



Denison College

OF SECONDARY EDUCATION

BATHURST HIGH CAMPUS | KELSO HIGH CAMPUS

2026

Year 9

Assessment Handbook

Bathurst High Campus



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Introduction

This Assessment Handbook provides Year 9 students with information about the procedures relating to Assessment. Students, parents and carers are advised to read the booklet closely and keep it for reference.

What is assessment and why do we do it?

Assessment is a process of gathering information about student achievement at various stages in a course. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. At Bathurst High Campus, we use a variety of assessment tasks to assess students' performance. Tasks may include assignments, fieldwork and reports, oral presentations, tests and exams, portfolios, practical investigations, long term pieces of work and performances. Most courses have between three and four assessment tasks. Tasks may be differentiated to meet a range of student needs; however, the assessment process will remain the same.

Students must make a genuine attempt at assessment tasks and can best meet course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason.
- Complete all activities set during class time.
- Complete homework set by the teacher.
- Revise all work regularly.
- Complete all assessment tasks.

Further information

This assessment policy is based on NSW Education Standards Authority (NESA) administration requirements. Detailed information and assistance is available on the NESA website www.educationstandards.nsw.edu.au where you will find links to:

- Stage 5 Assessment
- Stage 5 Syllabuses
- Record of School Achievement (RoSA) requirements
- NSW Higher School Certificate Standard

Principal's message

At Denison College Bathurst High Campus, we strive for excellence through an inspired and caring educational journey. Our school community believes that every student needs to be challenged academically, while supported in a caring educational environment. Through a structured and rigorous assessment program, students will have opportunities to develop, grow and explore their talents. Student engagement in the assessment program is a vital component of achieving academic success at school and will therefore open doors in the future.

Extensive collaborative work with our teaching staff and the parent community have led to the development of this wonderful resource which will assist student understanding around assessment, the procedures and how to achieve success in your assessment. The booklet also contains handy hints on how to manage your time and seek support when needed, and processes for Illness and Misadventure.

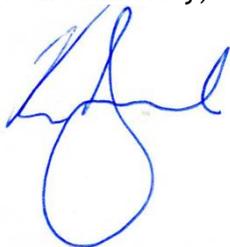
I encourage all students and their parents to find a time to talk through the content of this booklet and seek clarification from our school if you have any questions. Our school offers an exceptional curriculum with well-established learning support structures to ensure that all students are monitored in their academic performance. To learn more about these supports, please contact our Wellbeing and Engagement staff who will be able to provide direction and support.

Some of the key impressive features that have been introduced into our assessment structures are -

- The reintroduction of formal yearly examinations for all year groups,
- A reduction of formal assessment tasks in each course to mirror assessment structures in Stage 6,
- Clear guidelines around student, parent, and staff procedures,
- A Yearly Assessment Calendar with all assessment periods.

As Principal, I am proud of the ongoing commitment of our students and staff and enjoy working closely with the families who assist with growing our students academically. I also commend the efforts of key staff involved in the creation of this resource. We endeavour to support teachers professionally to create a generation of confident, innovative, creative, and inspired learners who are responsible and productive global citizens.

Yours sincerely,



Ken Barwick OAM
Principal
Bathurst High Campus
Denison College

Key contacts



Ken Barwick OAM
Principal



Nicholas Williams
Deputy Principal Year 9



Shannon Foley
Year Advisor



Connor Milliss
Year Advisor

HEAD TEACHERS

English: Eleanor Cloherty	CAPA: Veronica Manock
HSIE: Ilisa Newell	Mathematics: Avril Sheader
PD/H/PE: Sarah Murray	Science: Rosie Weithaler
Support: Bethany Elliott	TAS: Belinda Orpwood
Administration: John Millan	Wellbeing: Megan Windsor
Teaching and Learning: Matthew Baillie	Teaching and Learning: Geoff Childs

ROSA

Eligibility

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10 (English, Mathematics, Science, Human Society and its Environment, Languages Other than English, Technological and Applied Studies, Creative Arts, Personal Development, Health and Physical Education)
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

'N' Determinations

If students do not complete a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

Assessment policies and procedures

Receiving an assessment task

You will receive notice of every assessment task at least two weeks before the due date and all students must sign an assessment register to acknowledge they have received the task and sign again upon submission.

Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weighting, outcomes, due date and time, assessment criteria, marking rubric and clearly outlined expectations.

If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

If an assessment schedule needs to be altered, the Head Teacher will advise students in writing.

Submitting an assessment task

Take-home tasks must be submitted on or before the due date stated on the assessment notification. Your teacher will give instructions on how to submit the task and whether it is to be submitted as a hard copy or electronically.

In-class tasks must be completed at the time and date stated on the assessment notification. They will be collected by the teacher at the end of the lesson.

If you know you are going to be absent on the day of an assessment task, you should ideally submit the task before it is due. If you know you are going to be absent on the day of an in-class task, see the teacher who issued the task well before the due date to negotiate alternative arrangements.

Students must attend all timetabled classes and will not be granted leave of absence to prepare for other assessment tasks in these times.

Technology

Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. This also applies to printing (ink and toner shortages) as facilities are available at school for printing hardcopies of assessment tasks. Save your work regularly and always keep a backup. Saving your work to a cloud, such as Google Drive or OneDrive, is always a good idea, as you can access your work on any device. All students have access to these clouds through their Department of Education student portal.

Yearly Examinations

Students in Year 9 will sit a Yearly Examination in Term 4 Week 4 for all core courses and some elective courses (see specific course assessment schedules for more information).

Students will be given a copy of the campus examination rules and procedures with the timetable for the examinations. Students who study a course at the other campus will sit for the examination in that course at their home campus.

Extensions and Illness/misadventure

If a student experiences difficulty completing a task on time, they may apply for an extension of time for illness or unavoidable misadventure. The form (see Appendices - Page 49) must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a note from a parent/caregiver or doctor's certificate, should be attached to the form.

The forms are available from Head Teacher of the course or Year Group Deputy Principal.

There will be no penalty imposed for late submission if the above procedure is followed and approved, and the agreed upon alternative arrangements have been followed for the negotiated submission of the task.

Late submissions

If there is no valid reason for failing to complete an assessment task on time, a zero mark must be recorded for that task. You will still be required to complete the task so that you satisfy mandatory Stage 5 course requirements.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the faculty Head Teacher, in consultation with the Deputy Principal, may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances (e.g. where undertaking of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Head Teacher, in consultation with the Deputy Principal, should authorise the student to receive an estimate based on other appropriate evidence.

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either resit the test at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is approved by the Head Teacher, in consultation with the Head Teacher.

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement, etc.), they must submit the task before the due date unless there are exceptional circumstances requiring the submission of an extension application form.

If students know that they will be absent from school on the date a test or examination will be held (e.g. representing the school in sport, performing arts, school excursion etc.), they must, before the examination date, reschedule the test/examination on a date approved by the Head Teacher, in consultation with the Deputy Principal.

Any cases of illness or misadventure on the due date will be treated on a case-by-case basis in negotiation with the class teacher and/or Head Teacher and Year Group Deputy Principal.

All my own work

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

Malpractice, including plagiarism, could lead to a mark of zero and a non-award of the RoSA.

Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;

- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person’s work and presenting it as your own;
- using ChatGPT or other writing tools to complete part or all of an assessment task (unless permitted to do so and the tool is referenced);
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
- breaching school examination rules or using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.

If plagiarism, including the improper use of Artificial Intelligence, or any form of malpractice is found in an assessment task or examination, the student will receive a zero (0) mark for the specific section involved and must resubmit that section by a negotiated due date. If malpractice affects the entire task, a zero will be recorded for the whole assessment. This ensures fairness and consistency across campuses.

Any suspected cheating or malpractice will be investigated by the Classroom Teacher, Head Teacher, relevant Deputy Principal, following principles of procedural fairness—actions are based on evidence related to the assessment in question.

The investigation process involves:

- The Classroom Teacher discussing concerns with the student (Head Teacher may be present).
- If unresolved, the Deputy Principal conducts a further interview, with parent involvement encouraged.
- The student must provide evidence that the work is their own, unless they admit to malpractice.

The Head Teacher and Classroom Teacher then determine the validity of the claim and consult the Deputy Principal. For shared courses, the host campus leads the process, coordinating with the home campus.

Artificial Intelligence at Denison College

Denison College is committed to promoting the responsible and ethical use of artificial intelligence technologies, specifically Generative Artificial Intelligence (GAI). In order to equip our students with the necessary skills for the ever-evolving technological landscape, it is our duty to educate them on the proper and ethical application of technologies like ChatGPT.

What is ChatGPT?

ChatGPT is a technology that can produce text that sounds convincingly human and engage in realistic conversations. Its responses are generated based on a large language model trained on extensive amounts of text from books and the internet. Similar to predictive text, it predicts the next words in a response based on previous ones using learned probabilities of word combinations. For example, if you ask ChatGPT about ways to reduce the spread of airborne pathogens, it will promptly provide you with paragraphs of uniquely generated text referencing masks, hygiene, and ventilation. It does this not because it comprehends your question, but because it has learned that certain words like 'mask,' 'cleaning,' and 'indoor spaces' are likely to appear together after other words like 'limit the spread' and 'airborne pathogen.'

Currently, ChatGPT is available for you to try for free. However, it does require you to sign up, agree to its privacy policy, and acknowledge that your use will contribute to the AI's training.

ChatGPT in the classroom

As AI technology continues to advance, you will encounter its increasing use in your studies and assessments. While AI will eventually revolutionise the way we learn and work, immediate and extreme changes are not anticipated. For now, in your current studies, you can expect to experiment with, discuss, and critically evaluate AI outputs. Like any other resource used in your studies, approach AI tools with a critical mindset, acknowledging their limitations honestly.

Following the Denison College Assessment Policies and Procedures, **DO NOT USE** ChatGPT or other writing tools in assessments unless explicitly permitted. Failing to acknowledge the use of AI tools in your studies may lead to accusations of academic misconduct. If permitted to use AI, be sure to acknowledge your use of these tools.

Stay tuned for updates from the school, your teachers, and supervisors on how we are addressing the opportunities and challenges presented by AI in education. We are continuously working to uphold academic integrity and the value of your education while preparing you to be ethical leaders in a future where these technologies offer new and exciting possibilities. As always, if you are uncertain about how to use a resource, seek guidance from your Teacher, Deputy Principal or the College team.

Appeals

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices - Page 50). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.

A decision will be made by a panel, which may consist of the Principal, Deputy Principal and relevant Head Teacher.

Steps for success

Time-management and organisation

Students will be given written notification of each assessment task with a minimum notice of two weeks before the due date of the task.

Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step.

It is recommended that students make use of diaries, calendars and/or wall planners to organise their time. There is a calendar at the back of this assessment booklet (see Appendices - Page 52) to assist you with this.

Seeking support

If you need help to understand an assessment task or if you need help with strategies to approach the task, there are a number of people who can assist you.

1. Your teacher: The first person you should ask for help is your class teacher - make sure you understand the task and ask questions about what is expected.
2. Parents/caregivers or an older sibling: They may be able to help you break down the task into achievable chunks, or to assist you in organising your ideas.
3. If you are feeling overwhelmed, speak to someone - this may be another teacher, your Year Adviser or the School Counsellor.

Planning, drafting and refining

You should consider your assessment as a series of planned steps and stages. Below is a flow chart to help you plan assessments and break tasks down to key steps.

Define

- Read the assignment instructions and assessment criteria. Highlight key words.
- Brainstorm what you already know about the topic.
- Complete some quick background research on the topic (e.g. browse the internet or refer to class notes).
- Pose questions to guide your research.
- Plan how you will present your work.

Locate

- Identify keywords from the defining stage.
- If research is required, use key words to search the library catalogue, databases and online search engines.
- You may need to use advanced search strategies to find exactly what you're looking for - Don't just use the first book or website you find - keep searching!
- Ask your teacher questions.

Select

- Skim - look at contents page, headings, index and visual information. Is the resource relevant?
- Scan - search the text for your keywords. If it's a digital resource use the 'Find' function to help you.
- Evaluate websites for quality information.
- Take notes **in your own words** - do not copy and paste! Use a graphic organiser to help.
- Remember to record bibliographic details for your reference list!

Organise

- Create an outline of the different parts of your assignment and the order in which they will go.
- Organise your notes to fit under the different parts on your outline.
- Write a draft copy.
- Revise and edit your draft copy. Get feedback from your teacher.
- Create your bibliography.

Present

- Write a final copy, presenting your information in the way the teacher has specified.
- If you have a choice in your method of presentation, choose a way that suits your strengths and learning style.
- Read through the assignment task and the assessment criteria again, making sure your assignment includes everything it should.

Reflect

- Re-read your assignment task and evaluate your assignment against the assessment criteria.
- Reflect on how well you planned your assignment and your time management.
- Reflect on how well you worked in a group (if applicable).
- On receiving your assignment back from your teacher, read their feedback to determine what you can improve upon next time.

Improving your writing

STEP ONE: Understanding the question

You will be asked to respond to a range of questions throughout Stage 5. To understand what you need to write you should break the question down.

Steps for breaking down the question

1. Circle the verb - What do I need to do?
2. Squiggly line under the focus of the question.
3. Highlight the content - What do I need to know to answer the question?

STEP TWO: Writing your response

Forming an introduction

1. What is your overall argument/thesis/response to the question?
2. Give a summary of the ideas you will discuss in each PEEL paragraph (not a list).

Paragraph structure - PEEL

P	POINT	Topic sentence -What is the main point your paragraph will show?
E	EXPLAIN	Elaborate on your topic sentence by giving details that shows what is important about this point.
E	EVIDENCE/EXAMPLE	What supports your point? Be specific and detailed. This can include facts, statistics, quotes, techniques, source material.
L	LINK	Link back to the question - How does this point answer the question?

RESPONSE STRUCTURE
Introduction
PEEL Paragraph Point 1
PEEL Paragraph Point 2
PEEL Paragraph Point 3
Conclusion

Conclusion

1. Rewrite the question into a statement that directly answers the question.
2. You should then give an overview of your main points.
3. Try to write a closing statement that makes your point of view pop.

Attention and Focus

When learning, it is important that students have attention and focus on the learning task they are completing. To support optimal learning at Bathurst High Campus, students are expected to

- Remain in their seat at all times unless directed by a teacher
- Be ready to learn
- Have eyes on the learning

- Respond to the teachers' call to attention, which indicates to students that they need to direct their focus and attention to the learning task or teacher instructions being provided

Common grade scale

The Common Grade Scale shown below will be used to report student achievement in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

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

Referencing

What is referencing

Showing academic honesty by making it clear when you are writing your own ideas and what you took from your sources. (including AI)

Why should you reference?

- To avoid plagiarism (pretending you wrote something that is someone else's work)
- To make it easy for you to check back to your research.
- To show that you researched, and how good your sources are.
- So your teacher can check back to your sources as they mark your research.

When should you reference?

When you are doing a written task that involves research. For example, an essay or extended writing task, report, poster or presentation.

How do you reference?

At the end of every assignment include a reference list (books/media/webpages used in the assignment) OR a bibliography (books/media/webpages you read while researching). Your teacher will tell you which one they want.

There are many ways to reference; most faculties at BHS use the APA system, some use Chicago. Check with your teacher which one they expect you to use.

You should learn how to write your own references. Start with the examples below then go to the BHS reference style guide in our library catalogue:

- In your DOE portal choose "My School library"
- In the top right corner of the homepage choose
- Select 'Research and Library Skills, then 'Acknowledging Sources'

AI Text

AI Company Name. (Year month. day it was created). <i>Title of chat</i> [Description, e.g. Generative AI chat] Tool Name/Model. URL of the chat	Educhat (2025 Nov. 9). <i>Shakespeare biography</i> [Generative AI chat] NSW Educhat. https://chat.education.nsw.gov.au/ft/#/chat <i>Note: if the entry takes more than one line, tab over so the Author/Company name stands out.</i>
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Webpage

Author's name - business name or last name, then initial., (Year of publication).	American Museum of Natural History, (2025). <i>What is Astronomy?</i> ology https://www.amnh.org/explore/ology
--	--

<i>Title of the Webpage</i>	
Title of the website	<i>Note: if the content is likely to change on the website e.g. Wikipedia is continually updated, then you should also include "viewed on (date)" at the end.</i>
URL	

Book

Author's name - last name, initial.	Grover, P. (2003). <i>Exploring History</i> Phoenix Education
(Year of publication).	<i>Note: At Senior level you would include a DOI at the end. See your teacher or library staff to find out about this.</i>
<i>Title</i>	
Publisher	

Media found online (e.g. Clickview or YouTube)

Director - Last name, Initial(s).	Williams, D. (2022) <i>The Impact of Rain</i> (Clickview file)
(Year).	Retrieved
<i>Title of the show/movie</i>	from https://www.clickview.net/secondary/videos/86271386/the-impact-of-rain?context=series&contextId=53314216&mtv=true
[Name of the site] file	
Retrieved from	
Address link	

Safe referencing tools

After you understand how to reference, you may choose to use a referencing tool. Microsoft 365 and Google Drive contain safe, DOE approved referencing tools. Using them, you can easily record references while researching, and they will write the reference list/bibliography for you in your final work.

How to access them:

- Microsoft Office 360 e.g. Word: On the toolbar find 'References' then 'Insert citation'
- Google Workspace. e.g. Docs: On the toolbar find 'Tools' then 'Citation'

Note: In the reference tool, select the style you are using, e.g., APA.

Life Skills

Life Skills courses recognise all students are entitled to participate in and progress through the curriculum.

Years 7-10 courses based on Life Skills outcomes and content and Years 11-12 Life Skills courses can be used to meet the requirements for a Record of School Achievement and Higher School Certificate.

Each Years 7-10 syllabus includes Life Skills outcomes and content. Indicative hours for courses based on Life Skills outcomes and content are the same as the regular courses. These hours are outlined in the mandatory curriculum requirements.

Students may achieve Life Skills outcomes either independently or with support.

Stage 5 Life Skills - Assessment Descriptions	
<p>English Stage 5 Life Skills</p>	<p>Throughout this course, students will read and study a range of texts to further their ability to identify the main idea and understand literal and inferential meaning in texts. Students will learn about the purpose, structural and language features of a variety of text types. Students will continue to develop strategies to spell accurately.</p> <p>Students undertaking the Life Skills English course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills English course. This may include class tasks, topic tests, portfolio of drafts and published compositions, and general classroom observations.</p>
<p>Mathematics Stage 5 Life Skills</p>	<p>Throughout this course, students will develop efficient strategies for numerical calculation, recognising patterns, describing relationships, and applying algebraic techniques. Students will engage in learning experiences focused on inquiry, exploring and connecting Mathematical concepts related to focus topics. Students will develop efficient strategies for numerical calculation focusing on the basic operations, time, and money and their application in everyday contexts. Students will continue to use and respond to Mathematical language. Learning tasks will continue to focus on developing the students' problem-solving skills by enhancing their ability to make sound judgements when looking at solutions to problems. Students undertaking the Life Skills Mathematics course will have personalised learning goals outlined in their Individual Education Plan.</p> <p>Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be</p>

	<p>provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Mathematics course. This may include class tasks, topic tests, project-based tasks, and general classroom observations</p>
<p>History Stage 5 Life Skills</p>	<p>The Life Skills History course introduces students to the methods used by historians to investigate the past. Students will develop their knowledge and understanding of the nature of history and the significant changes and developments from the past. Learning tasks will focus on historical inquiry with students using a variety of strategies to locate and select information including primary and secondary sources as part of an historical investigation. Students will explore Civilisations, investigating how people lived in various societies from the past, while exploring the features of a particular society or time. Cultural similarities and differences between modern and ancient societies are examined. Students will investigate key historical events and explore their impact. Students will learn to use language and historical terms to describe the past.</p> <p>Students undertaking the Stage 5 Life Skills History course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills History course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
<p>Geography Stage 5 Life Skills</p>	<p>Throughout the Life Skills Geography course, students will explore the tools geographers use to investigate the world we live in. Learning tasks will focus students on developing the skills to acquire and process geographical information including investigating the interactions and connections between people, places and environments.</p> <p>Students undertaking the Stage 5 Life Skills Geography course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Geography course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>
<p>Science Stage 5 Life Skills</p>	<p>Throughout this course, students will develop an appreciation of the contribution of Science to finding solutions to personal, social and global issues relevant to their lives now and in the future. Student will develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. Students will learn to develop knowledge and understanding in applying the processes of Working Scientifically skills including making predictions, investigating problems, following set sequences,</p>

	<p>interpreting data and information and communicating information. Students will explore and develop a knowledge and understanding of the Physical World, Earth and Space, the Living World and the Chemical World including forces, energy, features of the Earth and the Solar System, Earth resources, living and non-living things and their functions, human health, the environment, common substances and chemicals and their effect on everyday life.</p> <p>Students undertaking the Stage 5 Life Skills Science course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and working scientifically skills across the Life Skills Science course. This may include class tasks, topic tests, experimental design, project-based tasks, class discussions and general classroom observations.</p>
<p>Work Education Stage 5 Life Skills</p>	<p>The Life Skills Work Education course introduces students to the world of work. Learning tasks focus on exploring the nature of work and employment. Students develop skills for effective safe, participation in the workplace. Students examine workplace issues and their rights and responsibilities as an employee. Students investigate education, employment and training organisations to support their transition to various post school options. Students may have the opportunity to undertake work experience organised by the Job Coach to allow the application of knowledge and skills in various workplace contexts.</p> <p>Students undertaking the Stage 5 Life Skills Work Education course will have personalised learning goals outlined in their Individual Education Plan. Assessment methods will be determined based on the individual needs of students and will be conducted in an ongoing manner. Students will be provided with a range of opportunities to demonstrate and apply their knowledge, understanding and skills across the Life Skills Work Education course. This may include class tasks, topic tests, visual presentation tasks, general classroom observations and engagement in class discussions.</p>

Assessment schedules A-Z

CORE COURSES

SUBJECT: English			HEAD TEACHER: Ms. E. Cloherty			
<p>Outcomes being assessed:</p> <p>EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts</p> <p>EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them</p> <p>EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</p> <p>EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Imaginative Writing and Reflection	Representation of life experiences	Term 1 Week 4	Term 1 Week 8	25	EN5-ECA-01 EN5-ECB-01
2	Podcast Episode	Poetic Purpose	Term 2 Week 4	Term 2 Week 10	25	EN5-ECA-01 EN5-URB-01
3	Feature article	Exploring the speculative	Term 3 Week 4	Term 3 Week 9	25	EN5-URC-01 EN5-URA-01
4	Yearly Examination	Shining a new light	Term 4 Week 2	Term 4 Week 4	25	EN5-RVL-01 EN5-URA-01
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Geography	HEAD TEACHER: Ms. I. Newell
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Outcomes being assessed:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task	Sustainable biomes and food security	Term 1 Week 4 or Term 3 Week 4	Term 1 Week 8 or Term 3 Week 8	35	GE5: 3, 5, 7, 8.
2	Skills and knowledge test	Changing places	Term 2 Week 1 or Term 3 Week 8	Term 2 Week 5 or Term 4 Week 5	35	GE5: 4, 5, 7, 8.
3	Portfolio	Full course	Ongoing		30	GE5: 1, 2, 3, 4, 6

Additional course information: Geography and History are semesterised in Year 9. Students will either study History in Semester 1 and Geography in Semester 2, or vis versa.

NOTE: Semester 2 students will complete the Skills and Knowledge Test for Changing Places under end of course examination conditions.

Assessment tasks must be submitted to: Class teacher

SUBJECT: History	HEAD TEACHER: Ms. I. Newell
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Outcomes being assessed:

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
 HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
 HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
 HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
 HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
 HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
 HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
 HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
 HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
 HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task/Essay	Depth Study 1	Term 1 Week 4 or Term 3 Week 4	Term 1 Week 10 or Term 3 Week 10	40	HT5-1, HT5-2, HT5-3, HT5-10
2	In class Test/Exam	Australians at War: WW1 and WW2	Term 2 Week 1 or Term 3 Week 8	Term 2 Week 5 or Term 4 Week 5	40	HT5-1, HT5-3, HT5-4, HT5-9
3	Portfolio	Assorted	Ongoing		20	HT5-3, HT5-4, HT5-5, HT5-6, HT5-8

Additional course information: Geography and History are semesterised in Year 9. Students will either study History in Semester 1 and Geography in Semester 2, or vice versa.

NOTE: Semester 2 students will complete the Knowledge Test of the Core under end of course examination conditions.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Mathematics - Year 9 Core**HEAD TEACHER: Ms. A. Sheader****Outcomes being assessed are from the strands of K - 10 Mathematics Syllabus:**

- Number and Algebra
- Measurement and Space
- Statistics and Probability
- Working Mathematically

Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Validation task	Pythagoras and trigonometry. Financial mathematics.	Term 1 Week 4	Term 1 Week 7	25	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02. MA5-FIN-C-01, MA5-FIN-C-02.
2	In-class open book examination	Algebraic expressions and equations. Indices. Measurement.	Term 2 Week 7	Term 2 Week 10	25	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01. MA5-ARE-C-01, MA5-VOL-C-01.
3	Formal in-class examination	Linear relationships. Properties of geometrical figures. Probability and statistics.	Term 3 Week 6	Term 3 Week 9	25	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02. MA5-GEO-C-01. MA5-PRO-C-01, MA5-DAT-C-01, MA4-DAT-C-02.
4	Yearly Examination	All listed topics + Quadratic expressions, equations and fractions.	Term 4 Week 1	Term 4 Week 4	25	All listed outcomes + MA5-ALG-C-01, MA5-ALG-C-01.

Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.

Literacy as a General Capability

Literacy is an important aspect of mathematics. Students need to understand written problems and instructions, including the use of common words with a specific meaning in mathematical context and metaphorical language used to express mathematics concepts and processes. In their K-10 mathematics learning, students are provided with opportunities to learn mathematical vocabulary and the conventions for communicating mathematics in the written form, including through its symbols and structures, as well as verbally through description and explanation. Mathematical literacy also extends to interpreting information from mathematical texts such as tables, graphs and other representations.

Assessment tasks must be submitted to: the classroom teacher on (or an alternative, pre-arranged) due date.

SUBJECT: Mathematics - Year 9 Core + Path	HEAD TEACHER: Ms. A. Sheader
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Outcomes being assessed are from the strands of K - 10 Mathematics Syllabus:

- Number and Algebra
- Measurement and Space
- Statistics and Probability
- Working Mathematically

Task	Task Type	Topic/s	Task Distributed	Task Due	Weighting %	Outcomes
1	Validation task	Pythagoras and trigonometry. Further trigonometry. Financial mathematics.	Term 1 Week 4	Term 1 Week 7	25	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02. MA5-TRG-P-02. MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02.
2	In-class open book examination	Algebraic expressions. Algebraic fractions, inequalities and surds. Length, area, surface area and volume.	Term 2 Week 7	Term 2 Week 10	25	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01. MA5-ALG-P-01, MA5-EQU-P-01, MA5-EQU-P-02. MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01.
3	Formal in-class examination	Linear relationships. Properties of geometrical figures. Non-linear relationships. Probability.	Term 3 Week 6	Term 3 Week 9	25	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02. MA5-LIN-P-01. MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01.
4	Formal Yearly Examination	All listed topics + Quadratic expressions, equations and fractions. Algebraic techniques and equations. Statistics.	Term 4 Week 1	Term 4 Week 4	25	All listed outcomes + MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-02. MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-EQU-P-01. MAO-WM-01, MA5-DAT-C-01.

Additional course information: The type of assessment task/schedule is similar to that in Stage 6 Mathematics. Outcomes being assessed are subject to change with consultation and negotiation.

Literacy as a General Capability
 Literacy is an important aspect of mathematics. Students need to understand written problems and instructions, including the use of common words with a specific meaning in mathematical context and metaphorical language used to express mathematics concepts and processes. In their K-10 mathematics learning, students are provided with opportunities to learn mathematical vocabulary and the conventions for communicating mathematics in the written form, including through its symbols and structures, as well as verbally through description and explanation. Mathematical literacy also extends to interpreting information from mathematical texts such as tables, graphs and other representations.

Assessment tasks must be submitted to: the classroom teacher on (or an alternative, pre-arranged) due date.

SUBJECT: PDHPE**HEAD TEACHER: Ms S. Murray****Outcomes being assessed:**

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 assesses their own and others' capacity to reflect on and respond positively to challenges

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In-class Test	Creating a Positive Mindset	Term 1 Week 5	Term 1 Week 10	10	PD5-1, PD5-9
2	Sexual Health Action Plan	Better Safe Than Sorry	Term 2 Week 9	Term 3 Week 4	20	PD5-2, PD5-3, PD5-10
3	Yearly Examination	All Topics	Term 3 Week 9	Term 4 Week 4	20	PD5-6, PD5-7, PD5-9, PD5-10
4	Practical Physical Activity	Movement Skill and Performance	ongoing		50	PD5-4, PD5-5, PD5-10, PD5-11

Additional course information:

50% of PDHPE coursework is comprised of practical physical activity learning experiences. Students will be assessed throughout the year on a variety of movement contexts within the Movement Skill and Performance strand (Outcomes assessed PD5-4, PD5-5, PD5-10, PD5-11)

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Science	HEAD TEACHER: Ms. R Weithaler
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Outcomes being assessed:

SC5-WS-01 selects and uses scientific tools and instruments for accurate observations

SC5-WS-02 develops questions and hypotheses for scientific investigation

SC5-WS-03 designs safe, ethical, valid and reliable investigations

SC5-WS-04 follows a planned procedure to undertake safe, ethical, valid and reliable investigations

SC5-WS-05 selects and uses a range of tools to process and represent data

SC5-WS-06 analyses data from investigations to identify trends, patterns and relationships, and draws conclusions

SC5-WS-07 selects suitable problem-solving strategies and evaluates proposed solutions to identified problems

SC5-WS-08 communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms

SC5-EGY-01 evaluates current and alternative energy use based on ethical and sustainability considerations

SC5-DIS-01 explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease

SC5-MAT-01 assesses the uses of materials based on their physical and chemical properties

SC5-ENV-01 analyses the impact of human activity on the natural world

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Skills Test	Energy	Term 1 Week 6	Term 1 Week 8	25	SC5-WS- SC5-EGY-01
2	Semester 1 Examination	Environment al Sustainability	Term 2 Week 2	Term 2 Week 4	25	SC5-WS- SC5-EGY-01 SC5-ENV-01
3	Depth Study	Disease	Term 3 Week 4	Term 3 Week 7	25	SC5-WS- SC5-DIS-01
4	Semester 2 Examination	Materials	Term 4 Week 2	Term 4 Week 4	25	SC5-WS- SC5-DIS-01 SC5-MAT-01

Additional course information:

Excursions to supplement and enhance learning experiences

Assessment tasks must be submitted to: Class teacher

ELECTIVE COURSES

SUBJECT: Aboriginal Studies	HEAD TEACHER: Mr I. Newell
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Course Objectives:

Students will develop:

- knowledge, understanding and appreciation of similarities and diversity in Aboriginal identities, communities and cultural expression
- understanding and appreciation of the importance of Aboriginal autonomy to Australia’s future
- understanding and appreciation of Aboriginal Peoples’ ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

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

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Task 1: 100 /200 hr Cultural celebration event management plan	Core 1: Aboriginal Identities	Term 1 Week 6	Term 1 Week 10	25	AST5-1 AST5-2 AST5-4 AST5-5 AST5-6
2	Task 2: Research Task - Local community children’s book or digital animation 100 hr Sportspeople profile series	200 hr Aboriginal Peoples and oral and written expression (core) 100 hr Aboriginal Peoples and sport (option)	Term 2 Week 2	Term 2 Week 9	25	AST5-6 AST5-7 AST5-8 AST5-9
3	Task 3: Research Task /Visual Art Piece and Description Virtual gallery guided tour 100 hr	Aboriginal Peoples and the visual arts (option) Aboriginal enterprises and organisations (core)	Term 3 Week 4	Term 3 Week 9	25	AST5-1 AST5-3 AST5-5 AST5-8 AST5-10

	Case Study report					
4	Task 4: 100hr/200hr Research essay/ Report	Aboriginal Peoples and technologies (option)	Term 3 week 8	Term 4 Week 3	25	AST5-IDE-02, AST5-CUL-01, AST5-FCA-01, AST5-SAA-01, AST5-REL-01, AST5-DAT-01, AST5-INF-01 AST5-2 AST5-4 AST5-6 AST5-9 AST5-10 AST5-11

Additional Course Information: The subject is a Year 9/10 composite shared course class, studied at KHC.

Assessment tasks must be submitted to: Google Classroom or hard-copy to classroom teacher

SUBJECT: Agriculture	HEAD TEACHER: Ms B. Orpwood
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Outcomes being assessed:
AGT5-SAF-01 applies production processes and safe work practices in agricultural contexts
AGT5-APG-01 explains factors that influence animal and plant selection, growth and development in agricultural enterprises and systems
AGT5-PRA-01 explains industry practices in agricultural enterprises and systems
AGT5-ENV-01 analyses relationships between agricultural production, sustainability and consumers
AGT5-IVT-01 investigates and assesses the influence of innovation and management practices on agricultural enterprises and systems
AGT5-USE-01 selects and justifies the use of technologies and processes in agricultural production and systems
AGT5-COM-01 communicates ideas and concepts in agricultural technology contexts

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Written Task	Intensive Animal Production & Welfare - Broiler Chickens	Term 1 Week 2	Term 1 Week 7	25	APG-01 PRA-01 USE-01 COM-01
2	Practical skills & Knowledge Assessment	Extensive Animal Production - Sheep	Term 2 Week 2	Term 2 Week 8	40	SAF-01 APG-01 PRA-01 ENV-01 IVT-01 USE-01 COM-01
3	Practical skills & Research Task	Vegetable Production & Marketing	Term 3 Week 5	Term 4 Week 3	35	SAF-01 APG-01 PRA-01 ENV-01 IVT-01 COM-01

Additional course information: Correct PPE is required for all farming tasks

Assessment tasks must be submitted to: Class teacher

SUBJECT: Child Studies	HEAD TEACHER: Ms S. Murray
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Outcomes being assessed:

- CS5-1- identifies the characteristics of a child at each stage of growth and development
- CS5-2- describes the factors that affect the health and wellbeing of the child
- CS5-3- analyses the evolution of childhood experiences and parenting roles over time
- CS5-4- plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5- evaluates strategies that promote the growth and development of children
- CS5-6- describes a range of parenting practices for optimal growth and development
- CS5-7- discusses the importance of positive relationships for the growth and development of children
- CS5-8- evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9- analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10- demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11- analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12- applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Pregnancy Brochure	You're Going to Be Parents	Term 1 Week 5	Term 1 Week 9	30	CS5-2, CS5-5, CS5-9
2	Nursery Design	The Babysitters Club	Term 3 Week 4	Term 3 Week 8	30	CS5-6, CS5-10
3	Practical Application	Semester 2 Topics	Term 4 Week 1	Term 4 Week 4	20	CS5-1, CS5-3, CS5-8, CS5-11, CS5-12
4	Yearly Examination	All Topics	Term 4 Week 1	Term 4 Week 4	20	CS5-1, CS5-2, CS5-3, CS5-5

Assessment tasks must be submitted to: Class teacher

SUBJECT: Commerce	HEAD TEACHER: Ms. I. Newell
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Outcomes being assessed:

COM5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic,

business, legal, political and employment contexts

COM5-3 Examines the role of law in society

COM5-4 Analyses key factors affecting decisions

COM5-5 Evaluates options for solving problems and issues

COM5-6 Develops and implements plans designed to achieve goals

COM5-7 Researches and assesses information using a variety of sources

COM5-8 Explains information using a variety of forms

COM5-9 Meets independently and collaboratively to meet individual and collective goals within specified timeframes

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Report/Task	Core Topic 1	Term 1 Week 5	Term 1 Week 9	20	5.1, 5.2, 5.7, 5.8
2	Skills and Knowledge Test	Core Topic 2	Term 2 Week 4	Term 2 Week 9	30	5.1, 5.2, 5.4, 5.8
3	Research Report/Task	Option A	Term 3 Week 2	Term 3 Week 7	20	5.1, 2, 5 6, 5.7, 5.9
4	Knowledge Test	Option B	Term 4 Week 1	Term 4 Week 4	30	5.1, 5.3, 5.4, 5.8

Assessment tasks must be submitted to: Class teacher

SUBJECT: Computing Technology**HEAD TEACHER: Ms B. Orpwood****Outcomes being assessed:**

EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology.

COM-01 communicates ideas, processes and solutions using appropriate media

DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

THI-01 applies computational, design and systems thinking to the development of computing solutions

DAT-02 acquires, represents, analyses and visualises simple and structured data

SAF-01 elects and applies safe, secure and responsible practices in the ethical use of data and computing technology

COL-01 manages, documents and explains individual and collaborative work practices

OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

DES-01 designs and creates user interfaces and the user experience

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research task and Project	Analysing Data	Term 1 Week 3	Term 2 Week 2	30	DPM-01 EVL-01 DAT-01 COM-01 THI-01 DAT-02
2	Formative Assessment	Creating Games & Simulations	Term 2 Week 3	Term 3 Week 4	30	SAF-01 DPM-01 COL-01 EVL-01 COM-01 OPL-01 THI-01 DES-01
3	Formative Assessment	Modelling Networks & Social connections	Term 3 Week 3	Term 4 Week 3	30	SAF-01 DPM-01 COL-01 EVL-01 DAT-01 DAT-02
4	Yearly Examination	100hr course content	Term 4 Week 2	Term 4 Week 4	10	All outcomes

Assessment tasks must be submitted to: Class teacher

SUBJECT: Dance	HEAD TEACHER: Ms. V. Manock
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Outcomes being assessed:

DA5-PER-01: demonstrates safe dance practice and dance technique in preparing the body to express and communicate an intent

DA5-PER-02: manipulates the elements of dance to demonstrate performance quality and interpretation in context

DA5-COM-01: creates a movement vocabulary that communicates an idea and intent in response to different contexts

DA5-COM-02: creates movements using the elements of dance and structures movement to communicate a specific idea and intent

DA5-APP-01: investigates and explains how social, cultural and historical factors shape the development of dance

DA5-APP-02: evaluates dance works based on context, the elements of dance, the dancing body and theatrical elements

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Performance	Body Skills	Term 1 Week 3	Term 1 Week 7	20	DA5-PER-01
2	Composition Appreciation	Elements of Dance & History	Term 1 Week 8	Term 2 Week 7	30	DA5-COM-02 DA5-APP-01
3	Performance	Contemporary Dance	Term 2 Week 8	Term 3 Week 6	20	DA5-PER-01 DA5-PER-02
4	Composition Appreciation	Dance Analysis & Composition Construction	Term 3 Week 7	Term 4 Week 4	30	DA5-COM-01 DA5-COM-02 DA5-APP-02

Additional course information: This is a combined Year 9 and Year 10 class

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Design and Technology**HEAD TEACHER: Ms B. Orpwood****Outcomes being assessed:**

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Formative Assessment	Industrial Design	Term 1 Week 3	Term 1 Week 10	30	5-1, 5-2, 5-6
2	Practical, portfolio, written task	Architectural Design	Term 2 Week 3	Term 3 Week 5	30	5-8, 5-9 5-10
3	Formative Assessment	Communication Design & Marketing	Term 3 Week 6	Term 4 Week 4	30	5-3, 5-4 5-5, 5-7
4	Yearly Examination	Design and Technology 100hr course content	Term 4 Week 2	Term 4 Week 4	10	All outcomes

Additional course information:**Assessment tasks must be submitted to:** Class teacher

SUBJECT: Drama	HEAD TEACHER: Miss V. Manock
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Outcomes being assessed:

DR5-MAK-01: creates and refines meaning through experimentation with dramatic processes

DR5-MAK-02: selects and applies dramatic elements to create and refine works and experiences through dramatic contexts

DR5-PER-01: applies and adapts performance skills and dramatic processes to communicate intention and meaning

DR5-PER-02: manipulates dramatic elements to stage works and influence audience response through dramatic contexts

DR5-APP-01: analyses how creative choices shape intention and meaning through dramatic processes

DR5-APP-02: evaluates how dramatic elements are manipulated to influence audience response through dramatic contexts

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Appreciation	Research Task: History of Theatre	Term 1 Week 2	Term 1 Week 10	20	DR5-APP-02
2	Performance	Individual Monologue: Shakespearean Theatre as a Dramatic Form	Term 2 Week 2	Term 2 Week 5	30	DR5-PER-01 DR5-MAK-01
3	Making	Group Performance: Physical Theatre	Term 3 Week 2	Term 3 Week 9	30	DR5-MAK-02 DR5-PER-02
4	Appreciation	Yearly Examination	Term 4 Week 2	Term 4 Week 4	20	DR5-APP-01

Additional course information: This is a combined Year 9 and Year 10 class

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Food Technology**HEAD TEACHER: Ms B. Orpwood****Outcomes being assessed:**

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Written Task	Nutrition and consumption	Term 1 Week 2	Term 1 Week 9	25	5.3, 5.5, 5.6,5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13
2	Practical Assessment	Ongoing practical assessment	Term 2 Week 1	Term 2 Week 6	50	5.1, 5.2, 5.4 5.5, 5.10,5.11
3	Practical and Portfolio	Food for Celebrations	Term 2 Week 7	Term 4 Weeks 2 and 3	25	5.1, 5.2, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13

Assessment tasks must be submitted to: Class teacher

Subject: Graphics Technology (KHC) Head Teacher: W Maloney

Course Objectives - Students:

- develop knowledge, understanding and skills to:
 - visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
 - interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques
 - use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations
 - select and apply techniques in the design and creation of digital presentations and simulations to communicate information.
- investigate and appreciate the role and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

Outcomes being assessed:

Teachers gather evidence about student achievement in relation to syllabus outcomes. The outcomes for this course can found in the syllabus via the following link:

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

Task Distributed	Task Due	Task	Assessment components	Outcomes (See Syllabus)
Term 1 Week 2	Term 1 Week 8	Task 1: Manual drafting techniques and exercises	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • 2D and 3D drawing techniques such as Orthographic and Isometric projections • other manual drafting techniques 	GT5-1 GT5-3 GT5-5
Term 1 Week 8	Term 2 Week 8	Task 2: CAD drawing techniques and exercises Project: Here Be Dragons	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • CAD drawing techniques • use of part studios, assemblies and drawings to communicate ideas • standard CAD drawing conventions in line with AS1100 	GT5-5 GT5-7 GT5-8
Term 3 Week 2	Term 4 Week 2	Task 3: Architectural Design including generating drawings to meet Australian Standards Project: Teenage Retreat	Students are to compile examples of their work demonstrating specific skills such as: <ul style="list-style-type: none"> • Architectural drafting techniques and standards • using standard units of measurement • meeting council requirements for designs 	

Additional Course Information: Students are required to complete all mandatory safety training and must wear leather enclosed shoes prior to the commencement of practical work. Students will receive a grade of A to E for each task.

Assessment tasks must be submitted to: Class teacher

SUBJECT: History Elective**HEAD TEACHER: Ms. I. Newell****Outcomes being assessed:**

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Research Task/ Presentation	History Heritage and Archaeology	Term 1 Week 5	Term 1 Week 10	20	5.2, 5.4, 5.6, 5.9, 5.10
2	Research Task/Presentation	Ancient and Early Modern Society	Term 2 Week 6	Term 2 Week 11	15	5.1, 5.3, 5.4, 5.6, 5.7
3	Research Task and Portfolio	Thematic Study	Term 3 Week 4	Term 3 Week 10	30	5.1, 5.3, 5.5, 5.6, 5.10
4	Yearly Examination	All Topics	Term 4 Week 1	Term 4 Week 4	35	5.3, 5.4, 5.5, 5.7, 5.9

Assessment tasks must be submitted to: Class teacher

SUBJECT: Industrial Technology -
Automotive

HEAD TEACHER: Ms B. Orpwood

Outcomes being assessed:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Safety in the workshop	Term 1 Week 2	Term 2 Week 2	25	IND5-1, IND5-2, IND5-5, IND5-6
2	Practical skills and knowledge assessment	Mechanical Systems - Small Engines	Term 2 Week 2	Term 3 Week 3	25	IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10
3	Practical skills and knowledge assessment	Mechanical components	Term 3 Week 4	Term 4 Week 4	25	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10
4	Yearly Examination	All content	Term 4 Week 2	Term 4 Week 4	25	All Outcomes

Additional course information: Correct PPE is required for all practical tasks

Assessment tasks must be submitted to: Automotive Teacher

SUBJECT: Industrial Technology - Metal**HEAD TEACHER: Ms B. Orpwood****Outcomes being assessed:**

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Marking out and fabrication project	Term 1 Week 3	Term 2 Week 2	30	IND5-1, IND5-2, IND5-5, IND5-6
2	Research Task: Material Science	Ferrous and Non-Ferrous Materials	Term 2 Week 3	Term 3 Week 3	25	IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10
3	Practical skills and knowledge assessment	Fabrication and Machining project	Term 3 Week 3	Term 4 Week 4	35	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10
4	Yearly Examination	All content	Term 4 Week 2	Term 4 Week 4	10	All outcomes

Additional course information: Correct PPE is required for all practical tasks

Assessment tasks must be submitted to: Class teacher

SUBJECT: Industrial Technology - Timber**HEAD TEACHER: Ms B. Orpwood****Outcomes being assessed:**

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Practical skills and knowledge assessment	Hot Pot Stand	Term 1 Week 3	Term 2 Week 2	30	IND5-1, IND5-2, IND5-5, IND5-6
2	Practical skills and knowledge assessment	Camp Stool Project	Term 2 Week 1	Term 3 Week 3	30	IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10
3	Practical skills and knowledge assessment	Toolbox Project	Term 3 Week 3	Term 4 Week 4	30	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10
4	Yearly Examination	All content	Term 4 Week 2	Term 4 Week 4	10	All outcomes

Additional course information: Correct PPE is required for all practical tasks

Assessment tasks must be submitted to: Class teacher

SUBJECT: Japanese				HEAD TEACHER: Ms. E. Cloherty		
Outcomes being assessed: ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language						
Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Creating Texts	Introductions Family	Term 1 Week 7	Term 2 Week 4	20	ML5-CRT-01
2	Interacting and Understanding Texts		Ongoing in Class		30	ML5-UND-01
3	Interacting	School, Time	Term 3 Week 7	Term 4 Week 2	20	ML5-INT-01
4	Interacting and Understanding Texts		Ongoing in Class		30	ML5-UND-01
Assessment tasks must be submitted to: Class teacher						

SUBJECT: Marine Studies	HEAD TEACHER: Ms. R. Weithaler
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Outcomes being assessed:

MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems

MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment

MAR5-4 explains why aquaculture provides an economically sustainable source of food

MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment

MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits

MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment

MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology and symbols

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	First Aid and Swim Test	Core 1	Term 1 Week 5	Term 1 Week 7 Swim Test TBA	20	MAR5-9 MAR5-10
2	Depth Study	1 Module Area	Term 2 Week 4	Term 2 Week 6	25	MAR5-1-3 MAR5-7
3	Personal Interest Project	1 Module Area	Term 3 Week 6	Term 3 Week 8	30	MAR5-1 MAR5-9
4	Skills Test	All Modules Covered	Term 4 Week 2	Term 4 Week 4	25	MAR5-9-10 MAR5-13-14

Additional course information:

Excursions to supplement and enhance learning experiences.

Please note that being able to swim is not a requirement for this course but all students will need to participate in a swim test to identify their swimming level.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Music

HEAD TEACHER: Ms. V. Manock

Outcomes being assessed:

MU5-PER-01: performs repertoire with stylistic awareness and musical expression

MU5-PER-02: manipulates and combines the elements of music in performance to communicate musical ideas

MU5-LIS-01: uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts

MU5-LIS-02: uses listening skills to evaluate how the elements of music are manipulated and combined

MU5-COM-01: improvises, arranges or composes with stylistic understanding and musical expression

MU5-COM-02: manipulates and combines the elements of music to create musical ideas

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Composition	Music & Technology	Term 1 Week 2	Term 1 Week 10	30	MUS-COM-01 MUS-COM-02
2	Listening & Performance	Music for Radio, Film, Television & Multimedia	Term 2 Week 1	Term 2 Week 7	25	MUS-PER-02 MUS-LIS-01
3	Listening	Music of a Culture	Term 3 Week 1	Term 3 Week 10	10	MUS-LIS-01 MUS-LIS-02
4	Listening & Performance	Australian Music	Term 4 Week 1	Term 4 Week 4	35	MUS-LIS-02 MUS-PER-01

Additional course information: Students will be required to do practical and perform on either voice or an instrument as part of the Year 9 Music elective course.

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Photography

HEAD TEACHER: Miss V. Manock

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artmaking: Portfolio	Traditional Photography/ History of the Photo	Term 1 Week 2	Term 1 Week 10	30	5.1, 5.2, 5.3
2	Art Critical and Historical study: Research	Surrealism and Photography	Term 2 Week 1	Term 2 Week 4	20	5.7, 5.9
3	Artmaking: Portfolio	Digital Macro photography: S linkachu	Term 3 Week 2	Term 3 Week 10	30	5.4, 5.5, 5.6
4	Art Critical and Historical study: Research	Landscape/ Nature Photography	Term 3 Week 8	Term 4 Week 2	20	5.8, 5.10

Additional course information: Students may bring/ use their own SD card for photo storage during lessons.

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.

SUBJECT: Physical Activity and Sport Studies - Coaching and Sports Management

HEAD TEACHER: Ms S. Murray

Outcomes being assessed:

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Coaching Fundamentals Portfolio	Beginning Coaching, Participating with Safety	Term 2 Week 3	Term 2 Week 7	25	PASS5.1, PASS5.2, PASS5.3, PASS5.6, PASS5.7
2	Organisation Task	Event Management	Term 3 Week 5	Term 3 Week 10	15	PASS5.2, PASS5.4, PASS5.5, PASS5.7, PASS5.10
3	Research Task	Australia's Sporting Identity	Term 3 Week 9	Term 4 Week 3	10	PASS5.3, PASS5.4
4	Practical Application	Specific skills development, strategy/tactics, communication and teamwork	Ongoing		50	PASS5-5, PASS5-7, PASS5-9

Additional course information:

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course. They analyse the role of body systems, physical fitness, nutrition and safety, and apply their knowledge and understanding when participating and performing in various movement contexts. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Physical Activity and Sport Studies - Sports Fitness

HEAD TEACHER: Ms S. Murray

Outcomes being assessed:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	In-class task	Enhancing performance	Term 1 Week 8	Term 2 Week 2	20	PASS5-6, PASS5-8, PASS5-10
2	Practical Application	Participating safely	Term 2 Week 8	Term 3 Week 2	15	PASS5-1, PASS5-8, PASS5-10
3	Project	Sports Nutrition	Term 3 Week 3	Term 4 Week 3	15	PASS5-1, PASS5-2, PASS5-8, PASS5-10
4	Practical participation	Specific skills, strategy/tactics, communication and teamwork	ongoing		50	PASS5-5, PASS5-7, PASS5-9

Additional course information:

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course. They analyse the role of body systems, physical fitness, nutrition and safety, and apply their knowledge and understanding when participating and performing in various movement contexts. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.

Assessment tasks must be submitted to: Class teacher

SUBJECT: Visual Arts

HEAD TEACHER: Ms. V. Manock

Outcomes being assessed:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

Task	Task type	Topic	Task Distributed	Task Due	Weighting %	Outcomes
1	Artmaking	Ceramics	Term 1 Week 2	Term 1 Week 10	30	5.1, 5.2, 5.3
2	Art Critical and Historical study: in-class task	Painting	Term 1 Week 10	Term 2 Week 4	20	5.7, 5.9
3	Artmaking	Collage/ Printmaking	Term 3 Week 1	Term 3 Week 10	30	5.4, 5.5, 5.6
4	Art Critical and Historical study: in-class task	Portraiture	Term 3 Week 9	Term 4 Week 2	20	5.8, 5.10

Additional course information: Students may choose to bring their own art supplies such as brushes and paints. They may keep these in the room but must have their name on them.

Assessment tasks must be submitted to: The classroom teacher by the due date specified in each Assessment Notification.



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Illness/Misadventure Consideration or Renegotiation of Task Form (Years 7-10)

Student name: _____ Year: _____ Date: _____

I wish to apply for (tick one):

- A consideration due to illness/misadventure (after the due date)

Note: Illness/Misadventure applications MUST be submitted within one week after the due date of the task or examination. This form should be used if you had an illness or misadventure that prevented you from doing the task or examination or impacted your performance during the task or examination.

- a renegotiation of assessment task (before the due date)

Note: Renegotiation applications MUST be submitted at least one day before the due date of an Assessment Task or before sitting for a Test or Examination.

Course: _____ Teacher: _____ Due date of task/test/exam: _____

Task or Exam: _____ Weighting (%): _____

Please outline the reasons for your application:

Independent supporting documentation provided:

- Written declaration by Parent/Carer/Student Yes/No

I declare that the information I have provided is true.

Student signature: _____ Date: _____

Administration Use Only - Illness/Misadventure/Renegotiation Application

Teacher decision: Approved/declined

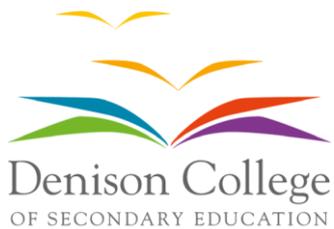
- Extension Granted. The new due date is _____. Failure to submit the task by the new due date will lead to a zero mark being awarded.
- Alternative task to be set. A new notification form will be issued.
- An estimate will be given based on other evidence.
- The reason does not warrant a renegotiation.

Teacher: _____ Head Teacher: _____ Deputy Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____

Teacher is to retain a copy, a copy given to the student and a copy given to the faculty Head Teacher.



DENISON COLLEGE OF SECONDARY EDUCATION BATHURST HIGH CAMPUS



Application for Assessment Mark/Grade Appeal Form

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the Campus. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which disability provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural, or work commitments.

Appeal forms must be lodged at the Campus Office within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Student name: _____ Year: _____ Date: _____

Course: _____ Task Number: _____

Task Description: _____

Please outline the reasons for your appeal: _____

Independent supporting documentation (please list documents attached to appeal):

Student signature: _____ Date: _____

Office Use Only - Grade Appeal Application

Student Name: _____

Deputy Principal decision & comment: _____ Approved/Declined

Teacher: _____ Head Teacher: _____ Deputy Principal: _____

Date: _____ Date: _____ Date: _____

Student: _____ Parent/Carer: _____



Year 9 Assessment Schedule 2026 – Bathurst High Campus



TERM 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Feb 2 – Feb 6	Feb 9 – Feb 13	Feb 16 – Feb 20	Feb 23 – Feb 27	Mar 2 – Mar 6	Mar 9 – Mar 13	Mar 16 – Mar 20	Mar 23 – Mar 27	Mar 30 – Apr 3
						Agriculture Dance Mathematics Marine Studies	Graphics Technology English Science Geography	Aboriginal Studies Child Studies Commerce Food Technology	PDHPE Design & Technology Photography Visual Arts History History Elective Drama Music

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Apr 20– April 24	April 27 – April 1	May 4 – May 8	May 11 – May 15	May 18 – May 22	May 25 – May 29	June 1 – June 5	June 8 – June 12	June 15 – June 19	June 22 – June 26	June 29 – July 4
		IT: Automotive IT: Metal IT: Timber Computing Technology PASS: Fitness		Science Japanese Photography Visual Arts	Geography History Drama	Food Technology Marine Studies	Dance Music PASS: Coaching	Graphics Technology Agriculture	Aboriginal Studies Commerce	English Mathematics	History Elective

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	July 20 – July 24	July 27 – July 31	Aug 3 – Aug 7	Aug 10 – Aug 14	Aug 17 – Aug 21	Aug 24 – Aug 28	Aug 31 – Sep 4	Sep 7 – Sep 11	Sep 14 – Sep 18	Sep 21 – Sep 25
		PASS: Fitness	IT: Automotive IT: Metal IT: Timber	PDHPE Computing Technology	Design & Technology	Dance	Science Commerce	Geography Child Studies Marine Studies	Mathematics English Aboriginal Studies Drama	History Elective Music Photography PASS: Coaching Visual Arts History

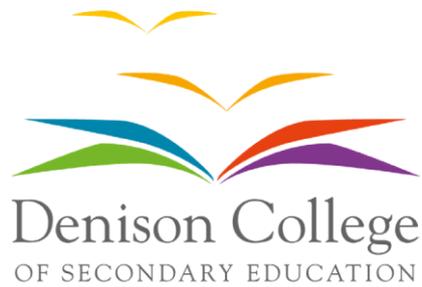
TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Oct 12 – Oct 16	Oct 19 – Oct 23	Oct 26 – Oct 30	Nov 2 – Nov 6	Nov 9 – Nov 13	Nov 16 – Nov 20	Nov 23 – Nov 27	Nov 30 – Dec 4	Dec 7 – Dec 11	Dec 14 – Dec 18
		Graphics Technology Photography Japanese Visual Arts Food Technology	PASS: Fitness Agriculture PASS: Coaching Computing Technology Aboriginal Studies	YEARLY EXAMINATION WEEK Also IT: Automotive IT: Metal IT: Timber Design & Technology	Geography History					

Elective Line 1: Green

Elective Line 2: Purple

Elective Line 3: Blue

Multiple Lines: Red



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