



**YEAR 9, 2025**

*Assessment Information Booklet*

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# YEAR 9, 2025 ASSESSMENT POLICY

## *Some Important Considerations*

### **Stage 5 Assessment Policy**

The purpose of assessment is to assist student learning, determine a student's achievement in a course, evaluate and improve teaching and learning programs and provide evidence of satisfactory completion of courses.

NSW Education Standards Authority (NESA) has advocated 'assessment for learning' not just assessment for accountability. Assessment that enhances learning recognises that learners use their current understanding to discover, construct and incorporate new skills, knowledge and understanding. Assessment for learning helps teachers and students to know whether that current understanding is a suitable basis for future learning (NSW Board of Studies, 2003).

Assessment for learning encourages self assessment and peer assessment. Students can develop and use strategies that allow them to actively monitor and evaluate their own learning and the learning strategies they use.

Formal assessment is based on a standards-referenced framework. There are significant benefits for student learning in using this approach. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate. A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed.

### **Record of School Achievement (RoSA)**

At the completion of the Stage 5 assessment program, the Headmaster will certify the subjects that students have satisfactorily completed.

Students who have satisfactorily completed the course requirements for Stage 5 Courses will be eligible to commence Stage 6 Courses in the following year.

Students who leave the College before receiving their Higher School Certificate (HSC) will receive

the NSW Record of School Achievement (RoSA) as long as they meet the eligibility requirements.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

The College is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent

### **Year 9 and Year 10 (Stage 5) Guidelines for Assessment**

#### **Allocation of Grades**

Schools are responsible for awarding each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA (Record of Student Achievement).

Grading student achievement is the process of assigning a letter (A, B, C, D or E) to summarise the student's level of achievement. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. These grades are reflected in the College's reporting to parents as well as recording student performance in RoSA.

The choice of a particular grade will be made on the basis that provides the best overall description of the student's achievement of the syllabus stage outcomes. For each course, formal assessment marks or indicators of performance from assessment of learning tasks and assessment for learning tasks will linked to the student's overall performance and the specific Course Performance Descriptors.

**Course Performance Descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.**

The general performance descriptors, below, only give an overall view and description of performance at each of five grade levels. Some courses have course specific descriptors.

<b>A</b>	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>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

## The Process used for Determining Grades

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Collect performance information on each student from assessment activities. Letters, symbols or descriptive comments may be recorded for some or all assessment activities.
5. Assemble the information on each student from the assessment activities to provide an

overall picture of the student's achievement.

6. Make an on-balance professional judgement matching the overall picture of each student's achievements to the most appropriate description indicated in the Common Grade Scale. Appropriate description indicated in the Common Grade Scale.
7. Review the grade awarded to each student to make sure that no anomaly has occurred.
8. Work Samples will be collected to assist teachers to moderate the grades they award to students by comparing the standards of work published with those produced by their students in the same or similar course.

## Making an On-Balance Professional Judgement

- Judgements are made by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.
- When deciding the number and type of assessment activities, the emphasis should be on the nature and the quality rather than the amount of evidence
- Assessment activities should give the students opportunities to show what they know and can do.
- Opportunities should be given to students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of the grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.
- Each grade description should be considered alongside descriptions for adjacent grades.

## Submission of Tasks

Assessment tasks must be submitted or carried out on the due date. It is expected that tasks will be handed to the class teacher (or the Leader of Learning in the absence of the teacher) during the timetabled period of that course or at the time indicated by the class teacher when the notice of the assessment task was given. Tasks submitted through Canvas are to be uploaded within the timeframe indicated by the teacher.

Students who are absent the day before an assessment task is due may be asked to provide documentary evidence.

Absence on the day the task is due will require appropriate evidence (Medical Certificate) submitted to the relevant Leader of Learning.

## Assessment Free Period

Assessment tasks should not be set or due during an examination period or one week before the Yearly Examination period.

## Referencing Sources for Research

### Assignment

All students are required to reference material from other sources that are used in Research tasks. Students need to be taught this process and given directions using the resources on the College IRC website.

## Illness and Misadventure

Where a student is unable to sit for, or complete a task due to illness or misadventure; one of two options will be followed depending on the subject and the circumstances:

1. an alternative task will be provided when the student is able.
2. an estimate of the student's performance will be based on previous performances of the student.

Where a student is unable to complete or sit for a task due to illness or misadventure, the student will need to provide documentary evidence for the reason. This will require a written explanation from the parents and necessary documents, such as a medical certificate.

## Extensions, Overdue Penalties and Cheating

- Students with legitimate reasons may seek an extension **before** the due date of the task. Requests for extensions should be made in writing to the relevant Leader of Learning.
- Failure to submit formal tasks by the due date (without legitimate reasons) will incur a penalty of 20% for each day late (40% for weekends) of the mark received.
- In cases where assessment tasks are late the teacher will enter a diary comment for parents. Further failure to submit the task will result in the teacher, or Leader of Learning, calling home and a NESA

Warning Letter being issued. Students are required to submit tasks even if a zero mark is awarded to meet completion criteria.

- Students will need to complete the task during homework detention. If after 1 week the task is still incomplete, students will be required to attend after school Homework Club to complete the task.

Note: Homework Club runs one afternoon per week from 3.00 pm – 4.15 pm and is supervised by staff.

- The penalty imposed on students who are found to be plagiarising others work, making non serious attempts or cheating in tasks will be awarded a **zero mark** These cases should be directed to the Director of Teaching and Learning 7-12 for a final decision.
- The use of mobile phones or any other electronic device during an assessment task, other than a NESA approved calculator, will be deemed as cheating.

## NESA Warning Letter

A NESA Warning Letter will be sent to parents for student breaches in the procedures regarding the following:

- illness and/or misadventure and overdue submissions of work.
- cheating.
- insufficient evidence of a student to applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College.
- insufficient evidence that a student has achieve all or some of the course outcomes.

After two warning letters are sent home for a particular course, the Director of Teaching with the Teaching Learning Coordinator will request an interview with the parents. The parents will be informed of the likelihood of an 'N' Determination for that student in the course if the issues regarding the student's performance are not addressed. Further breaches or failure to comply with an agreed course of action will lead to the issuing an 'N' Determination.

## Appeals

Parents are able to appeal the decision to issue an 'N' determination. Procedures are outlined in the NESA ACE Manual. Students may appeal the marks or grades they receive if there are

inconsistencies in the assessment or marking process. This must be in writing and directed to the Leader of Learning for consideration. If there is not a satisfactory resolution, then further appeals can be made to the Director of Teaching and Learning 7-12.

## Reporting

Students will receive information on their progress through the College reporting process. As well as receiving an Achievement Grade indicating their progress in each course, students will also receive an application grade based on the following criteria:

- Completes set work and participates in lessons as directed by the teacher.
- Demonstrates the characteristics of a reflective learner.
- Demonstrates the characteristics of a motivated learner.
- Chooses appropriate behaviour in the classroom.
- Is well organised and prepared for class.

## Academic Awards

At completion of Semester 1 and at the end of the Academic year, awards for each course and overall academic excellence are presented at Formal Assemblies and Presentation Evenings. To be eligible to receive an academic award, students will need to have demonstrated diligence and sustained effort to all aspects of their studies. Typically, a student would need to demonstrate consistently high levels of application on their report (see criteria under 'reporting').

The awards that are presented include:

### Semester 1 Academic Awards

*Academic Excellence* – Awarded to two students who have demonstrated high levels of personal achievement, as well as diligence and sustained effort across all subject areas in Semester 1.

### Yearly Academic Awards

*Academic Medallion* – Awarded to the two top performing students in each year group across all subject areas. Also known as Academic Excellence awards.

*Academic Dux* – Awarded to the top performing student at the completion of each stage of learning (Stage 4 - Year 8, Stage 5 – Year 10, Stage 6 Year 12).

*Academic Improvement* – Awarded to the student in each year group who has shown the greatest improvement over the academic year.

*Places in Course* – Awarded to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place getters in each course.

## Christian Studies - Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2
Nature of task	Quiz	Presentation
Timing	Term 1, Week 10	Term 2, Week 9
Outcomes assessed	N/A	N/A

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Understanding of concepts	Use of vocabulary/key terms
General Class Work	Contribution to class discussion	Group Work
Researching	Group work participation	Homework

## Dance – Stage 5 – Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Applying the Elements of Dance Task (performance & interview)	Safe Dance Practice Written Exam	Vernacular Dance Duo & Reflection (pair composition in Vernacular Dance style and reflection)
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9
<b>Outcomes Assessed</b>	5.1.2, 5.3.2, 5.3.3	5.1.1, 5.3.1, 5.4.1	5.1.3, 5.2.1, 5.2.2, 5.3.2

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Personalised Practice Program	Improvisation Activities	Group Work
Performance of Technical Progressions	Input into Composed Movement Phrases	Submission of Unit booklets
Performance of Class Dance	Dance Promotion Website	Quizzes



## Drama – Stage 5 – Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	Verbatim Theatre (interview transcript, performance script, performance)	Cultural Drama Workshop presentation (research, prepare resources/summary, present, facilitate)	MADDD Night Performance Development (journal reflections and rehearsal/workshop participation/scaffolded written response)
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8
<b>Outcomes assessed</b>	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2, 5.2.3	5.3.1, 5.3.2, 5.3.3

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Theatrical Reviews	Essays	Behind The Scenes
Playbuilding Activities	Journal	Scriptwriting
Improvisation	Online Discussions	Group Work
Film Tasks	Design Tasks	Oral Presentations
Performance Activities	Production Activities	Progress Marks

## Music – Stage 5 – Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Composition and Portfolio	Performance and Musicianship Journal	Quizathon
Timing	Term 2, Week 6	Term 3, Week 2	Term 4, Week 2
Outcomes assessed	5.4, 5.5, 5.6, 5.9, 5.11	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
In class and College performances	Composition activities	Unprepared listening tasks

## Visual Arts – Stage 5 – Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Artmaking & Case Study	Artmaking	In class writing task
Timing	Term 2, Week 3	Term 3, Week 8	Term 4, Week 1
Outcomes assessed	5.1, 5.3, 5.5, 5.6, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>- Drawings</li> <li>- Annotated sketches</li> <li>- Visual Art Process Diary</li> </ul>	<ul style="list-style-type: none"> <li>- Notes and ideas</li> <li>- Critical comments and reflections</li> <li>- Written excerpts</li> <li>- Group tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Photographs</li> <li>- Collections of objects and source images appropriate to the development of artworks</li> </ul>

## English – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Short answer responses	Speaking task	Essay response in yearly examination
Timing	Term 1, Week 11	Term 2, Week 8	Term 4, Week 3-4
Outcomes assessed	EN5-URA-01, EN5-RVL-01, EN5-ECA-01	EN5-URB-01, EN5-ECA-01, EN5-RVL-01, EN5-ECB-01	EN5-URB-01, EN5-RVL-01, EN5-ECA-01, EN5-ECB-01

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:			
<ul style="list-style-type: none"> <li>• Writing in response to novel</li> <li>• Interpreting and reviewing Shakespearean texts</li> <li>• Writing for the Media</li> <li>• Creating /responding to Visual Texts</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Skills</li> <li>• Reading/Comprehension skills</li> <li>• Written Response to Poetry</li> <li>• Researching and responding to Intercultural Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to Group work</li> <li>• Using ICT skills</li> <li>• Contribution to class discussion</li> <li>• Listening and Responding</li> </ul>	

## Commerce – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Consumer and Financial Decisions (Topic Test)	The Economic and Business Environment (Investigative Task)	Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 10	Term 4, Week 3
Outcomes assessed	COM5-1, COM5-2, COM5-4, COM5-5	COM5-5, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Linking commerce concepts	Use of vocabulary / key terms
Numeracy skills	Researching	Decision-making & problem-solving
Literacy: Short, Extended, Reports	Listening and responding	Development of values & attitudes

# Mandatory Geography – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

## Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Geographical Stimulus-based Test	Research and In-class response	Yearly Examination
Timing	Term 1, Week 6	Term 2, Week 8	Term 4, Week 3
Outcomes assessed	GE5-1,GE5-2, GE5-7, GE5-8	GE5-2, GE5-3, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5

## Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: Short, Extended, Reports	Geography skills	Linking geographical concepts/events
Class tests	Use of vocabulary/ key terms	Listening and responding

## Mandatory History – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Source and Skills Test	Research and In-class response	Yearly Examination
Timing	Term 1, Week 7	Term 3, Week 6	Term 4, Week 3
Outcomes assessed	HT5-1, HT5-2, HT5-5, HT5-6 HT5-9	HT5-3, HT5-4, HT5-8, HT5-10	HT5-2, HT5-5, HT5-7, HT5-9,

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: Short, Extended, Reports	Source analysis	Historical skills incl. Research
Class quizzes	Use of vocabulary/ key terms	Listening and responding

## Elective History – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Source Analysis/Short Answer/Long Response (in-class)	Historical Investigation (Research)	Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 9	Term 4, Week 3
Outcomes assessed	HTE5-1, HTE5-3, HTE5-4, HTE5-7, HTE5-10	HTE5-2, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-9	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-9, HTE5-10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Linking concepts/Critical thinking	Use of vocabulary/key terms
Historiography	Researching	Decision-making & problem-solving
Literacy: Short, Extended, Reports	Listening and responding	Development of values & attitudes



## Mathematics – Stage 5 -Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Final Investigation	Half Yearly Examination	Yearly Examination
Timing	Term 1, Week 8	Term 2, Week 3	Term 3, Week 9
Outcomes assessed	MA5-FIN-C-01, MA5-FIN-C-02	All outcomes to date	All outcomes may be assessed

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Understanding of concepts	Group Work	Problem Solving Activities
Topic Tests	Contribution to Class Discussions	Incorporation of ICT
General Class Work		

## PASS – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Movement Analysis In Class	Nutrition and Physical Activity In Class	Technologies in Sport Hand In
Timing	Term 1, Week 9	Term 2, Week 6	Term 3, Week 4
Outcomes assessed	5.1, 5.10	5.1, 5.2, 5.8, 5.10	5.6, 5.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>Performing specialised movement skills</li> <li>Application of specialised movement skills in response to movement problems</li> <li>Implementing attacking and defensive strategies</li> <li>Appraisal of sport performance</li> <li>Team and Group work – responding to movement problems</li> </ul>	<ul style="list-style-type: none"> <li>Creating and evaluating plans</li> <li>Debates and personal reflections on contemporary sport issues</li> <li>Assessing and analysing fitness</li> <li>Creating strategies to promote and support participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>Structured written responses</li> <li>Bookwork</li> <li>Class discussion</li> <li>Quizzes</li> <li>Topic Tests</li> </ul>

## PDHPE – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Mental Health Reflection Hand In	Creating and Evaluating Attacking Strategies In Class (ongoing)	Response to a Scenario In Class	Movement Composition and Appraisal In Class and Hand In
Timing	Term 1, Week 11	Term 2, Week 2	Term 2, Week 9	Term 3, Week 7
Outcomes assessed	5.1, 5.9	5.5, 5.11	5.3, 5.10	5.4, 5.5, 5.11

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Analysing health scenarios</li> <li>Proposing and justifying strategies and plans</li> <li>Reflections on class discussions</li> <li>Evaluating plans, strategies and initiatives</li> <li>Media analysis</li> <li>Value clarification</li> </ul> | <ul style="list-style-type: none"> <li>Quizzes</li> <li>Written responses</li> <li>Reports</li> <li>Presentations</li> <li>Research</li> <li>Debates on health issues</li> <li>Group work projects</li> </ul> | <ul style="list-style-type: none"> <li>Responding to movement problems</li> <li>Movement skill tests</li> <li>Creating and applying performance criteria</li> <li>Arrange, sequence and perform movement sequences</li> <li>Appraise movement performances</li> <li>Movement analysis</li> </ul> |
|--|---|--|

## Child Studies – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Conception to Birth In Class	Food & Nutrition in Childhood Hand In	Child Growth & Development Hand In
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8
Outcomes assessed	5.1, 5.2, 5.5, 5.8 & 5.11	5.2, 5.5, 5.11 & 5.12	5.1, 5.2, 5.5, 5.6, 5.8 & 5.11

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>Structures written responses</li> <li>Bookwork</li> <li>Class discussion</li> <li>Quizzes</li> <li>Topic tests</li> </ul>	<ul style="list-style-type: none"> <li>Observation on younger students (ie. transition or Stage 1)</li> <li>Effectively engaging children in play</li> <li>Identifying growth and development milestones displayed in young children</li> </ul>	<ul style="list-style-type: none"> <li>Correct handling and response to real care babies</li> </ul>

## Science – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Practical Assessment	Research Assessment	Yearly Examination
Timing	Term 2, Week 4	Term 3, Week 6	Term 4, Week 3-4
Outcomes assessed	SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW	SC5-7WS, SC5-9WS, SC5-15LW	SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>• Class tests</li> <li>• Bookmarks</li> <li>• Practical participation</li> <li>• In-class quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Practical reports</li> <li>• Presentations</li> <li>• Written reports</li> <li>• Vocabulary tests</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling tests</li> <li>• Practical demonstrations</li> <li>• In-class discussions</li> </ul>

## Food Technology – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Food in Australia Task	Food Equity Task	Food for Special Occasion
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8
Outcomes assessed	FT5-3, FT5-6, FT5-7, FT5-10, FT5-12, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-12, FT5-13

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary issues	Use of vocabulary/key terms
Linking concepts	Recipe File	Contribution to class discussion
Researching	Investigates of aspects of food businesses	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding

# Industrial Technology Timber – Stage 5 – Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

## Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	T Puzzle	Chopping Board	Chess Board Cabinet Progress Report
Timing	Term 1, Week 4	Term 2, Week 6	Term 4, Week 2
Outcomes assessed	IND5-1, IND5-3, IND5-5	IND5-1, IND5-2, IND5-3, IND5-4. IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9

## Informal Tasks

A range of formative tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary wood issues	Use of vocabulary/key terms
Linking concepts	Media File	Contribution to class discussion
Researching	Investigates of aspects of timber	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding

# Design and Technology – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

## Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Project 1	Project 2	Project 3
Timing	Term 2, Week 4	Term 2, Week 6	Term 3, Week 8
Outcomes assessed	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2

## Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media File	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding



## Textiles Technology – Stage 5 - Year 9 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Introduction to Textiles	Hoodify Me	Fibre Creation Task
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8
Outcomes assessed	TEX5-1, TEX5-3, TEX5-5, TEX5-6, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-12

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary issues	Use of vocabulary/key terms
Linking concepts	Recipe File	Contribution to class discussion
Researching	Investigates aspects of food businesses	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding