

ST FRANCIS CATHOLIC COLLEGE
YEAR 9 2020
ASSESSMENT HANDBOOK



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College Mission

St Francis Catholic College is a P-12 Diocesan school in the Edmund Rice Tradition. We are a welcoming and inclusive community that provides a liberating education built on Gospel values, deeply committed to justice and peace. We are devoted to ecological sustainability and our motto is “Open Hearts; Open Minds”.

College Vision

St Francis is a Christ-centred P-12 Catholic College that draws on strong tradition and community partnerships to develop excellence in quality education and pastoral support. Our graduates are holistic, liberated, lifelong learners who reach their potential by living the Gospel values to become active, responsible global citizens.

Introduction

Dear students, parents & carers,

I would like to congratulate students on commencing 'Senior Years Learning' at St Francis Catholic College. Year 9 is an important year. It is the first year that curriculum choice is offered to you in the form of elective subjects, allowing you to specialise in two subjects that you particularly enjoy. Further curriculum choices will be afforded you in Years 11 & 12. It is an important foundation before commencing your ROSA (Record of School Achievement) in Year 10.

It is essential, that students in Year 9 are developing good study habits to support successful learning for Years 10-12. Year 9 students are expected to have a routine study schedule that provides time out of school to complete homework, assessment tasks and regularly study and review lesson materials. Senior students are expected to manage their time and complete tasks independently and meet due dates. It is also important for students to dedicate balanced time to social interaction, physical fitness and develop good eating and sleeping habits.

This handbook will support students, parents and caregivers. It contains essential information on how Year 9 students at St Francis Catholic College will have their learning assessed. It provides details of assessment tasks, procedures and policies that ensure student learning is maximised and assessment is fair for all.

An essential element to student success is their attendance at school. Research is clear. Those with a strong pattern of attendance have better opportunities to demonstrate that they are meeting educational outcomes. Student attendance will be closely monitored according to the Diocese of Wollongong Attendance Policy. It is an expectation that your child will attend school each day and consistently give their personal best. We seek the support of parents and carers in encouraging active participation in class and supporting strong attendance. We ask that families avoid taking periods of leave during the school term, particularly for students in Senior Years Learning (Years 9-12).

If any student or parent/carer requires clarification on anything in this handbook or any further information, please feel free to contact the Leader of Curriculum, Mr Shane Chapman.

Below is a brief summary table of common questions or concerns related to assessment. Please refer to the Senior Years College diary (pages 10 and 11) for further information on a range of other areas.

I trust that you will find this information valuable and wish you every success as you work through the 2020 academic year.

Yours sincerely,

Mr Simon Abernethy (Principal)

What do I do if...

I need to find out when my formal assessment tasks are due?	Refer to page 19 of this handbook.
I am sick and unable to attend school the day of a formal assessment task?	Refer to Section 2 of the SFCC Year 9 Assessment Policy . You will need to follow the Stage 5 Illness/Misadventure Procedure . (page 9 of this handbook)
I am worried that I will be unable to complete a formal assessment task by the due date?	Refer to Section 3 of the SFCC Year 9 Assessment Policy . You will need to submit an Application for Extension of Formal Assessment Task . (page 12 of this handbook)
I know I am going to be absent for a formal assessment task due an approved absence?	Refer to Section 5 of the SFCC Attendance Policy . You will need to follow the Stage 5 Foreseeable Absence Procedure .
I am having trouble understanding class work or feel like I am falling behind?	<ol style="list-style-type: none"> 1. Speak to your class teacher 2. Speak to your Pastoral Class teacher 3. Speak to your Stage Coordinator



Section One

STAGE 5 AT SFCC

Throughout Stage 5 (Years 9 and 10), students must study:

- 1) ALL of the courses in Group A.
- 2) Up to FOUR courses from Group B (Two courses maximum each year).

Group A Mandatory Courses	Group B Electives Courses 200 Hour (2 Year Courses) or 100 Hour (1 Year Courses)
Religious Education	Commerce
English	Visual Arts
Mathematics	PASS (Physical Activity and Sports Studies)
Science	Child Studies
History	Food Technology
Geography	Music
PDHPE	Photographic and Digital Media
	iSTEM



How will students be graded?

The NSW syllabuses state the intended learning for students by the end of each stage. A to E grade scales (Common Grade Scale – see below) describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning (NESA, 2019).

Students will be required to submit Formal Assessment Tasks. The Assessment Program outlining the schedule of Formal Assessment Tasks for each course is available in this document. These tasks are designed to develop students' time management and organisational skills by working towards a deadline and ensuring they start working on a task well before the due date. It is important to note that a formal assessment task is only **one** piece of evidence teachers will consider when determining an overall grade.

Common Grade Scale

Grade	Grade Descriptions
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.



NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN will commence on **Tuesday 12th May (Week 3, Term 2)**. The school will provide specific information closer to the date however, please see Appendix A – *NAPLAN Online: Information for Parents and Carers* for more information.

What about the new HSC Minimum Literacy and Numeracy Standards?

Year 9 NAPLAN tests will no longer be available as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focused on its diagnostic purpose and to reduce unnecessary stress on young people.

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests. Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for a few years after they leave school. These tests must be completed to receive their HSC. The school will provide more detailed information at the commencement of Year 10.

Students with Special Education Needs

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students. Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks.

However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff. A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.





ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

YEAR 9 ASSESSMENT POLICY

INTRODUCTION

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

This Policy has been developed to ensure staff and students of St Francis Catholic College meet the requirements of the NESA Record of Student Achievement and compliance requirements of the CEDoW, NESA and the Australian Education Act 2013. In particular, this Policy has been written in response to the CEDoW Assessment and Reporting Policy.

CONTEXT

St Francis Catholic College is a Diocesan P-12 Catholic school in the Edmund Rice tradition in the Parish of Mary, Mother of the Church, Macquarie Fields at Edmondson Park. The College motto encourages all members of the community to grow and develop 'open minds and open hearts' through opening their minds to enriching new learning experiences, and through opening their hearts by being faith filled people of integrity, courage, compassion, inclusion and justice.

PURPOSE

St Francis Catholic College is committed to enhancing and encouraging students' achievement of learning outcomes. The Year 9 Assessment Policy is designed to ensure consistency in assessment throughout the College and to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

Assessment at St Francis Catholic College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting;
- coordination of assessment programs to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes. Assessment tasks may include:

- tests which may take a written, practical and oral form;
- class essays, research tasks, assignments, portfolios, log books;
- practical tasks and major works;
- fieldwork and projects.

The common grade scale will be used by teachers to award students a grade in each subject studied throughout Year 9.

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that the student has received has been acknowledged (referenced). Malpractice (including copying someone else's work or breaching school examination rules) is taken very seriously at St Francis Catholic College.

1.0 GENERAL EXPECTATIONS FOR STUDENTS

Students must:

- 1.1 demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- 1.2 ensure all assessments, homework and learning tasks are completed to the best of their ability.
- 1.3 read the Year 9 2020 Assessment Handbook.
- 1.4 adhere to the Assessment Program for each course.
- 1.5 write the Formal Assessment Task due dates in their Student Diary.
- 1.6 meet all assessment deadlines or they will be penalised in accordance with this policy.
- 1.7 follow the instructions outlined in the Assessment Notification regarding the submission of the task.
- 1.8 submit all hard copy Formal Assessment Tasks in person to the subject teacher. If the subject teacher is absent, the task must be submitted to the KLA Leader.
- 1.9 submit all electronic Formal Assessment Tasks by 8.30am on the due date regardless of illness on the day.
- 1.10 ensure they do not submit an electronic Formal Assessment Task on a storage device.
- 1.11 retain a copy of all completed Formal Assessment Tasks.
- 1.12 manage their time to ensure tasks are not left to the last minute. Technology malfunction cannot be used as a reason for submitting a task late.

2.0 ILLNESS/MISADVENTURE PROCEDURE

- 2.1 Students must follow the [Stage 5 Illness/Misadventure Procedure](#) (Appendix A) if they are unable to submit a Formal Assessment Task on the due date.

3.0 EXTENSIONS

- 3.1 Under exceptional circumstances the Leader of Curriculum may grant an extension on Formal Assessment Tasks.
- 3.2 Students must complete the [Application for Extension of Formal Assessment Task form](#) (Appendix B) and submit to the Leader of Curriculum a minimum of three days prior to the due date of the submitted task.
- 3.3 Leader of Curriculum must notify the relevant KLA Leader and subject teacher regarding the application for extension on Formal Assessment Task and outcome. Assessment Task Procedure.

4.0 FAILURE TO SUBMIT FORMAL ASSESSMENT TASK

- 4.1 Students and Staff must adhere to the [Year 9 Failure to Submit Formal Assessment Task/Non-Serious Attempt Procedure](#) (Appendix C).

5.0 ACADEMIC INTEGRITY AND MALPRACTICE

Academic Integrity is a term used to describe honest and ethical behaviour in relation to academic work (student homework, assessments, performance tasks and conduct in exams or in-class tasks).

Academic malpractice is a term used to describe any act by a student that fails to meet the accepted standards of academic integrity. This includes any unfair advantage gained by a student, eg. a student who arrives late before a Formal Assessment Task without reason or a student who is absent the day before a Formal Assessment Task to prepare for the task.

Plagiarism is presenting someone else's work, ideas, thoughts, opinions, data or images as one's own. Plagiarism includes:

- copying, summarising or paraphrasing material from any source without acknowledgement;
- using another's ideas without acknowledgement;
- working with other students on a task and then presenting it as your own;
- submitting work that has been done in whole or part by another student;
- other actions that may contradict the principles of Academic Integrity.

A *Non-Serious Attempt* can include, but not limited to, the following:

- A piece of work that is not consistent with the standards usually exhibited by the student.
- Frivolous or objectionable material.
- Completing only multiple choice questions and not short answers in a formal assessment.

- 5.1 Students must ensure they maintain 'Academic Integrity' whilst completing all work related to the courses studied.
- 5.2 Student must ensure their work is free of plagiarism by referencing appropriately.
- 5.3 Teachers must investigate any reported or suspected incidents of malpractice. If there is evidence to suggest malpractice, the Subject Teacher must notify the relevant KLA Leader who will follow the [Year 9 Failure to Submit Formal Assessment Task/Non-Serious Attempt Procedure](#) (Appendix C).

6.0 100 HOUR YEAR 9 COURSES

- 6.1 To acquire a NESA Stage 5 Grade, students who are completing 100 hour courses in Year 9 must refer to the [SFCC RoSA Stage 5 Assessment Policy](#).

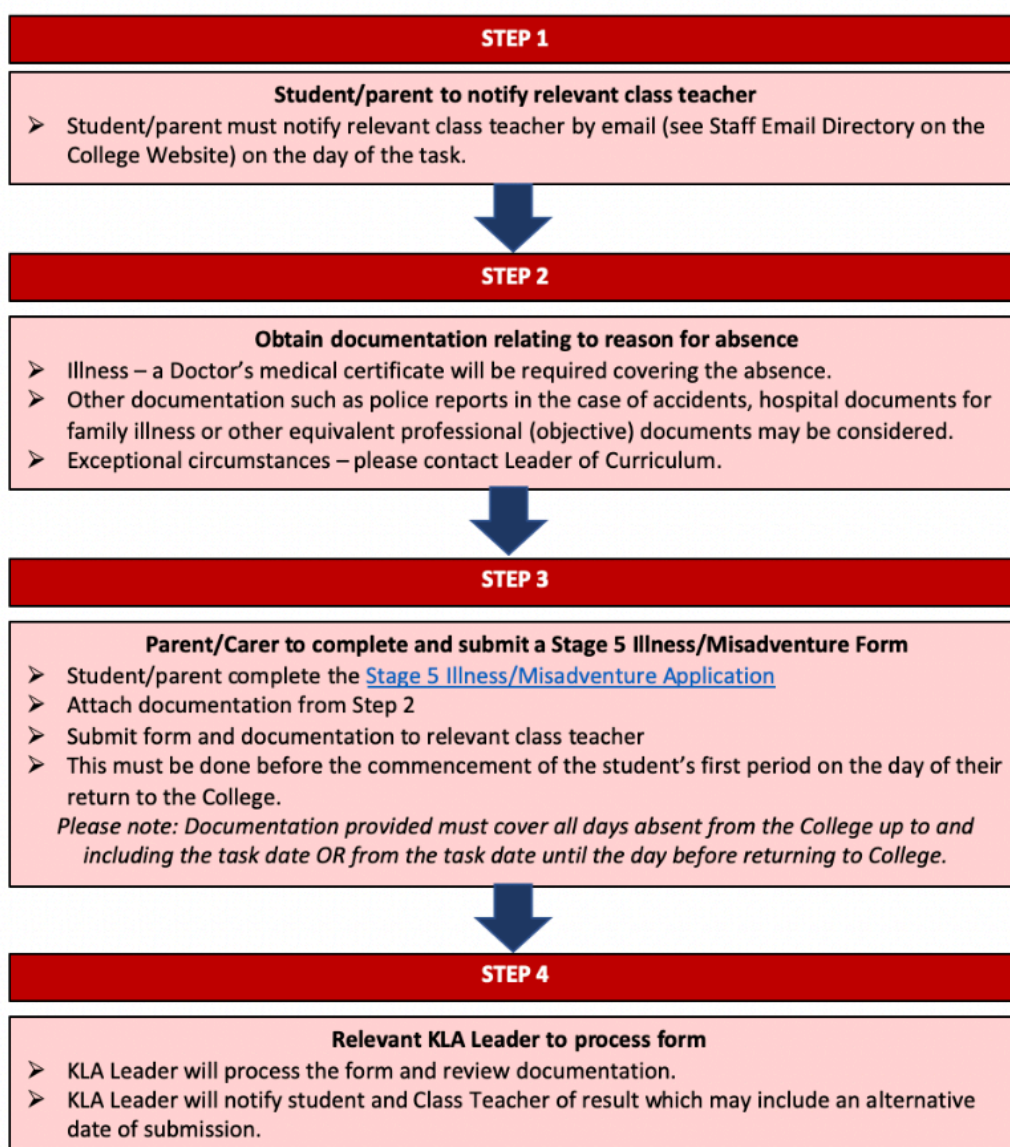
Appendix A



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK
A Diocesan College in the Edmund Rice Tradition

Stage 5 Illness/Misadventure Procedure

Please note: All Formal Assessment Tasks that are required to be submitted electronically must be done so by 8.30am on the day the task is due, regardless of illness on the day.





ST FRANCIS CATHOLIC COLLEGE EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

Email: info@sfccdw.catholic.edu.au

Phone: 02 4645 3400

Illness/Misadventure Application

Stage 5

Student Surname:	Student First Name:	Pastoral Class:
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Course	Assessment Task	Due/Set Date	Class Teacher

Please provide details about the reason for this application:

(Attach any relevant documentation)

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Parent/carer Declaration

I declare that the information provided in this application 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 as a result of this application may be reversed.

I have notified the relevant class teacher/s by email.

Name: _____ Signature: _____

Date: ____/____/____

College Reception

Date lodged at Reception: / /

Staff Signature:

Class Teacher and KLA Leader

Application for Illness/Misadventure outcome:

(Please include alternative date of submission if applicable)

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☐ Student and Parent/Carer have been notified of outcome

Class Teacher signature:

KLA Leader signature:

Appendix B



ST FRANCIS CATHOLIC COLLEGE EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

Email: info@sfccdown.catholic.edu.au

Phone: 02 4645 3400

APPLICATION FOR EXTENSION ON FORMAL ASSESSMENT TASK

Stage 5

Student Surname:	Student First Name:	Pastoral Class:
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Course	Assessment Task	Due/Set Date	Class Teacher

Please provide details about the reason for the application:

(Attach any relevant documentation to this application)

.....

.....

.....

.....

Parent/carer Declaration

As the parent/carer of the student, I hereby apply for an extension on the task above for my child.

I declare that the information provided in this application 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 as a result of this application may be reversed.

Name: _____ Signature: _____

Date: ____/____/____

College Reception Date lodged at Reception: / /	Staff Signature:
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Leader of Learning

Application for Extension of Formal Assessment Task: *Please circle*

Approved

Denied

Application is denied on the following grounds:

.....

Leader of Learning:

Date:

Appendix C



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK
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Year 9 Failure to Submit Formal Assessment Task/Non-Serious Attempt Procedure

Please note: If a student fails to submit a Formal Assessment Task but has a legitimate reason, refer to the Stage 5 Illness/Misadventure Procedure.

Student fails to submit Formal Assessment Task (1st Time)

- Class teacher must issue a notification stamp and call the student's Parent/Carer on the day to notify them that the task has not been submitted and log on Compass a 'Low' level incident and notify KLA Leader and Year Coordinator.
- Student must submit the task electronically to the Class Teacher by the end of the next school day – 2:45pm.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



Student fails to submit Formal Assessment Task (2nd Time)

- Class Teacher must notify the relevant KLA Leader. KLA Leader creates a 'Medium' level incident on Compass to reflect the failure to submit Formal Assessment Task again.
- Class Teacher to call student's Parent/Carer to notify them that the task has not been submitted again and the student will be required to attend the next Break 2 Timeout to complete the task.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



Student fails to submit Formal Assessment Task (3rd Time)

- Class Teacher must notify the relevant KLA Leader. KLA Leader updates the 'Medium' level incident on Compass to reflect the failure to submit Formal Assessment Task again and issues an afternoon detention. KLA Leader must notify Year Coordinator, Leader of Curriculum and AP Teaching and Learning.
- Relevant KLA Leader to call student's parent/carer to notify them that the task has not been submitted and to explain that the student will be required to attend Break 2 Timeouts until the task is complete.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.

Student fails to submit multiple Formal Assessment Tasks

- Year coordinator to meet with parents/carers and student to discuss concerns.
- Year coordinator to record meeting on Compass and notify Leader of Curriculum and AP Teaching and Learning.
- Student attends Afternoon Detention to complete any outstanding tasks.



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK

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ATTENDANCE POLICY

INTRODUCTION

The Attendance Policy has been developed to adhere to and implement the following legislative requirements:

- Education Act 1990 (NSW)
- Registration Systems and Member Non-government Schools (NSW) Manual (2017) - NESA
- Attendance Register Codes (2015) - NSW Department of Education and Communities
- National Standards for Student Attendance Data Reporting 2015 – ACARA
- Student Attendance Policy- Catholic Education Office Wollongong (2015)
- Procedures for Student Attendance – NSW Catholic Systemic Schools (2015) – Catholic Education Office Sydney available on CEC

CONTEXT

St Francis Catholic College is a Diocesan P-12 Catholic school in the Edmund Rice tradition in the Parish of Mary, Mother of the Church, Macquarie Fields at Edmondson Park. The College motto encourages all members of the community to grow and develop 'open minds and open hearts' through opening their minds to enriching new learning experiences and through opening their hearts by being faith filled people of integrity, courage, compassion, inclusion and justice.

PURPOSE

It is the policy of St Francis Catholic College that all students attend the College for the full duration of each term. Regular attendance and punctuality is essential in maximising student learning opportunities and fostering quality life outcomes, including self-discipline and responsibility in each student.

As outlined in The Education Act (1990), a child is of compulsory school-age if the child is of or above the age of 6 years and below the minimum school leaving age. It is the obligation of the parent to comply with the compulsory educational requirements set out in the Act and ensure children attend school regularly and without unnecessary or frivolous absences. Mandatory reporting procedures apply where absences are extended or the student may be at risk.

Register of enrolment

A register of enrolments that includes the following details will be maintained for each student.

- Name, age and address
- The name and contact telephone number of parent(s)/carer(s)
- Date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- For students older than six (6) years, previous school or pre-enrolment situation

- Where the destination of a student below seventeen (17) years of age is unknown, evidence that a NSW Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officers to locate the student, and any known work health and safety risks associated with contacting the parents or student.

St Francis College collects, monitors and records the daily attendance and absence of all students within the student management system. Unexplained absences from school and/or classes will be investigated in an appropriate manner with the student and their parent/carer.

EXPECTATIONS FOR STUDENTS

1.0 ATTENDANCE

- 1.1 each student is expected to attend the College everyday throughout the duration of the school year.
- 1.2 classes commence at 8.30am and conclude at 2.45pm each day. It is recommended that students arrive at least 10 minutes before the start of lessons to assist in their daily organisation.

2.0 ABSENCE - WHOLE DAY AND PARTIAL

- 2.1 students must provide a note from a parent/carer explaining the reason of the child's absence. This note is to be given to their classroom/Pastoral Care teacher on their first day back after this absence. Students are required to provide a written explanation within seven days of the absence occurring. Alternatively, students can ask their parents/carers to provide an explanation for their absence by responding to the SMS sent by the College.
- 2.2 lateness and early departures are recorded as partial absences and must be explained in the same manner as other absences.
- 2.3 any absence that has not been explained within seven days will be recorded as Unknown or Unjustified.
- 2.3 a student who needs to leave before the end of the school day, must be signed out at College Reception by a parent/carer. A student from Years 5-12 who is aware they will be signing out must present their class teacher with a note from a parent/carer. The class teacher will then permit the student to leave the class at the appropriate time and wait for the parent/carer in College Reception. Students from K-4 will be called to College Reception when their parent/carer arrives.
- 2.4 repeated lateness and poor attendance will be addressed by the College Principal to implement immediate and sustained action for improvement. This may be referred to the Catholic Education Office, Diocese of Wollongong for further support if no improvement is made.
- 2.5 it is the student's responsibility to ask their class/subject teacher for and complete any work missed during an absence.

3.0 ABSENCE - EXTENDED

- 3.0 As part of the implementation of National Standards, holidays taken by students outside of vacation periods will now be included as absences. A Certificate of

Exemption can no longer be granted for this purpose. Families are encouraged to holiday or travel during school vacations. If travel during the school term is necessary the following conditions apply:

- If the Principal accepts the reason for the absence, the absence will be marked as 'L'
- If the Principal does not believe the absence is in the student's best interests and does not accept the reason, the absence is unjustified and will be recorded as 'A'
- If the period of absence is in excess of 50 days, the student may be eligible to enrol in Distance Education. For that period the student's enrolment transfers to the distance education school (Note that a student cannot be enrolled in more than one school concurrently).
- Teachers will not be responsible for providing work for students who are taking extended absences during the school term.

4.0 EXEMPTION

- 4.1 for students who wish to participate in employment in the entertainment industry or elite sports/art events for a period totalling up to 100 days in a 12 month period, they are required to complete and submit to the College Principal and [Application for Exemption from Attendance/Enrolment at School](#) form for approval.

5.0 STAGE 5 FORESEEABLE ABSENCE PROCEDURE

- 5.1 Students must follow the [Stage 5 Foreseeable Absence Procedure](#) if they are aware they will be absent on the submission date for a Formal Assessment Task.

EXPECTATIONS FOR STAFF

6.0 ABSENCE – WHOLE DAY AND PARTIAL

Staff must:

- 6.1 maintain an accurate register of daily attendance that includes the following information for each student:
- daily attendance
 - absences
 - reason for absence
 - documentation to substantiate reason for absence.
- 6.2 enter daily attendance and period attendance records into the College student management system.
- 6.3 use the correct and appropriate [Attendance Register Codes](#) to explain student absence and/or variation in student attendance.
- 6.4 alert the Principal or Pastoral Coordinator when a student's pattern of attendance is of concern or no correspondence from the parent/carer has been received within seven days.
- 6.5 retain records of written, electronic and verbal explanations from parents. If teachers receive verbal explanations from parents, they should record, sign and date the explanation.
- 6.6 follow up attendance reports at Year/Stage Meetings with appropriate staff members.

The College Leadership Team must:

- 6.7 ensure poor patterns of attendance will be followed up.
- 6.8 send a formal letter to parent/carers regarding frequent and/or unexplained absences
- 6.9 ensure immediate action will be taken if a student has been truanting. An interview and intervention will be arranged with the parent/carers, student and a member of the College Leadership Team.
- 6.10 monitor repeated lateness and poor attendance and notify the College Principal for immediate action and sustained improvement. This may be referred to the Catholic Education Office, Diocese of Wollongong for further support if no improvement is made.
- 6.11 promote regular attendance at school through teaching and learning activities that acknowledge the learning and support needs of students.

The College Principal must:

- 6.12 keep a register of the enrolments and daily attendances of all children at the College. The register of daily attendances must be retained for a period of seven years after the last entry was made. In the case of a student who has had an accident requiring the completion of an accident report, the record will be retained until the student reaches the age of 25 years.
- 6.13 retained the register of enrolments permanently.
- 6.14 store copies of enrolment and the register of daily attendance off-site at regular intervals.

Policy Publication: May 2018

Policy to be Reviewed: May 2020

Appendix A -



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK
A Diocesan College in the Edmund Rice Tradition

Stage 5 Foreseeable Absence Procedure

STEP 1

Obtain approval from the College Principal

- Parent/carer to submit a completed [Application for Foreseeable Absence](#) to the College Reception requesting leave **at least four weeks prior to the leave.**
- Student to see the Leader of Curriculum with the 'Assessment Requirements' table completed, if there are any assessments scheduled at the time of leave. The form must be signed by the College Principal before the Leader of Learning is notified.



STEP 2

Reschedule task(s) with Leader of Curriculum prior to leave

- Student must discuss with Leader of Curriculum details of task(s) that will be missed during absence.
- At the discretion of the Leader of Curriculum, alternative arrangements may be organised with relevant class teacher and/or KLA Leader. The Leader of Curriculum will notify the student of the amended Assessment Task submission details.
- Student must complete and submit the assessment task.

Please note: Students who do not have leave approved are at risk of not meeting attendance requirements. An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation - please refer to Stage 5 Unforeseeable Absence Procedure.

Section Two

YEAR 9 ASSESSMENT OVERVIEW 2020

This assessment overview is a guide for parents/carers and students. Dates are subject to change. Official task notification detailing the nature of the task and actual submission dates will be distributed to each class at least two weeks prior to submission date.

Term 1

Week/Date	Course	Task
Week 6 Wednesday 4th March	Photographic and Digital Media	Photographic Process Diary and Research Task
Week 7 Friday 13 th March	Child Studies	Research Task: Health Conditions
Week 8 9G + 9R Monday 16 th March 9B Tuesday 17 th March	PDHPE	Inclusivity Initiative Theory Task: Affirming Diversity and Overcoming Adversity
Week 8 Wednesday 18 th March	Mathematics	Ongoing Portfolio: Indices/Numbers of any Magnitude/Rates and Ratios
Week 8 Friday 20 th March	Religious Education	Research Task: Living the Commandments and Beatitudes
Week 8 Friday 20 th March	PASS	Research task: Australia's Sporting Identity
Week 9 Monday 23 rd March	Music	Theme & Variation Composition
Week 9 Wednesday 25 th March	English	Reading and Writing Task: Anomalies in Human behaviour
Week 9 Friday 27 th March	Commerce	Research Task - Consumer and Financial Decisions
Week 9 Friday 27 th March	iSTEM	Firsthand Investigation: STEM Fundamentals
Week 10 Wednesday 1 st April	Food Technology	Report and Practical Assessment: Food Selection and Health
Week 10 Thursday 2 nd April	Visual Arts	Visual Arts Process Diary and Portraits Portfolio
Week 10 Thursday 2 nd April	History	Hand in Historical Inquiry: Making a Modern World - Progressive Ideas and Movements

Term 2

Week/Date	Course	Task
TBA by CEDoW	Religious Education	CEDoW Common Assessment Task Research Task: The Church in Australia
Week 2	Photographic and Digital Media	Photographic Process Diary and 8x10 Photographic Images
Week 5	Child Studies	Toy Design and Analysis task: Play and the Developing Child
Week 5	Commerce	Research Task - The Economic and Business Environment
Week 6	Mathematics	In Class Exam: Algebra, Equations & Geo Figures
Week 6	PDHPE	Group Initiative/Challenge Presentation: All for One and One for All
Week 6	PASS	Training Program: Eat Well, Train well
Week 6	History	In Class Essay: Australians At War - World Wars I and II
Week 7	Science	Practical Exam: Electricity
Week 9	Music	Australian Music Artist Performance

Term 3

Week/Date	Course	Task
Week 3	Food Technology	iMovie (presentation) and Assessment Practical: Food in Australia
Week 6	Mathematics	Portfolio: Linear Relationships and Financial maths
Week 6	Visual Arts	Visual Arts Process Diary and Landscape Painting
Week 6	History	Historical Inquiry: Understanding the Shoah - What would they Tell Us?
Week 6	Commerce	Mini Business Plan/Market Day Running a Business
Week 8	Child Studies	Research Task: Support Agencies
Week 8	iSTEM	Imagineering Design Task Mechatronics
Week 9	English	Discursive/Multimodal Hand In Task: Lord of the Flies -Drama
Week 9	Science	Student Research Report
Week 9	Music	GarageBand Song Production & Process Diary
Week 10	Photographic and Digital Media	Magazine Cover and Photographic Process Diary

Term 4

Week/Date	Course	Task
Week 2	Religious Education	In Class Task: Search for Meaning
Week 3	PASS	Coaching Clinic Presentation: Coaching/ Event Management
Week 5 (Exam Block)	Food Technology	Exam: (Food selection and health, food in Australia, Food for special occasions)
	Mathematics	Exam: Surface Area and Volume and Non Linear Relationships
	Visual Arts	Exam: All topics
	History	Exam: Source analysis and extended response. Rights and Freedoms (1945-present)
	Child Studies	Exam: All topics
	English	Exam: Writing Task - Gothic literature
	Science	Exam: Media Analysis
	Commerce	Exam: Promoting and Selling
Week 6	Photographic and Digital Media	Photographic Process Diary and Cultural Diptych
Week 6	PDHPE	Binge Drinking Campaign: Safety Sense (Alcohol and Other Drugs and Safety)
Week 8	iSTEM	Imagineering Exhibition

CURRICULUM OVERVIEWS

Religious Education

Unit One: *Living the Commandments and Beatitudes*

In this unit students learn about the foundational concepts in the study of Christian Morality. Students will examine the Ten Commandments as the basis of the covenant or agreement between God and God's people and as the foundation of Christian moral teaching.

Unit Two: *The Church in Australia*

The Catholic Church is a community; a family with a history and a story that continues to unfold today. Catholics in Australia come from many different cultural backgrounds and celebrate their faith in many diverse ways. For all of its diversity and unique character, the Australian Church remains firmly a part of the universal Church, founded on the teachings of Jesus Christ, and participating in its mission. In this unit, students will explore the rich common heritage and diverse contemporary expressions of the Catholic faith in its uniquely Australian context.

Unit Three: *Biblical Writing*

In this unit students will explore the Bible as the unfolding story of our relationship with God by examining the Bible as a collection of sacred books which contain the truth of God's revelation as written under the inspiration of the Holy Spirit. They will become familiar with a range of literary forms in both the Old and New Testaments.

Unit Four: *The Search Meaning*

In this unit students learn about the desire for knowledge and understanding that has been evident throughout human history, from the ancient philosophers to modern scientific inquiry. Our Catholic tradition teaches that all knowledge comes from God and that it can only be fully understood in this context.

Unit Five: *The Sacraments of Healing*

In this unit students learn about the Sacraments of Healing, which include the Sacrament of Penance and Reconciliation and the Sacrament of Anointing of the Sick. This unit will address the Scriptural foundations of the Sacraments of Healing, with a focus on Jesus' acts of healing and inclusion.

Year 9 Religious Education Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Research Task: Living the Commandments and Beatitudes Due: Week 8 Friday 20 th March	CEDoW Common Assessment Task Research Task: The Church in Australia Due: TBA	N/A	In Class Task: Search for Meaning Due: Week 2

English

Term 1: Non-Fiction and other texts - Reading and Writing connections

In this module, students undertake close reading of quality Non-fiction texts from a variety of modes and media. In doing so, they will further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships and scenarios. Central to this module is developing student capacity to respond to texts through their own considered and thoughtful writing whilst reflecting on their skills and knowledge, as writers.

Term 2: Poetry - Voices of War

In this unit, the collection of texts will engender to appreciate different perspectives on the subject of war and conflict in poetry. Students will gain a greater awareness of the context of war and its relevant issues: patriotism, nationalism, love, honour, sacrifice, destruction, pity and despair. This unit of work will explore issues of war as they capture the intensity of emotion that war evokes and demonstrate the ways in which language can be used to communicate powerful ideas and shape audience responses.

Term 3: Drama: Close study of Drama

In this unit, students will extend their love of literature and learning by engaging with drama texts by a contemporary playwright of the teacher's choosing. Students will learn about the power, value and purpose of drama to communicate creatively, expand knowledge and appreciate texts. By analysing the language in their chosen drama text students will gain a greater understanding and appreciation for language used in different contexts and become confident to evaluate this in relation to their own 21st century context.

Term 4: Film/Fiction: Appropriations of classical literature (Gothic Genre)

Through the close study of gothic texts, students will explore the ways that genre can be adapted and merged, the power of intertextuality to add layers to a text and how our perspectives and those of the composer, influence textual understanding. Students will also learn how a composer's style can be identifiable across texts and contexts. Students will experiment with their own writing style incorporating elements of genre, intertextuality and reflecting on their own values, choices and perspective.

Year 9 English Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Reading and Writing Task: Anomalies in Human behaviour Due: Week 9 Wednesday 25 th March	N/A	Discursive/Multimodal Hand In Task: Lord of the Flies -Drama Due: Week 9	Exam: Writing Task - Gothic literature Due: Week 5 (Exam Block)

Mathematics

Term 1: *Indices, Numbers of Any Magnitude, Rates and Ratios, Algebra*

Students will apply index laws to operate with algebraic expressions involving integer indices. They will interpret very small and very large units of measurement, using scientific notation, and rounding to significant figures. They will also operate with algebraic expressions involving positive-integer and zero indices. They will review how to operate with ratios and rates and explore their graphical representation. Towards the end of the term they will review the four operations with algebraic expressions, simplify algebraic fractions, expand and factorise quadratic expressions and select and apply appropriate algebraic techniques to operate with algebraic expressions.

Term 2: *Equations, Properties of Geometrical Figures, Trigonometry*

Students will solve linear and simple quadratic equations, linear inequalities and simple linear simultaneous equations, using analytical and graphical techniques. They will describe and apply the properties of similar figures and scale drawings and calculate the angle sum of any polygon. They will use minimum conditions to prove triangles are congruent or similar. Finally, they will apply trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression as well as bearings.

Term 3: *Linear Relationships, Financial Mathematics, Surface Area and Volume*

Students will determine the midpoint, gradient and length of an interval, and graphs linear relationships. They will solve financial problems involving earning, spending and investing money as well as problems involving simple and compound interest. Finally, they will calculate the area and volume of composite shapes, and the surface area of rectangular and triangular prisms, including cylinders.

Term 4: *Non-Linear Relationships, Single Variable Data and Probability*

Students will graph simple non-linear relationships and connect algebraic and graphical representations of simple non-linear relationships. They will also sketch and interpret a variety of non-linear relationships. Statistical displays will be compared, as will sets of data, and statistical claims made in the media will be evaluated. Students will use quartiles and box plots to compare sets of data and evaluate sources of data. In probability they will calculate relative frequencies to estimate probabilities of simple and compound events and multi-step chance experiments.

Year 9 Mathematics Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Ongoing Portfolio: Indices/Numbers of any Magnitude/Rates and Ratios Due: Week 8 Wednesday 18 th March	In Class Exam: Algebra, Equations & Geo Figures Due: Week 6	Portfolio: Linear Relationships and Financial maths Due: Week 6	Exam: Surface Area and Volume and Non Linear Relationships Due: Week 5 (Exam Block)

Science

Term 1: *The Day After Tomorrow*

In this unit, students will explore their responsibility in creating a sustainable future, and whether the choices we make now are supporting a sustainable future. This will include the study of the impact of global issues including the greenhouse effect and climate change, as well as the impact of natural events including volcanoes and earthquakes. Students will examine how these issues/events impact on life; particularly the energy flow in ecosystems.

Term 2: *Hear No Evil, See No Evil, Speak No Evil!*

This unit focuses primarily on energy transfer in the forms of sound and light waves. Students will learn about the features of sound waves, and their transmission through different mediums. Then students will explore concepts related to electricity; including the relationship between voltage, resistance and current, and the difference between series and parallel circuits.

Term 3: *Show me the Evidence*

In this unit, students will explore the role of evidence in the theory of natural selection and the Big Bang theory. Students will then conduct their own investigation (student research project) and obtain evidence to support/discount a hypothesis.

Term 4: *Think Big!*

Students will explore some of the theories in science including the Atomic Theory and the model for the structure of DNA. Students will learn why models, theories and laws have been refined, as new scientific evidence becomes available.

Year 9 Science Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
N/A	Practical Exam: Electricity Due: Week 7	Student Research Report Due: Week 9	Exam: Media Analysis Due: Week 5 (Exam Block)



HSIE – History

Unit 1: *Making a Modern World - Progressive ideas and movements - Incorporating the Making of the Modern World - Overview*

Students will briefly outline the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia, the nature and extent of the movement of peoples. They will also briefly examine European imperial expansion and different responses, as well as the emergence of significant economic, social and political ideas. Students will also outline the years spanning between World War I and World War II.

Unit 2: *Australians at War: World Wars I and II (1914-1918, 1939-1945)*

Students will study an overview of the causes of the wars, why men enlisted and where Australians fought. They will investigate the scope and nature of warfare, including the changing nature of warfare. Students will learn about significant events and the experiences of Australians at war through the use of historical sources. They will develop an understanding of the impact of the wars on Australia, the significance of the wars to Australia, commemorations and the nature of the ANZAC legend.

Unit 3: *Understanding the Shoah (The Holocaust)*

Students will gain an understanding of the rise of nationalism in Germany after World War I in conjunction with Hitler's rise to power. They will learn about the history of anti-Semitism; its rise during Germany in the post-World War I period and the persecution of the Jewish people that followed. Students will explore the way in which the rights and freedoms of Jewish people were gradually restricted during Nazi Germany while their persecution increased.

Unit 4: *The Modern World and Australia - Rights and Freedoms (1945-Present), incorporating the overview*

Students will learn about the origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration. They will explore the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations. Students will investigate the US civil rights movement and its influence on Australia, as well as the significance of civil rights victories for Aboriginal and Torres Strait Islander peoples.

Year 9 History Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Hand in Historical Inquiry: Making a Modern World - Progressive Ideas and Movements Due: Week 10 Thursday 2 nd April	In Class Essay: Australians At War - World Wars I and II Due: Week 6	Historical Inquiry: Understanding the Shoah - What would they Tell Us? Due: Week 6	Exam: Source analysis and extended response. Rights and Freedoms (1945-present) Due: Week 5 (Exam Block)

PDHPE

Term 1:

- *Affirming Diversity and Overcoming Adversity* (PDH)

This unit encourages students to evaluate factors that shape their identity and propose strategies to improve their own and others' wellbeing. Students explore how they can be the best version of themselves and support the identity of others.

- *Moving As One- World Game* (PE)

Through participation in selected world games, students focus on active participation in a broad range of movement contexts to develop movement skills and enhance performance in individual/group and team physical activities.

Term 2:

- *Relating In a Digital World #StatusOfMind* (PDH)

In this unit students delve into the digital world ever apparent in society in order to assess their own and others' capacity to reflect on and respond positively to challenges. They analyse factors and strategies that enhance inclusivity, equality and respectful relationships.

- *All For One and One For All* (PE)

In this unit students participate in a variety of initiative/challenge physical activities to demonstrate teamwork, leadership, personal and social capability. They contribute to group success by motivating others and effectively responding to feedback.

Term 3:

- *Living Well* (PDH)

This unit focuses on the interrelationship between health and physical activity concepts. Students will explore issues related to nutrition, body image and physical activity.

- *Eye on the Ball* (PE)

This unit focuses on developing in students an understanding of movement concepts by engaging in a variety of fielding and striking activities. The games of Softball and Cricket will form the basis of the unit, with students developing their understanding of tactics and positioning within these sports.

Term 4:

- *Safety Sense* (PDH)

Students will continue to develop their knowledge and understanding of the effects and implications of drug use in this unit. They will assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety.

- *Shoot and Score* (PE)

Students participate in and develop their Fundamental Movement Skills in various individual, group and team Net/ Court physical activities including; Volleyball and Paddle Tennis.

Year 9 PDHPE Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Inclusivity Initiative Theory Task: Affirming Diversity and Overcoming Adversity Due: Week 8 9G + 9R Monday 16 th March 9B Tuesday 17 th March	Group Initiative/Challenge Presentation: All for One and One for All Due: Week 6	N/A	Binge Drinking Campaign: Safety Sense (Alcohol and Other Drugs and Safety) Due: Week 6

Commerce

Unit 1: Consumer and Financial Decisions

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers, including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies. Students will develop skills in; developing questions, gathering and processing information, analysing familiar and new situations, evaluating options as well as developing and implementing plans.

Unit 2: The Economic and Business Environment

Students develop an understanding of the importance, and features of the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses. Students will develop skills in; developing questions, gathering and processing information, analysing familiar and new situations, evaluating options as well as developing and implementing plans.

Unit 3: Running a Business

Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to various aspects of running a business. Students will develop skills in; developing questions, gathering and processing information, analysing familiar and new situations, evaluating options as well as developing and implementing plans.

Unit 4: Promoting and Selling

Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers. Students will develop skills in; developing questions, gathering and processing information, analysing familiar and new situations, evaluating options as well as developing and implementing plans.

Unit 5: Travel

Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget. Students will develop skills in; developing questions, gathering and processing information, analysing familiar and new situations, evaluating options as well as developing and implementing plans.

Year 9 Commerce Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Research Task - Consumer and Financial Decisions Due: Week 9 Friday 27 th March	Research Task - The Economic and Business Environment Due: Week 5	Mini Business Plan/Market Day Running a Business Due: Week 6	Exam: Promoting and Selling Due: Week 5 (Exam Block)

Visual Arts

In the Visual Arts Course students will be introduced to the Frames and Conceptual Framework as a way of understanding and creating art. Focusing on the use of a range of different mediums and experimentations through a number of different topics. In addition, students will look at a range of different artists and styles, and then be encouraged to develop their own individual styles and further develop their creative abilities.

Units Covered:

- **Unit 1:** Portraits
- **Unit 2:** Landscapes
- **Unit 3:** Modernism

Year 9 Visual Arts Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Visual Arts Process Diary and Portraits Portfolio Due: Week 10 Thursday 2 nd April	N/A	Visual Arts Process Diary and Landscape Painting Due: Week 6	Exam: All topics Due: Week 5 (Exam Block)



Photographic and Digital Media (PDM)

In the Photographic and Digital Media Course students will be introduced to the foundations of digital photography. Focusing on how to capture, manipulate and edit images. Students will be introduced to editing software such as Lightroom and Photoshop, where they will have the ability to learn key elements in photography and then be encouraged to develop their own individual styles and push their creative abilities.

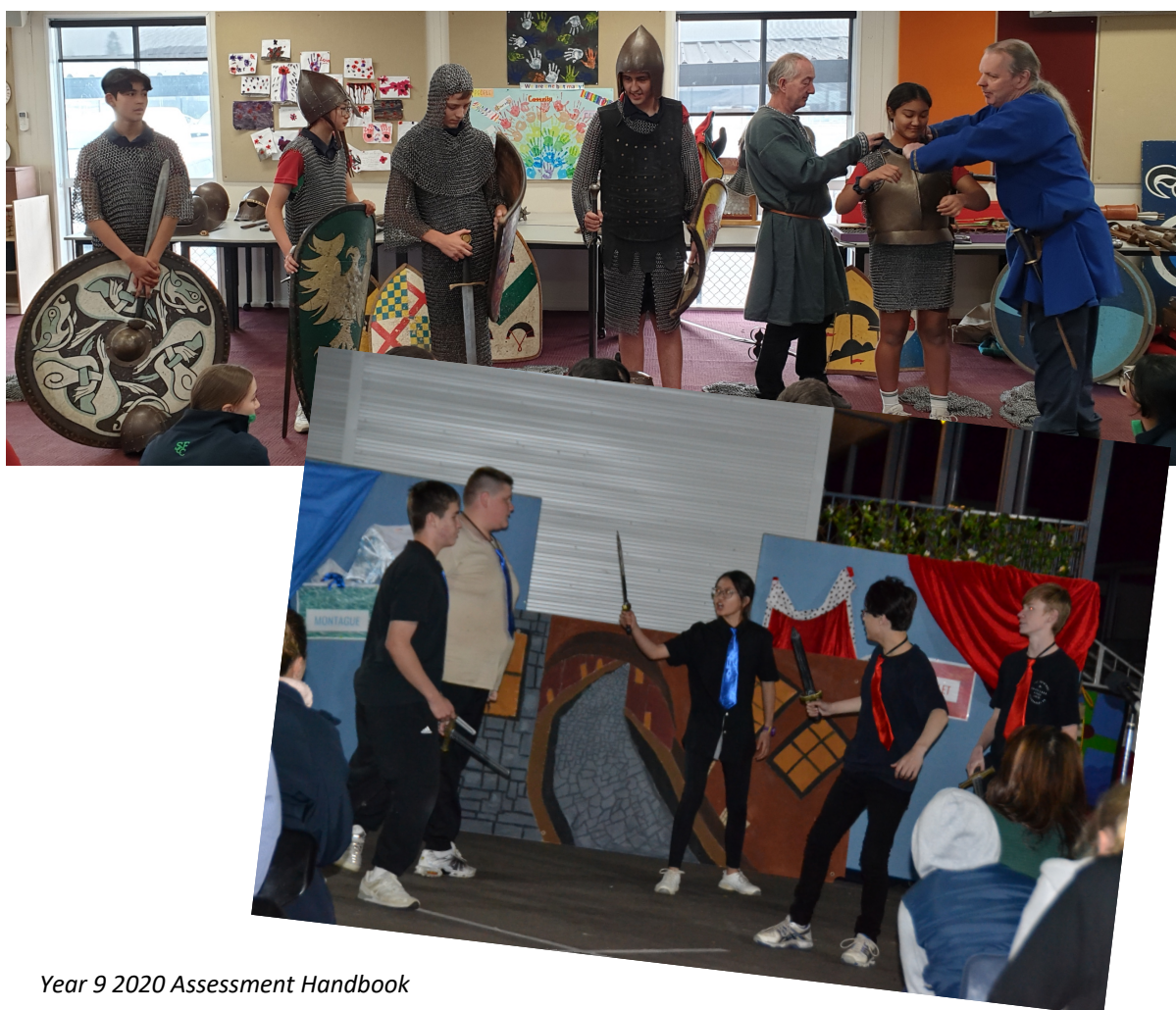
Term 1: *Light Moves*

Term 2: *Shapes and Shadows*

Term 3: *Strike Fear*

Term 4: *Landscape as Metaphor*

Year 9 PDM Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Photographic Process Diary and Research Task	Photographic Process Diary and 8x10 Photographic Images	Magazine Cover and Photographic Process Diary	Photographic Process Diary and Cultural Diptych
Due: Week 6 Wednesday 4th March	Due: Week 2	Due: Week 10	Due: Week 6



Physical Activity and Sports Studies (PASS)

Term 1: Australia's Sporting Identity

In this unit students examine how Australia has developed as a sporting nation and the impact that sport has on the development of our national identity. Students will also investigate the feasibility of either the Australian Institute of Sport (AIS) or New South Wales Institute of Sport (NSWIS) and the benefits they have on the success of the nation at an international level.

Term 2: Nutrition, Physical Activity and Physical Fitness

In this unit students examine the relationship between nutrition and performance. Students will plan nutritional intake and look at the energy and weight management model. Students will learn to develop a capacity to evaluate factors that contribute to efficient and rewarding participation and to plan strategies that further enhance participation in physical activity and physical fitness performance.

Term 3 and 4: Coaching and Event Management

In this unit students examine the qualities of effective coaching. They learn about coaching roles and responsibilities, ethical coaching, coaching opportunities and the qualifications needed to become an accredited coach. Students gain a greater understanding of how to structure a training session and have the opportunity to research and evaluate a training plan for a selected sport. They learn how to organise and manage sporting events and work together as members of a team to achieve set coaching and event management tasks.

Year 9 PASS Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Research task: Australia's Sporting Identity Due: Week 8 Friday 20 th March	Training Program: Eat Well, Train well Due: Week 6	N/A	Coaching Clinic Presentation: Coaching/ Event Management Due: Week 3



Child Studies

Term 1: A New Life

In this unit students look at the challenges of planning to have a family and the physical, social and emotional changes that individuals face during pregnancy. Students also examine the stages from conception through to birth and the impact each stage can have on an individual as well as the support networks available to assist the community.

Term 2: Play and the Developing Child

In this unit students examine play and the benefits of different types of play in the development of the child. They identify and describe the factors that affect the health and well-being of the child and evaluate strategies that promote child development. Students will look at a range of toys, suitable for a range of different age groups that comply with Australian Standards. Then using this knowledge and understanding students will plan engaging activities that educate young children within a safe environment.

Term 3: The Diverse Needs of Children

In this unit students examines the diverse needs of children. They will focus on how to identify and support children with diverse needs and investigate enrichment activities available to support the diverse needs of children within the community. Students will evaluate the role of community resources that promote and support the wellbeing of children and families. Whilst analysing the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.

Term 4: Food and Nutrition

In this unit students develop an understanding of how food and nutrition can affect the health and wellbeing of the child from Conception through to Adulthood. They will explore the advantages and disadvantages of feeding choices e.g. breastfeeding and bottle feeding. Whilst examining the factors that influence food choices for children including cultural and societal influences.

Year 9 Child Studies Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Research Task: Health Conditions Due: Week 7 Friday 13 th March	Toy Design and Analysis task: Play and the Developing Child Due: Week 5	Research Task: Support Agencies Due: Week 8	Exam: All topics Due: Week 5 (Exam Block)

Food Technology

Unit 1: *Eat Well, Live Well*

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Unit 2: *Bush Tucker to Contemporary Cuisine*

Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

Unit 3: *Let's Celebrate*

Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

Year 9 Food Technology Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Report and Practical Assessment: Food Selection and Health Due: Week 10 Wednesday 1 st April	N/A	iMovie (presentation) and Assessment Practical: Food in Australia Due: Week 3	Exam: All topics Due: Week 5 (Exam Block)



Music

Term 1: Classical Music

Students will be concentrating on music from the Classical Period, with a focus on developing skills in reading and writing traditional music notation. They will pay particular attention to one of the main structures used in the Classical Period - Theme and Variation, as well as a variety of compositional devices, through the study of famous Classical composers such as Haydn, Mozart and Beethoven. Students will also be continuing to develop their knowledge of the concepts of music, in particular Pitch, Duration, Texture and Structure.

Term 2: Australian Music

Students will be concentrating on Aboriginal Music and Contemporary Australian Music Artists. Students will explore a range of Aboriginal instruments and rhythms and learn the importance of music in Aboriginal culture via passing down traditions and stories. Students will develop theoretical and practical skills with a focus on understanding the structure of major and minor chords and use this to perform a range of Australian Folk Songs. The second half of the unit concentrates on Australian Music Artists from a range of genres. Students will engage in self-directed work in order to produce a musical performance of a song by an Australian Artist.

Term 3: Music and Technology

Students learn about the role of technology in music. This includes the recent advancements in music technology and how technology has influenced music production. Students will explore various notation and recording softwares such as MuseScore and GarageBand. Students will learn about the difference between an audio track, a sample, a loop and MIDI, and how to navigate these features in order to produce their own song.

Term 4: Music for Film, Radio, TV and Multimedia

Students will explore famous TV themes, advertisement jingles and movie themes, and the way the composers of these capture the audience through musical concepts. They will work on class arrangements of famous works in order to develop score reading abilities and ensemble awareness. Students will conduct an in-depth case study on a famous film composer, selecting from Hans Zimmer, John Williams or Danny Elfman.

Year 9 Music Formal Assessment Overview			
Term 1	Term 2	Term 3	Term 4
Theme & Variation Composition Due: Week 9 Monday 23 rd March	Australian Music Artist Performance Due: Week 9	GarageBand Song Production & Process Diary Due: Week 9	N/A