA1, 2, 3, 4	SC5-16CW SC5-17CW SC5-4WS-9WS
2	Skills and Knowledge	4	30	AA1, 2, 3, 4	SC5-12ES SC5-12ES SC5-16/17CW SC5-4, 5, 7-9WS
3	Skills and Knowledge	5	35	AA1, 2, 3, 4	SC5-10PW SC5-11PW SC5-4, 5, 7-9WS
4	Semester 2 Theory	2	35	AA1, 2, 3, 4	SC5-10PW SC5-11PW SC5-14LW SC5-15LW SC5-4, 5, 7-9WS

## TEXTILES AND DESIGN

### Year 9 Assessment Activities 2020

Term	Outcomes	Activity	Date	Weighting %
1	<b>Ongoing Formative Assessment</b>			
2	TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	<b>Activity 1:</b>  Submission: Product and Portfolio	Term 2 Week 5	35%
3	TEX5-3 TEX5-5 TEX5-6 TEX5-8	<b>Activity 2:</b>  Submission: Research and experimentation	Term 3 Week 6	30%
4	TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	<b>Activity 3:</b>  Product and Portfolio	Term 4 Week 4	35%

## VISUAL ARTS

## Year 9 Assessment Activities 2020

Term	Outcomes	Activity	Weighting %	
			AM	CHS
1		<b>Ongoing Formative Assessment</b>		
2	5.1-5.4 5.7-5.9	<b>Activity 1:</b> <i>Artmaking/Critical and Historical Studies of Art</i> submission - VAD, Work in progress and associated research Term 2 Week 4	25	15
3	5.1-5.6	<b>Activity 2:</b> <i>Artmaking</i> Submission Term 3 Week 9	35	
4	5.7-5.10	<b>Activity 3:</b> <i>Critical and Historical Studies of Art</i> Written Activity Term 4 Week 3		25
			60%	40%



## Illness/Misadventure Application

**STUDENT NAME:** \_\_\_\_\_ **HOUSE:** \_\_\_\_\_ **YEAR:** \_\_\_\_\_

**Note:**

- This form needs to be submitted **on the first day** upon returning to the College.
- A medical certificate/other appropriate documentation must be attached to this form.
- Students who fail to complete 51% of the internal assessment will be issued with "N" awards.
- Computer/printer failure does not constitute grounds for an appeal.

**Did you sit/submit the Activity on the scheduled day and time?**

Yes	
-----	--

No	
----	--

**This application is: (tick ✓ one box only)**

1. To explain an absence for the day prior to an Activity									
2. To claim Illness/Misadventure for an activity completed									
3. To explain why an Activity was not completed									
Subject and Level: eg English Standard, Maths Ext 1									
Activity and Weighting: (Attach a copy of the Assessment Notification)	%								
Date of Activity:									
Have you had an Illness/Misadventure appeal for any other activity for this subject? If so which activity? (tick ✓)	<table border="1" style="display: inline-table; margin-right: 10px;"> <tr> <td style="padding: 2px;">No</td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <table border="1" style="display: inline-table; margin-right: 10px;"> <tr> <td style="padding: 2px;">Yes</td> <td style="width: 20px; height: 20px;"></td> </tr> </table> <table border="1" style="display: inline-table;"> <tr> <td style="padding: 2px;">Activity</td> <td style="width: 20px; height: 20px;"></td> </tr> </table>	No		Yes		Activity			
No									
Yes									
Activity									
Details of Illness/Misadventure									
Supporting documents (tick ✓)	<table style="width: 100%;"> <tr> <td style="width: 50%;">Medical Certificate</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="width: 50%;">Funeral Details</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>A letter from parents is insufficient.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Medical Certificate	<input type="checkbox"/>	Funeral Details	<input type="checkbox"/>	A letter from parents is insufficient.	<input type="checkbox"/>	Other	<input type="checkbox"/>
Medical Certificate	<input type="checkbox"/>	Funeral Details	<input type="checkbox"/>						
A letter from parents is insufficient.	<input type="checkbox"/>	Other	<input type="checkbox"/>						
Other supporting statements: (Teacher/Health Centre)									
<p><b>STUDENT SIGNATURE:</b> _____ Date: _____</p> <p>____/____/____</p>									

**YOU MUST NOW SUBMIT THIS FORM TO THE HEAD OF DEPARTMENT WITH ALL ATTACHED DOCUMENTATION SUPPORTING THE APPLICATION**

**HEAD OF DEPARTMENT**

Do you support this application?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Comment that will assist DOTL in determining what action to take:

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Head of Department Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DIRECTOR OF TEACHING AND LEARNING** (to be completed by Mrs Mano)

All steps completed and on time	Yes	No
Make up Activity	Yes	No
Estimate	Yes	No
Follow up		

**APPROVED / NOT APPROVED**

Comment: \_\_\_\_\_

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Director of Teaching and Learning Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Clerical Use Only:**

1.	Details recorded to Excel Spreadsheet	Date:
2.	Scanned to T Drive/Public/Curriculum/Illness-Misadventure	Date:
3.	Medical Certificate scanned and saved to Edumate	Date:

	<b>St Vincent's College</b> <b>ASSESSMENT ACTIVITY TEMPLATE</b>	<b>Student Name/Number</b>
	<b>Subject</b> <b>Course</b> <b>Year</b> <b>Activity Number / Name</b>	

<b>Mode:</b> <b>Knowledge:</b> <b>Skills: 10%</b>	<b>Date Due:</b> <b>Term 1 Weeks 10/11</b> <b>(Assessment Activities Week)</b>	<b>Weighting: 30%</b>
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<b>Assessment Policy:</b>	It is your responsibility to adhere to the full Assessment Policy inclusive of the Illness/Misadventure Policy located in your Assessment Handbook.
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#### SUBMISSION INSTRUCTIONS

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- This notification must be submitted with the Assessment Activity.

#### OUTCOMES BEING ASSESSED

- H1. A student distinguishes and evaluates the values expressed through texts.
- H2. A student explains different ways of valuing texts.
- H4. A student develops and delivers sophisticated presentations.

#### ASSESSMENT ACTIVITY DESCRIPTION

##### **Tutorial ~ Oral and Visual Presentation**

You are a Joseph Heller. You have been invited to attend an interview by a university academic addressing how your text challenged ways of thinking during the 'After the Bomb' period.

The interviewer opens controversially with the following line:

*It has been said that your novel, Catch 22 changed a generation's trust in language....*

Respond to this statement as a speech accompanied by a PowerPoint presentation that addresses the above quote with reference to the text *Catch 22* and ONE other related text.

The focus of your tutorial should be to explore and evaluate how particular ways of thinking are shaped and reflected in *Catch 22* and another related text particularly:

- The scientific, religious, philosophical or economic paradigms of the Cold War period and how these shaped and are reflected in the texts.
- The ways in which and the degree to which, a climate of Cold War anxiety permeates these texts.
- The ways in which the texts' ideas, language forms and features characterise an intensified questioning of humanity and human values and beliefs.  
(This should also be supported by your reading of literary theory.)

Your speech should be **no longer than 5 minutes** (you will be asked to sit down at 5:30) and your **PowerPoint should be predominantly visual** with minimal written text to compliment your speech.



### ASSESSMENT ACTIVITY RUBRIC

#### Present the activity in the form of:

- Speech and PowerPoint presentation

#### You will be assessed on your ability to:

- Show an understanding of the ways of thinking relating to the Cold War era.
- Analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.
- Present an understanding of the ways in which *Catch 22* was received then and has been since, as evidenced by wider reading and research.
- Engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)

MARKING CRITERIA	MARK
<ul style="list-style-type: none"> <li>● Shows a <b>sophisticated</b> and perceptive understanding of the ways of thinking relating to the Cold War era.</li> <li>● Demonstrates a highly developed ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>● Presents an insightful understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research.</li> <li>● Engages and informs an audience through highly developed and skillful use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	<p>2 5 - 3 0</p>
<ul style="list-style-type: none"> <li>● Shows a <b>thoughtful</b> understanding of the ways of thinking relating to the Cold War era.</li> <li>● Demonstrates a substantial ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>● Presents a carefully considered understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research.</li> <li>● Engages and informs an audience with an effective use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	<p>1 9 - 2 4</p>
<ul style="list-style-type: none"> <li>● Shows a <b>sound understanding</b> of the ways of thinking relating to the Cold War era.</li> <li>● Demonstrates a competent ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>● Presents an understanding of the ways in which <i>Catch 22</i> was received then and has been since with evidence of wider reading and research.</li> <li>● Engages and informs an audience with competent use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	<p>1 3 - 1 8</p>
<ul style="list-style-type: none"> <li>● Shows a <b>limited understanding</b> of the ways of thinking relating to the Cold War era.</li> <li>● Demonstrates a limited ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>● Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little evidence of wider reading and research.</li> <li>● Limited ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	<p>7 - 1 2</p>
<ul style="list-style-type: none"> <li>● Shows an <b>elementary understanding</b> of the ways of thinking relating to the Cold War era.</li> <li>● Demonstrates a basic ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.</li> <li>● Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little or no evidence of wider reading and research.</li> <li>● An elementary ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)</li> </ul>	<p>1 - 6</p>
<ul style="list-style-type: none"> <li>● Non attempt, non serious attempt, virtual non attempt.</li> </ul>	<p>0</p>



**MARKING**

Marker: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: --- \_\_\_\_\_

Mark: \_\_\_\_\_ / \_\_\_\_\_

**Teacher Feedback (Informing - areas of strength/Transforming - areas for growth)**

**Student Reflection (Empowering learning growth from feedback)**

I have learnt from this activity that...

I still need to grow my ability to...

I will do this by...



