

2021 Year 9 Assessment Handbook



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Contents

| | |
|---|----|
| Assistant Principal's Message..... | 3 |
| Introduction..... | 4 |
| Year 9 Curriculum 2021 | |
| Bell Times..... | 5 |
| Subjects Taught..... | 6 |
| Structure | 7 |
| Contemporary Learning Spaces..... | 7 |
| Learning Technology | 8 |
| Satisfactory Completion of a course..... | 8 |
| Learning Preparation | 8 |
| Assessment and Reporting | 9 |
| Year 9 School Assessment Policy..... | 9 |
| Assessment and its Purpose | 9 |
| Responsibilities..... | 10 |
| Absence and Misadventure | 11 |
| Submission of Tasks | 12 |
| Late or Non-Submission of Tasks | 13 |
| Information Technology Issues..... | 13 |
| Teacher responsibilities | 13 |
| Leader of Learning responsibilities..... | 14 |
| Leader of Wellbeing and Engagement and Assistant Principal responsibilities..... | 14 |
| Academic malpractice..... | 15 |
| Non serious attempts..... | 16 |
| Extensions..... | 16 |
| Appeals Policy..... | 16 |
| Standards-Referenced Assessment..... | 16 |
| Allocating Grades within a Standards Referenced Framework..... | 17 |
| The Common Grade Scale..... | 17 |
| The Allocation of Grades..... | 18 |
| Individual Course Details..... | 19 |
| Appendix 1 – Illness, Misadventure and Request for Extension Form..... | 35 |
| Appendix 2 – Application for Leave - Up to Ten Days | 36 |
| Appendix 3 - Application for Leave - Ten Days or More | 39 |
| Appendix 4 – Mandatory Requirements for the Award of a RoSA..... | 42 |

Dear Parents and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2021. The Handbook should be used in conjunction with the Elective Subject Handbook (Stage 5) which gives detailed information about the courses, both mandatory and elective, offered in Stage 5 and the processes in selecting electives. The purpose of this document is to provide you with detailed information regarding assessment throughout the year, course expectations and policy. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Leaders of Learning as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.



Brett Donohoe
Assistant Principal

Introduction

This assessment handbook provides information to parents and students about the curriculum and a range of assessment and reporting matters such as:

- Subjects taught
- The structure of classes
- The scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 9 over the duration of the 2021 school year
- Standards-Referenced Assessment and how grades are determined
- Rules and regulations regarding the completion of assessment tasks
- Details of Reporting
- Other relevant information about assessment and reporting.

Year 9 Curriculum 2021

Bell Times

Monday, Tuesday and Thursday

| Session | Begins | Ends |
|----------|---------|---------|
| Homeroom | 8.45am | 9.00am |
| Period 1 | 9.00am | 10.05am |
| Period 2 | 10.05am | 11.10am |
| Break 1 | 11.10am | 11.50am |
| Period 3 | 11.50am | 12.50pm |
| Period 4 | 12.50pm | 1.50pm |
| Break 2 | 1.50pm | 2.10pm |
| Period 5 | 2.10pm | 3.10pm |

Wednesday (Wellbeing/Assembly Day)

| Session | Begins | Ends |
|--------------------|---------|---------|
| Wellbeing/Assembly | 8.45am | 9.35am |
| Period 1 | 9.35am | 10.25am |
| Period 2 | 10.25am | 11.15am |
| Break 1 | 11.15am | 11.55am |
| Period 3 | 11.55am | 12.55pm |
| Period 4 | 12.55pm | 1.55pm |
| Break 2 | 1.55pm | 2.15pm |
| Period 5 | 2.15pm | 3.10pm |

Friday (Sport Day)

| Session | Begins | Ends |
|-------------------|---------|---------|
| Homeroom | 8.45am | 9.00am |
| Reflective Prayer | 9.00am | 9.05am |
| Period 1 | 9.05am | 10.10am |
| Period 2 | 10.10am | 11.15am |
| Break 1 | 11.15am | 11.45am |
| Period 3 | 11.45am | 12.50pm |
| Break 2 | 12.50pm | 1.10pm |
| Sport | 1.10pm | 3.10pm |

Subjects Taught Stage 5 (Years 9 and 10)

St Bede's Catholic College provides the opportunity for students to attempt TWO elective subjects to complement the mandatory core subjects for the Stage 5 component of their secondary education.

Core (mandatory) Subjects

- *Religious Studies*
- *English*
- *History*
- *Geography*
- *Mathematics*
- *Personal Development, Health and Physical Education*
- *Science*

Elective Subjects

- *Commerce*
- *Drama*
- *Food Technology*
- *Industrial Technology – Timber*
- *iSTEM*
- *Music*
- *Physical Activity & Sport Studies*
- *Visual Arts*

Each elective offered is a 200-hour course over two years (i.e. both Year 9 and 10). Students are not able to change electives mid-course as they will not meet the requirement hours and the course would thereby not qualify as completed for the Record of School Achievement (RoSA).

Students must follow and complete a set pattern of courses determined by the NSW Education Standards Authority (NESA). Students are also required to apply themselves to set tasks and experiences. The College provides the set tasks and experiences.

Completion requires a satisfactory record of application (effort) to the set tasks and experiences provided by the school in each of the subjects studied and attendance as deemed satisfactory by the Principal.

There will be no specific elective levies. A set resource fee will be charged to all parents for tuition expenses at the beginning of the academic year. There may be other additional costs associated with specific electives to cover upcoming excursions or camps.

Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There are six Mathematics classes and six English classes in Year 9. These classes occur across seven periods each cycle. Mathematics and English classes are timetabled so that when half the year are learning Mathematics, the other half are learning English. The additional two teachers are timetabled in these subjects to create smaller class sizes for extension and support. English lessons are co-located (clustered) with three teachers and up to sixty students. Mathematics classes are in separate learning spaces as these classes are streamed according to the pathways offered.

There are six classes in both Science and HSIE and these classes occur across six periods each cycle. Similarly, these classes are timetabled so when half the year are learning Science, the other half of the year are learning HSIE. Some HSIE lessons are clustered with two teachers in order to provide differentiated learning experiences. Science classes are held in independent Science laboratories.

There will be four streams of up to 30 students in each of the classes in Religious Studies and PDHPE. Each of these subjects have five periods every cycle. When half the year are learning Religious Studies, the other half of the year are learning PDHPE. Religious Studies classes are clustered with two teachers and up to sixty students. The PDHPE classes are timetabled as paired classes to begin each lesson but generally, practical and theory lessons will be run separately. Practical lessons occur twice each cycle. Students will be notified which lessons will be practical at the beginning of the year.

There are four Homeroom classes of up to 30 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the fortnightly Wellbeing Session on Wednesdays.

Contemporary Learning Spaces

A variety of furniture types, including smaller round tables, rectangular tables and amphitheatre style seating, are in most learning spaces to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

Teachers use the learning spaces to personalise learning and cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Cross-curricular learning
- Small group work

- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

Learning Technology

- Students utilise Office 365 for education, with particular focus on Microsoft Teams and OneNote Classroom. They are supported by a range of other educational software and services such as Maths Pathway and Clickview.
- The College operates a specific BYOD scheme. The device nominated is a Dell hybrid 2-in-1 education device with active digital stylus.

Satisfactory Completion of a Course

When students enter Stage 5, they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement (RoSA). Mandatory Curriculum requirements for the award of a RoSA at the end of Year 10 are at Appendix 5. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a) followed the course developed by the Board of Studies (NESA)
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all the course outcomes. Attendance at school is an important component for the satisfactory completion of a course.

As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, because of frequent absence, the above criteria may not be met. Absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 9 may receive approximately 15-20 minutes (75 minutes a night) of learning preparation for subjects they have on any given day. Each

evening they can expect to have approximately one hour of learning preparation.

Assessment and Reporting

All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students receive reports at the end of each semester. These reports are forwarded online to parents and carers via Compass.

Year 9 School Assessment Policy

Assessment and its Purpose

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding is a suitable basis for future learning.

Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding.
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale.
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development.
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs.
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject.
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date.
- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period.
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule.
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any change in date will be communicated through the assessment notification.
- ensure that all work is submitted by the due date.
- understand if they are absent on the day the assessment task is given, they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – application must be made.
- notify class teachers if other College commitments, such as debating or sport, clash with assessment dates.
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding.

Absence and Misadventure

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure Form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure Forms' are available on the College website in forms under the title 'Parent Information' and a copy is also found in Appendix 1 of this Handbook.

This form must be completed and sent to the class teacher. The teacher and Leader of Learning will sign this form with alternate arrangements and provide the completed documentation back to the student. It is up to the student to return the completed form back to Student Services so it may be processed and recorded.

The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment. The following are acceptable reasons:

1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

2. Absent due to an acceptable unforeseen circumstance (e.g. funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.

3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their subject teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the following school day and alternate arrangements will be communicated to parents through Compass.

4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. **Leave from the College during school periods must be applied for in advance, in accordance with the College Leave Policy.**

In exceptional circumstances where leave is granted during an assessment period, students and parents are required to complete the Illness and Misadventure form **one week prior to the leave period** and submit this form to Student Services. The assessment task is to be completed on the day of return to the College or as arranged by the Leader of Learning. The student must see their class teacher at the beginning of the school day on return. All leave forms and the Absence and Misadventure form are found on the College website in Parent Information. Leave forms are also found at Appendix 2 and 3.

Submission of Tasks

Assessment Notifications are provided by the subject teacher via Compass. These identify the due date and time for submission of a task.

Students must submit tasks in accordance with the instructions provided by their teacher.

Feedback for all formal Assessment Tasks is provided via Compass and made visible to parents and students. Parents and students will be able to view all notifications, task details and feedback via the respective Parent and Student Portal.

No responsibility will be taken by the College if a student gives their assessment to another student, teacher or office staff member.

Late or Non-Submission of Assessment Task

Failure to submit required work must be accompanied by an Illness/Misadventure Form as outlined above. **Poor organisation of time and/or social events are not considered acceptable reasons.**

Information Technology Issues

Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) **are not an acceptable excuse** for the late submission of any IT related assessment tasks. All students should use OneDrive CSMN or Teams to store their work, thereby ensuring they have a backup.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Leader of Learning with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Leader of Learning.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

Teacher Responsibilities

Teacher responsibilities each day the Learning Task is late include:

- Speak to the student and implement strategies to support the student in completing the task. This may include removing the student from the yard.
- Advise the Leader of Learning and possibly the Learning Support Coordinator (LSC)
- Enter a Late Submission of Task notification via Compass each day it is late.
- Deduct 20% of marks allocated to the task each day it is late. The final mark should be recorded in Compass. The Compass entry in the Learning Task should have a comment added to record the original mark.
- Continually monitor and keep the Leader of Learning updated.

Leader of Learning Responsibilities

- On the fifth day the Leader of Learning will enter a Non-Submission notification via Compass. This notice advises the parents the student will receive an E Grade for non-submission.
- Support the teacher to ensure that the task is completed
- Where the student doesn't comply it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Table students of concern at Leader of Learning meetings.

Leaders of Wellbeing and Engagement (LWE) and Assistant Principal Responsibilities

- Repeated pattern across subject areas requires the LWE, Assistant Principal and possibly LSC intervention
- Where pattern continues, or tasks are not completed the Assistant Principal may escalate the matter to the Principal for a question on the student's enrolment.

Academic Malpractice

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

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

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

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

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be given for that task. If it's proven that half an essay has been plagiarised then the student will only be marked on the 50% that was not plagiarised.

Cheating during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero mark awarded for the paper or part).

Such offences will be communicated to parents by the teacher via Compass and may result in the student's removal from opportunities, such as time in the yard to complete a reflection activity. Resubmission of the task may also be required.

Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Leader of Learning. The student will be interviewed, and parents will be notified via Compass. The student may be removed from yard during breaks to resubmit the task or complete the task to an acceptable standard. Marks will be awarded based on the initial attempt or submission.

Extensions

All extensions for assessment tasks must be requested by completing the Illness, Misadventure and Request for Extension Form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Leader of Learning to resolve the matter.

Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

The 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. |

Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- a 'C grade' indicates the student has achieved a sound understanding of the content.
- A grade does not label a student; it labels a standard.

Individual Course Details

At the end of each semester students will receive a report that contains outcomes taught in the semester, their achievement in the formally gazetted Learning Tasks and an overall grade.

The overall grade is an on-balance judgement by the teacher based on informal and formal assessment.



Year 9 2021 Religious Studies Assessment Schedule

| | |
|--------------------|--|
| Subject | Religious Studies |
| Teachers | Mr R Copas, Mr A Slater, Mrs A Unicomb/Ms A Horder |
| Leader of Learning | Mrs Fiona Duque |

Overview

The middle secondary years of schooling mark the beginning of a period of transition to adulthood. Students have a clearer sense of their strengths, interests, and goals. They begin to see themselves as active players in community life and are often concerned about major social and environmental issues and the ethical implications of human activity and knowledge. The Religion Curriculum enables students in Years 9 to learn about various ways in which humans understand and express the mystery of God or 'the Other', including insights from the major world religions. Students develop their understanding of the experience of sin throughout human history, some ways in which the Church has responded to the presence of good and evil, and the various sources that guide the Church's action in the world. They learn about various sources of inspiration, strength, and guidance for believers today.

Areas of Study

Building Community
 Understanding the Bible
 A World of Religions
 A Christian Message of Hope
 Church History – The Reformation

Semester 1

| | Task 1 | Task 2 |
|----------------|------------------------|------------------------|
| Due Date | Term 1, Week 8 | Term 2, Week 6 |
| Nature of Task | Research | Online Examination |
| Weight (%) | 50 | 50 |
| Outcomes | JS 5.2, HB 5.5, JM 5.2 | JS 5.1, JS 5.3, JS 5.4 |

Semester 2

| | Task 1 | Task 2 |
|----------------|--|----------------|
| Due Date | Term 3, Week 4 | Term 4, Week 3 |
| Nature of Task | Oral Presentation | Analysis |
| Weight (%) | 50 | 50 |
| Outcomes | HB 5.1, HB 5.3, HB 5.5, CP 5.1, CP 5.2 | JS 5.2 HB 5.5 |



Year 9 2021 English Assessment Schedule

| | |
|--------------------|--|
| Subject | English |
| Teachers | Ms J Simmons, Ms E Martin, Ms K Bradley, Ms A O'Connor |
| Leader of Learning | Ms Tamara Powell |

| Overview |
|---|
| <p>During Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. Through close and wide engagement with texts students extend their imaginations and engage with real and imagined worlds. By critically evaluating texts, students identify strengths and weaknesses and can articulate coherent responses. Students are encouraged to read regularly.</p> |

| Areas of Study |
|--|
| <ul style="list-style-type: none"> Poetry Shakespearean Drama Narrative Film and Documentary Presenting ideas Literacy |

| Semester 1 | | |
|----------------|--|------------------------|
| | Task 1 | Task 2 |
| Due Date | Week 10 Term 1 | Week 6 Term 2 |
| Nature of Task | Multimodal Project (Integrated with History)* | Writing Portfolio* |
| Weight (%) | 50 | 50 |
| Outcomes | EN4-4B, EN5-6C | EN5-3B, EN5-5C, EN5-9E |

| Semester 2 | | |
|----------------|---|---|
| | Task 1 | Task 2 |
| Due Date | Week 6 Term 3 | Week 6 Term 4 |
| Nature of Task | Speaking Task (Integrated with Mathematics)* | Extended Response Task (Written Examination) |
| Weight (%) | 40 | 60 |
| Outcomes | EN5-2A | EN5-1A, EN5-5C, EN5-7D |

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



Year 9 2021 History Assessment Schedule

| | |
|--------------------|---|
| Subject | History |
| Teachers | Mr Cornwall, Mrs Unicomb/Miss Horder, Mrs Nemeth, Mrs Shaw, Mrs Power |
| Leader of Learning | Mr Andrew Cornwall |

| Overview |
|---|
| In Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations. |

| Areas of study |
|---|
| <ul style="list-style-type: none"> • Depth Study 1c: Progressive ideas and Movements • Depth Study 3a: Australians at War |

| Semester 1 | | |
|----------------|--|---|
| | Task 1 | Task 2 |
| Due Date | Term 1 Week 10 | Week 6 Term 3 |
| Nature of Task | Lest We Forget: a multimedia project (integrated with English) | World War II Source Analysis Task Collection of student work (portfolio) |
| Weight (%) | 50 | 50 |
| Outcomes | HT5.6, HT5.9, HT5.10 | HT5-2, HT5-5, HT5-7 |



Year 9 2021 Geography Assessment Schedule

| | |
|-------------|---|
| Subject | Geography |
| Teachers | Mr Cornwall, Mrs Unicomb/Miss Horder, Mrs Nemeth, Mrs Shaw, Mrs Power |
| Coordinator | Mr Andrew Cornwall |

| Overview |
|---|
| In Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. |

| Areas of study |
|---|
| <ul style="list-style-type: none"> • Sustainable Biomes • Changing Places |

| Semester 2 | | |
|----------------|----------------------------|-----------------------------|
| | Task 1 | Task 2 |
| Due Date | Week 6 Term 3 | Week 6 Term 4 (Exam block) |
| Nature of Task | Sustainable Biomes Report | Changing Places Examination |
| Weight (%) | 50 | 50 |
| Outcomes | GE5-1; GE5-3; GE5-5; GE5-7 | GE5-2; GE5-3; GE5-8 |



Year 9 2021 Mathematics Assessment Schedule

| | |
|--------------------|---|
| Subject | Mathematics |
| Teachers | N Moroney, G Cugaly, L Menzies, S Young |
| Leader of Learning | Mr Nicholas Moroney |

Overview

The Stage 5 Mathematics course aims to develop to students' knowledge, skills and understanding of the content strands Number and Algebra, Geometry and Measurement and Statistics and Probability. The Stage 5 curriculum is comprised of three connected pathways, 5.1, 5.2 and 5.3. Each pathway continues to develop on the concepts introduced in Stage 4 are designed to offer a continuum of learning in Years 9 and 10, with the more advanced content covered in the 5.3 outcomes. Students will be given the opportunity to develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas and other curriculum areas. Students develop skills in critical thinking, ability to communicate, reason and solve problems with and without the aid of digital technologies.

Areas of Study

| | |
|---|---|
| <ul style="list-style-type: none"> Numbers of any magnitude Trigonometry Algebraic Techniques Indices Coordinate Geometry Proportion Earning Money | <ul style="list-style-type: none"> Surface Area and Volume Statistics *Equations (5.2) *Simultaneous Equations (5.3) Probability Similarity |
|---|---|

Semester 1

| | Task 1 | Task 2 |
|----------------|---|---|
| Due Date | Term 2, Week 4 | Ongoing |
| Nature of Task | Trigonometry Investigation (integrated with Science) | Maths Pathway in-class tests |
| Weight (%) | 30 | 70 |
| Outcomes | MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG, MA5.2-2WM, MA5.2-3WM, MA5.2-13MG | MA5.1-9MG, MA5.2-5NA, MA5.2-6NA, MA5.1-5NA, MA5.2-7NA, MA5.1-10MG, MA5.1-12SP, MA5.2-15SP, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.3-5NA, MA5.3-6NA, MA5.3-6NA |

Semester 2

| | Task 1 | Task 2 |
|----------------|---|---|
| Due Date | Term 3, Week 5 | Term 4, Week 6 |
| Nature of Task | Financial Maths Investigation (integrated with English) | Examination |
| Weight (%) | 30 | 70 |
| Outcomes | MA5.1-4NA, MA5.2-2WM, MA5.2-3WM | MA5.1-4NA, MA5.1-6NA, MA5.2-9NA, MA5.1-7NA, MA5.2-10NA, MA5.3-8NA, MA5.2-8NA, MA5.3-7NA |



Year 9 2021 PDHPE Assessment Schedule

| | |
|--------------------|---|
| Subject | PDHPE |
| Teachers | Mrs S Millen, Mr N Marsh & Miss K Proctor |
| Leader of Learning | Mrs Sarah Millen |

| Overview |
|---|
| <p>Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. In Year 9, students will be focusing on different ways that they can take ownership and look after their own health and wellbeing. They will put on the role of a health detective in order to develop the skills to determine credible and reliable health sources, information and services. The students will explore a variety of different issues that impact young people's overall health. They will also cover ways they can look after their own and others health and wellbeing. The students will investigate the impact of change and transition and how they can respond appropriately in such situations. They will also explore ways that they can be more active and ways that they be active participants of lifelong physical activity.</p> <p>In the practical component of PDHPE, students will be required to perform a variety of different movement sequences, across a variety of physical activity contexts. They will be required to reflect on their skills, abilities and participations. They will be given the opportunity to demonstrate leadership, fair play and cooperation.</p> |

| Areas of Study | |
|---|--|
| PDH (Theory) <ul style="list-style-type: none"> • Health Detective • State of Mind • Changes & Challenges • Move More | PE (Practical) <ul style="list-style-type: none"> • Team Challenges • Health Programs • Athletics • Fundamental Movement Skills • Performance Evaluations |

| Semester 1 | | |
|----------------|----------------------------|----------------|
| | Task 1 | Task 2 |
| Due Date | Term 1, Week 8 | Term 2, Week 5 |
| Nature of Task | Awareness of Health Issues | Athletics |
| Weight (%) | 50 | 50 |
| Outcomes | PD5-2 | PD5-4, PD5-5 |

| Semester 2 | | |
|----------------|-----------------------------|--------------------|
| | Task 1 | Task 2 |
| Due Date | Term 3, Week 10 | Term 4, Week 6 |
| Nature of Task | Skill Transfer & Reflection | Yearly Examination |
| Weight (%) | 50 | 50 |
| Outcomes | PD5-4, PD5-5, PD5-11 | All |



Year 9 2021 Science Assessment Schedule

| | |
|--------------------|--|
| Subject | Science |
| Teachers | Mrs R Haines, Mrs R Dawber, Mr N Kelly |
| Leader of Learning | Mrs Lianne Buckley |

| Overview |
|--|
| <p>Students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. Students will apply models, theories and laws to explain phenomena and situations involving energy. They will describe changing ideas about the structure of the Earth, and the diversity of life on the Earth. They describe situations where advances in scientific understanding may depend on developments in technology, and that technological advances are frequently linked to scientific discoveries. Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They analyse interactions between components and processes within biological systems and their responses to external changes. Students explain the organisation of the periodic table and natural radioactivity in terms of atoms.</p> |

| Areas of Study |
|---|
| <ul style="list-style-type: none"> • Chemical World • Living World • Physical World • Earth and Space |

| Semester 1 | | |
|----------------|---|--|
| | Task 1 | Task 2 |
| Due Date | Term 1, Week 9 | Term 2, Week 4 |
| Nature of Task | Global Systems Secondary Source Analysis; Science Fair Booth | Geological Activity Cross-curricular Project - Drone Response To Natural Disasters |
| Weight (%) | 50 | 50 |
| Outcomes | SC5-14LW; SC5-13ES SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS | SC5-12ES; SC5-9WS |

| Semester 2 | | |
|----------------|---|--|
| | Task 1 | Task 2 |
| Due Date | Term 3, Week 9 | Term 4, Week 6 |
| Nature of Task | Electricity & Energy Efficiency Energy Efficient House Project | Atomic Structure & Periodic Table Semester 2 Exam |
| Weight (%) | 50 | 50 |
| Outcomes | SC5-11PW SC5-4WS; SC5-5WS; SC5-6WS; SC5-7WS; SC5-8WS; SC5-9WS | SC5-5-16CW SC5-7WS; SC5-8WS |

Year 9 2021 Commerce Assessment Schedule

| | |
|--------------------|--------------------------|
| Subject | Commerce (Elective) |
| Teachers | Mrs Nemeth and Mrs Power |
| Leader of Learning | Mr Andrew Cornwall |

Overview

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Areas of Study

Areas of study

- Business unit comprising an integrated study of:
 - Core 1: Consumer and Financial Decisions integrated
 - Option 4: Running a Business
 - Option 3: Promoting and Selling
- Law unit comprising an integrated study of:
 - Core 4: Law, Society and Political Involvement
 - Option 5: Law in Action

Semester 1

| | Task 1 | Task 2 |
|----------------|------------------|-------------------------|
| Due Date | Term 1, Week 10 | Term 2, Week 8 |
| Nature of Task | Consumer Finance | Business Portfolio Task |
| Weight (%) | 50 | 50 |
| Outcomes | COM5-1; COM5-2 | COM5-4; COM5-5; COM5-6 |

Semester 2

| | Task 1 | Task 2 |
|----------------|------------------------|----------------|
| Due Date | Term 3, Week 4 | Term 4, Week 6 |
| Nature of Task | Selling St Bede's | Examination |
| Weight (%) | 50 | 50 |
| Outcomes | COM5-7; COM5-8; COM5-9 | COM5-2; COM5-3 |

Year 9 2021 Drama Assessment Schedule

| | |
|--------------------|----------------------|
| Subject | Drama (Elective) |
| Teachers | Mrs E Martin |
| Leader of Learning | Mrs Michelle Burgess |

Overview

Students engage in the integrated practices of making, performing and appreciating drama. They manipulate the elements of drama and demonstrate performance and acting skills that allow them to imagine, create and integrate demanding aspects of characters and roles. Students develop skills in making drama through improvisation and playbuilding, and through interpreting, creating and enacting scripts and texts. They enter into the collaborative process of devising drama, using a range of dramatic devices and performance techniques to create and perform original and engaging work.

Students appreciate the function of drama and theatre in reflecting social and cultural aspects of human experience. They analyse and communicate the contemporary and historical contexts of drama. Students evaluate and interpret drama using appropriate drama terminology, with an awareness of the unique relationship which exists between performer and audience. They make meaning of their world and reflect and challenge audiences through devised and scripted works. Students develop collaborative skills at each stage of their work and appreciate the notion of the ensemble in drama.

Areas of Study

- | | |
|--|--|
| <ul style="list-style-type: none"> • Elements of Drama • Shakespeare in Performance • Improvisation | <ul style="list-style-type: none"> • Playbuilding • Comedy • Reflective writing |
|--|--|

Semester 1

| | Task 1 | Task 2 |
|----------------|------------------------------------|----------------------------|
| Due Date | Term 1, Week 8 | Term 2, Week 7 |
| Nature of Task | Logbook and Solo Performance Task* | Performance Task* |
| Weight (%) | 50 | 50 |
| Outcomes | 5.1.1, 5.1.3, 5.3.1, 5.3.3 | 5.1.3, 5.2.1, 5.2.3, 5.3.2 |

Semester 2

| | Task 1 | Task 2 |
|----------------|-----------------------------------|-----------------------------------|
| Due Date | Term 3, Week 9 | Term 4, Week 6 |
| Nature of Task | Performance and Logbook Task* | Making and Appreciating Task* |
| Weight (%) | 60 | 40 |
| Outcomes | 5.1.2, 5.1.4, 5.2.2, 5.3.1, 5.3.3 | 5.1.1, 5.1.2, 5.2.1, 5.3.2, 5.3.3 |

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.

Year 9 2021 Food Technology Assessment Schedule

| | |
|--------------------|------------------------------|
| Subject | Food Technology (Elective) |
| Teachers | Mrs K Hanrahan & Ms O Barzen |
| Leader of Learning | Mrs Tamara Borkowski |

| Overview |
|---|
| The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences. |

| Areas of Study |
|--|
| <ul style="list-style-type: none"> • Food Selection and Health • Food Product Development • Food in Australia • Food For Special Occasions |

| Semester 1 | | |
|----------------|--|--------------------------------------|
| | Task 1 | Task 2 |
| Due Date | Term 1, Week 11 | Term 2, Week 6 |
| Nature of Task | Food Selection and Health Theory & Practical | Food in Australia Theory & Practical |
| Weight (%) | 50 | 50 |
| Outcomes | FT5-7, FT5-8, FT5-3, FT5-11, FT5-12 | FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 |

| Semester 2 | | |
|----------------|---|---|
| | Task 1 | Task 2 |
| Due Date | Term 3, Week 10 | Term 4, week 6 |
| Nature of Task | Food Product Development Theory & Practical | Food For Special Occasions Theory & Practical |
| Weight (%) | 50 | 50 |
| Outcomes | FT5-1, FT5-2, FT5-10, FT5-11, FT5-13 | FT5-2, FT5-5, FT5-6, FT5-11, FT5-13 |



Year 9 2021 Industrial Technology – Timber Assessment Schedule

| | |
|--------------------|---|
| Subject | Industrial Technology – Timber (Elective) |
| Teachers | Mr M Redman |
| Leader of Learning | Mrs Tamara Borkowski |

| Overview |
|--|
| <p>This course covers the Stage 5 Industrial Technology - Timber syllabus. The syllabus consists of two core modules that are studied in Year 9 and in then Year 10. The course extends the students skills and knowledge in working with timber, joint construction, project assembly, wood machining, design, the timber industry and related technologies, which includes the use of new and emerging technologies (laser cutter).</p> <p>The Timber focus areas provide opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.</p> <p>Practical projects should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. These may include:</p> <ul style="list-style-type: none"> • Wood Show Challenge, tool caddy • Foot Stool • Lathe turning, small bowls or turned items • Joint Project, The Cross <p>Students will also continue to develop skills in, joint construction, a design modification, CAD, inlay, fitting of cabinet hardware and a portfolio.</p> |

| Areas of Study |
|-----------------------|
| Core Module: Timber 1 |

| Semester 1 | | |
|----------------|---|---------------------------------|
| | Task 1 | Task 2 |
| Due Date | Term 1, Week 8 | Term 2, Week 5 |
| Nature of Task | Product and Portfolio (Wood Show Challenge) | Practical Test |
| Weight (%) | 40 - 40 | 20 |
| Outcomes | IND5-1, IND5-3, IND5-5, IND5-6 & IND5-8 | IND5-1, IND5-3, IND5-6 & IND5-7 |

| Semester 2 | | |
|----------------|------------------------------------|--------------------|
| | Task 1 | Task 2 |
| Due Date | Term 4, Week 4 | Term 4, Week 5 |
| Nature of Task | Product and Portfolio (Foot Stool) | Yearly Examination |
| Weight (%) | 60 - 20 | 20 |



Year 9 2021 iSTEM Assessment Schedule

| | |
|--------------------|--------------------|
| Subject | ISTEM (Elective) |
| Teachers | Mrs L Buckley |
| Leader of Learning | Mrs Lianne Buckley |

| Overview |
|---|
| <p>The STEM Fundamentals module develops an understanding of the basic principles associated with iSTEM. Students undertake a range of experimental, group work and inquiry-based learning activities. These activities will develop a deep knowledge and understanding of integrated STEM. Students develop skills in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). In this module students will learn about and manufacture three dimensional objects for which they have designed. In the Aerodynamics Unit, students will be introduced to the engineering concepts related to aerodynamics and will utilise inquiry and/or project-based learning strategies to develop solutions to aerodynamic problems.</p> |

| Areas of Study | |
|--|--|
| <ul style="list-style-type: none"> • Fundamentals 1 • Fundamentals 2 • 3D CAD/CAM 1 | <ul style="list-style-type: none"> • 3D CAD/CAM 2 • Aerodynamics |

| Semester 1 | | |
|----------------|---|---|
| | Task 1 | Task 2 |
| Due Date | Term 1, Week 9 | Term 2, Week 6 |
| Nature of Task | Fundamentals 1 3D CAD/CAM 1 Mini-Projects | Fundamentals 2 3D CAD/CAM 1 Mousetrap Car Racer Project |
| Weight (%) | 50 | 50 |
| Outcomes | 5.1.1; 5.1.2; 5.4.1; 5.4.2, 5.5.1; 5.6.2; 5.7.1; 5.8.1 | 5.1.1; 5.1.2; 5.4.1; 5.4.2, 5.5.1; 5.6.2; 5.7.1; 5.8.1 |

| Semester 2 | | |
|----------------|--|--|
| | Task 1 | Task 2 |
| Due Date | Term 3, Week 9 | Term 4, Week 6 |
| Nature of Task | Aerodynamics 3D CAD/CAM 2 Skylap Plane Portfolio | Aerodynamics 3D CAD/CAM 2 Dragster Project |
| Weight (%) | 50 | 50 |
| Outcomes | 5.1.1; 5.1.2; 5.2.1; 5.4.1; 5.4.2; 5.6.1 | 5.1.1; 5.1.2; 5.2.1; 5.4.1; 5.4.2; 5.6.1 |

Year 9 2021 Music – Assessment Schedule

| | |
|--------------------|----------------------|
| Subject | Music (Elective) |
| Teachers | Mr Russell Thornton |
| Leader of Learning | Mrs Michelle Burgess |

| Overview |
|---|
| Throughout the course students will develop and deepen their understanding and appreciation for Music - both as an artform and as an academic subject. They will experience music making through performance, composition and analysis of various musical genres. |

| Areas of Study |
|--|
| Term 1 – Popular Music (The Beatles): “Tomorrow Never Knows” |
| Term 2 – Baroque and Classical Music: “If it Ain't Baroque – Don't Fix It” |
| Term 3 – Music of a Culture: “The Luck of the Irish” |
| Term 4 – Rock Music / Music and Technology: “Explore the Space” |

| Semester 1 | | |
|----------------|---|--|
| | Task 1 – Performance I | Task 2 – Composition I |
| Due Date | Term 1, Week 7 | Term 2, Week 6 |
| Nature of Task | Live performance - either solo or ensemble. | Composing and arranging of Baroque or Classical music. |
| Weight (%) | 50 | 50 |
| Outcomes | 5.1,5.2, 5.3, 5.11, 5.12 | 5.4,5.4,5.6,5.7,5.10,5.11, 5.12 |

| Semester 2 | | |
|----------------|----------------------------|--------------------------|
| | Task 1 - Aural Musicology | Task 2 – Performance II |
| Due Date | Term 3, Week 8 | Term 4, Week 6 |
| Nature of Task | Performance II | Aural/Musicology paper |
| Weight (%) | 50 | 50 |
| Outcomes | 5.8, 5.9, 5.10, 5.11, 5.12 | 5.1,5.2, 5.3, 5.11, 5.12 |

Year 9 2021 PASS Assessment Schedule

| | |
|--------------------|--|
| Subject | Physical Activities and Sports Studies – PASS (Elective) |
| Teachers | Mrs S Millen |
| Leader of Learning | Mrs Sarah Millen |

Overview

PASS develops a student's 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. Students analyse the role of body systems, physical fitness and apply their knowledge and understanding when participating and performing in various movement contexts. Students demonstrate a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They identify factors, and reflect on significant changes, events and new directions that have shaped identity and increased rates of participation for groups within society.

Students build a repertoire of strategies and techniques to develop movement skills and enhance their capacity to participate and perform. They analyse how effective these strategies are in preparing for physical activity and sport. They appraise performances and design programs to achieve performance goals. Students assess the contribution and impact of technology to participation and performance in physical activity and sport.

Areas of Study

- Body Systems and Energy for Physical Activity
- Technology, Participation and Performance
- Physical Fitness
- Australia's Sport Identity

Semester 1

| | Task 1 | Task 2 |
|----------------|-------------------------------------|----------------------------|
| Due Date | Term 1, Week 11 | Term 2, Week 5 |
| Nature of Task | In Class Test | Research Project |
| Weight (%) | 50 | 50 |
| Outcomes | PASS5-1, PASS5-2, PASS5-9, PASS5-10 | PASS5-6, PASS5-7, PASS5-10 |

Semester 2

| | Task 1 | Task 2 |
|----------------|--|----------------------------|
| Due Date | Term 3, Week 9 | Term 4, Week 6 |
| Nature of Task | Program Design | In Class Test |
| Weight (%) | 50 | 50 |
| Outcomes | PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10 | PASS5-3, PASS5-4, PASS5-10 |



ST BEDE'S
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CHISHOLM

Year 9 2021 Visual Art Assessment Schedule

| | |
|--------------------|-------------------------|
| Subject | Visual Art (Elective) |
| Teachers | Mrs N Ross & Mrs A Pyne |
| Leader of Learning | Mrs Michelle Burgess |

| Overview |
|--|
| In Year 9, students will build an understanding of the role of art in all forms of media, both in the contemporary and historical world. Students will represent their ideas and interests in artworks and develop different material techniques and procedures in 2D, 3D and 4D forms. Students will become informed, understand and write about their contemporary world in relation to critical and historical art studies. |

| Areas of Study |
|--|
| Conceptual Framework (world/artist/audience/artwork) Frames (structural/postmodern/subjective/cultural) Artistic Practice 2D art – Graffiti Art, Painting and Printmaking 3D art – Sculpture 4D art – Digital Media Students study Modernism, graffiti art, Australian art history, contemporary Postmodern photography, and many other art movements. Students will learn practical skills in painting, printmaking, photography, stencil art, and many other artmaking techniques. |

| Semester 1 | | |
|----------------|---|--|
| | Task 1 | Task 2 |
| Due Date | Term 1, Week 10 | Term 2, Week 5 |
| Nature of Task | Practical Major Work: Graffiti skateboard deck | Critical & Historical Study: Artist Research Case Study |
| Weight (%) | 50 | 50 |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, | 5.7, 5.8, 5.9, 5.10 |

| Semester 2 | | |
|----------------|---|---|
| | Task 1 | Task 2 |
| Due Date | Term 3, Week 9 | Term 4, Week 6 |
| Nature of Task | Practical Major Work: Soft Sculpture | Critical & Historical Study: Examination |
| Weight (%) | 50 | 50 |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, | 5.7, 5.8, 5.9, 5.10 |



Year 9 Illness, Misadventure and Request for Extension

A new form is required for each subject task. Only one form is required for cross-curricular tasks where one assessment is provided – see note below*

Please tick the relevant box

Illness

Misadventure

Request for extension

Section 1: To be completed by student. Form must be handed in on return to school

NAME: _____ HOMEROOM _____

SUBJECT(S)*: _____ TEACHER(S)*: _____

TASK NUMBER: _____

NATURE OF TASK: _____ DUE DATE: _____

REASON FOR ABSENCE/REQUEST _____

 STUDENT'S SIGNATURE

 PARENT'S SIGNATURE

Date: _____

Date: _____

Section 2: To be completed by the class teacher

ACTION TAKEN: _____

 TEACHER'S SIGNATURE

 LEADER OF LEARNING'S SIGNATURE*

Date: _____

Date: _____

Comment: _____

Copy to be kept on student file and filed in the student chronicle on Compass

***For cross-curricular tasks ensure you write down all subjects and all teachers. A Leader of Learning responsible for the task must sign this form before you hand this to Student Services.**



ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

| Student Details | | | |
|-----------------|------|----------------|-----------|
| Family name: | | Given name(s): | |
| Address: | | | Postcode: |
| Date of Birth: | Age: | Year: | Homeroom: |

| Application for Leave | | | |
|--|-------|-----|------------------------------|
| If consecutive dates: Dates exemption applied for: | From: | To: | Total number of school days: |
| If non-consecutive dates: Individual dates applied for: | | | |

| Reason for leave |
|------------------|
| |

| Parent/Caregiver Details | | |
|--------------------------|--------------------------|-----------|
| Family name: | Given name(s): | |
| Address: | | Postcode: |
| Contact telephone: | Relationship to student: | |

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B***To be completed by student requesting exemption from attendance at school***

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

| Subject | Teacher | Teacher signature | Assessment due during period of leave? |
|---------|---------|-------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
| | | | |

| | |
|----------------------|------------|
| Leader of wellbeing: | Signature: |
|----------------------|------------|

In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

| Student Declaration | | |
|---|-----------|------|
| | Signature | Date |
| I have attached an Illness/Misadventure form for any assessments during my period of absence. | | |
| I do not have any assessments due during my period of absence? | | |

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

| Assistant Principal's Recommendation | | |
|--------------------------------------|--|--|
| Recommended <input type="checkbox"/> | Conditionally Recommended <input type="checkbox"/> | Not Recommended <input type="checkbox"/> |
| Comment: | | |
| Signature: | | Date: |

| Principal's Recommendation | |
|-----------------------------------|---------------------------------------|
| Approved <input type="checkbox"/> | Not Approved <input type="checkbox"/> |
| Comment: | |
| Signature: | Date: |



ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details

| | | | |
|----------------|------|----------------|-----------|
| Family name: | | Given name(s): | |
| Address: | | | Postcode: |
| Date of Birth: | Age: | Year: | Homeroom: |

Application for Leave

| | | | |
|--------------------------|-------|-----|------------------------------|
| Dates leave applied for: | From: | To: | Total number of school days: |
| Reason for travel: | | | |

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

| | | | |
|---|------------------------------|-----------------------------|---------------------------------|
| Are there any prior or current leave applications | Yes <input type="checkbox"/> | No <input type="checkbox"/> | (If yes, provide details below) |
| Dates of prior/current leave/exemption(s) applied for | From: | To: | No of school days: |
| Is a copy of prior/current Certificate of Exemption attached? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | |

| Parent/Caregiver Details (applicant) | | |
|--------------------------------------|--------------------------|--|
| Family name: | Given name(s): | |
| Address: | Postcode: | |
| Contact telephone: | Relationship to student: | |

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature of applicant/s _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B - To be completed by student requesting exemption from attendance at school

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

| Subject | Teacher | Teacher signature | Assessment due during period of leave? |
|---------|---------|-------------------|--|
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|----------------------|------------|
| Leader of Wellbeing: | Signature: |
|----------------------|------------|

In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

| Student Declaration | | |
|---|-----------|------|
| | Signature | Date |
| I have attached an Illness/Misadventure form for any assessments during my period of absence. | | |
| I do not have any assessments due during my period of absence? | | |

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

| Assistant Principal's Recommendation | | |
|--------------------------------------|--|--|
| Recommended <input type="checkbox"/> | Conditionally Recommended <input type="checkbox"/> | Not Recommended <input type="checkbox"/> |
| Comment: | | |
| Signature: | | Date: |

| Principal's Recommendation | |
|-----------------------------------|---------------------------------------|
| Approved <input type="checkbox"/> | Not Approved <input type="checkbox"/> |
| Comment: | |
| Signature: | Date: |

NESA mandatory curriculum requirements for the award of a RoSA

| | |
|--|---|
| English | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |
| Mathematics | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |
| Science | The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. |
| Human Society and Its Environment | The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage. |
| Languages Other than English | 100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8. |
| Technological and Applied Studies | The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8. |
| Creative Arts | 200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years. |
| Personal Development, Health and Physical Education | The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10. |
| Religious Studies | The Board Endorsed syllabus to be studied substantially throughout each of Years 9–10. 200 hours to be completed by the end of Year 10. |