



*St George Girls High School*

***Assessment  
Information***

***Year 9***

**2017**

*This booklet outlines course outcomes, syllabus components and weightings and an overview of the assessment schedule for each Stage 5 course.*

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# ST GEORGE GIRLS HIGH SCHOOL

## Assessment Policy and Procedures Year 9

St George Girls High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and to encourage students to meet their assessment deadlines.

Assessment at St George Girls High School encourages progressive development of skills and knowledge while ensuring:

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

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. 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

### RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar** – this outlines when the assessment tasks are scheduled, the task description and the relative weighting attached to each assessment task.  
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the Head Teacher's discretion or due to unforeseen circumstances. Class Teachers will inform students of the new arrangements in writing at least **two weeks** in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each assessment task. This notification will be issued at **least TWO weeks in advance**.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

### RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure their attendance does not fall below 85%.
- familiarise themselves with the school's 'Assessment Booklet' including all procedures and course information contained in the handbook.
- contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- complete all assigned work including each assessment task to achieve course outcomes and demonstrate through effort and achievement, that they have met the requirements of the course.
- be present for, and hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- meet all assessment deadlines or they will be penalised in accordance with this policy.
- maintain the integrity and confidentiality of all assessment tasks.

## COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

## ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the Illness or Misadventure procedure outlined below. **Failure to follow these procedures may result in a mark of zero being awarded.**

### Procedures to Follow:

#### 1. In Class Tasks (Written & Practical)

**On the day:** If you are unable to attend on the day of a task you should:

- contact the school **on the morning the task is scheduled** and inform them of your absence.

**Immediately on your return to school:**

- The student must come prepared to complete the missed task, if required.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the Head Teacher of the faculty and submit the letter. The Head Teacher will negotiate the rescheduling of the task or if required an alternate solution.

#### 2. Hand-In Tasks

**On the day:** If you are unable to attend on the day a hand-in task is due you should:

- contact the school **on the morning the task is due to be submitted** and inform them of your absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to [stgeorgegi-h.school@det.nsw.edu.au](mailto:stgeorgegi-h.school@det.nsw.edu.au)

**Immediately on your return to school:**

- If the task was not submitted on the due date, the student must report to the relevant faculty Head Teacher on the **first day of the student's return to school and submit the task.**
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit the letter to the Head Teacher along with the task, or if necessary, negotiate a new submission date.

### **Late submission of a hand-in task or non-completion of an oral presentation/performance**

- A faculty will deduct 20% of the total assessment task mark for each school day a hand-in task is late, or a presentation or performance is not completed, unless the Head Teacher has granted an extension of time, in response to a prior written appeal outlining exceptional circumstances.
- After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

### **Technology**

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

### **Extra-Curricular, Co-Curricular Events and Excursions**

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty Head Teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

### **Approval for Extension or alternate task arrangement**

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty Head Teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be negotiated with the Head Teacher, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand-in tasks early if they know that they will be absent on the due date.

### **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Head Teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file.



# St George Girls High School

## Assessment Schedule Year 9 - 2017

### Scheduled Assessment

For all Stage 5 Courses, each faculty has determined an assessment schedule in accordance with syllabus outcomes, weightings and content outlined in the Stage 5 syllabus. The syllabus for each course can be found on the NSW Education Standards Authority (NESA) website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Students will be expected to complete assessment tasks during normal class time, as outlined on the term-by-term assessment calendar. In some circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least **two weeks** in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.

### Assessment Schedule Overview

The calendar provides an overview of the tasks required for each course including the weighting and type of task.

#### Summary of Task Type

<b>A</b>	Aural	<b>O</b>	Oral Exam
<b>B</b>	Body of Work	<b>OP</b>	Oral Presentation
<b>E</b>	Exam/In class task	<b>P</b>	Practical /Performance
<b>ER</b>	Extended Response Task	<b>R</b>	Research Task
<b>H</b>	Hand-in task	<b>W</b>	Workshop



## COMMERCE

### Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on financial, business, and legal issues. It develops in students an understanding of commercial and legal processes and competencies for financial management. Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way. Central to the course is the development of an understanding of the relationships between consumers, businesses governments and the courts. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies, which incorporate the skills of analysis and evaluation. Year 9 Commerce commences with the topic of Running Your Own Business, which focuses on entrepreneurship, challenges and financial management. This topic is followed by Law and Society and Law in Action which are units supplemented by a visit to NSW parliament house and the Crime and Justice Museum. A unit on Travel concludes the year allowing students to explore their creative and organisational skills.

Task	Task Description	Weighting (%)	Date
1	Research and Oral Presentation on Entrepreneurship <b>(R+OP)</b>	20	<b>Term 1, Week 5</b> Monday 20 <sup>th</sup> February <i>(continues all week in class)</i>
2	Exam on Running a Business <b>(E)</b>	30	<b>Term 2, Week 5</b> Tuesday 23 <sup>rd</sup> May
3	Exam Law in Society and in Action <b>(E)</b>	30	<b>Term 3, Week 9</b> Tuesday 12 <sup>th</sup> September
4	Research and Presentation – Travel Expo <b>(R+OP)</b>	20	<b>Term 4, Week 5</b> Monday 6 <sup>th</sup> November <i>(continues all week in class)</i>
		<b>100</b>	



## DRAMA

### Course Description

The study of Drama engages and challenges students to explore and maximise their expressive, creative and dramatic abilities through making, performing and appreciating various dramatic and theatrical works. Drama's collaborative learning environment encourages students to develop their higher order thinking and problem solving skills. These skills can be used across all subject areas. In Stage 5 Drama, students study improvisation, playbuilding, performance techniques, dramatic styles and forms, scriptwriting, directing and critical analysis. The collaborative nature of Drama allows students to develop important life skills such as self-esteem, self-confidence, communication skills, self-discipline and emotional intelligence.

Task	Task Description	Weighting (%)	Date
1	Improvisation skills/ workshop skills/ individual project task <b>(P)</b>	20	<b>Term 1, Weeks 8-9</b> Monday 13 <sup>th</sup> March <i>(continues in class until Friday 24<sup>th</sup> March)</i>
2	Playbuilding to production task/ workshop skills <b>(P)</b>	30	<b>Term 2, Week 9</b> Wednesday 21 <sup>st</sup> June
3	Scriptwriting/ Directing/ Performance Task <b>(H+P)</b>	30	<b>Term 3, Week 6</b> Monday 21 <sup>st</sup> August <i>(Script hand –in)</i> <b>Term 3, Week 9</b> Monday 11 <sup>th</sup> September <i>(Performance - continues in class all week)</i>
4	Issues based group devised performance task/reflection <b>(P+H)</b>	20	<b>Term 4, Week 7</b> Monday 20 <sup>th</sup> November <i>(continues all week in class)</i>
		<b>100</b>	





# ENGLISH

## Course Description

By the end of 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 use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Task	Task Description	Weighting (%)	Date
1	Oral/ICT presentation including analysis and commentary on media item(s) <b>(OP)</b>	20	<b>Term 1, Week 8</b> Monday 13 <sup>th</sup> March <i>(Begins)</i>
2	An extended written response to a novel – Essay <b>(ER)</b>	20	<b>Term 2, Week 9</b> Thursday 22 <sup>nd</sup> June
3	Individual or group projects on issues <b>(H)</b>	10	<b>Term 3, Week 3</b> Thursday 3 <sup>rd</sup> August
4	Group adaptation and performance of a Shakespearean scene <b>(P)</b>	20	<b>Term 3, Week 8</b> Monday 4 <sup>th</sup> September <i>(Begins)</i>
5	Creative response written in genre <b>(ER)</b>	15	<b>Term 4, Week 3</b> Thursday 26 <sup>th</sup> October
6	Creative Reading Journal <b>(H)</b>	15	<b>Term 2, Week 5</b> Thursday 25 <sup>th</sup> May <b>Term 4, Week 4</b> Thursday 2 <sup>nd</sup> November
		<b>100</b>	



## FOOD TECHNOLOGY

### Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in a study of Food Technology. This is essential to the development of sound food habits and contributes significantly to the well-being of all Australians.

Task	Task Description	Weighting (%)	Date
1	Research Task and Practical <b>(H+P)</b> <i>Bush Tucker to Contemporary cuisine</i>	30	<b>Term 1, Week 8</b> Tuesday 14 <sup>th</sup> March ( <i>hand-in</i> ) Tuesday 21 <sup>st</sup> March ( <i>practical</i> )
2	Weekly Practical Tasks <b>(P)</b>	10	<b>Terms 1 and 2</b> <i>Throughout the term in class time</i>
3	Practical and Portfolio <b>(P+H)</b> <i>Food Service and Catering</i>	40	<b>Term 3, Week 3</b> Tuesday 1 <sup>st</sup> August
4	Presentation <b>(OP)</b> <i>Food Trends</i>	20	<b>Term 4, Week 5</b> Monday 6 <sup>th</sup> November <i>(continues all week in class)</i>
		<b>100</b>	



## FRENCH

### Course Description

In the Year 9 French course students will deepen and extend their communication skills in French. Students learn to give more detailed information about themselves and their personal world and to discuss topics such as shopping, friends and leisure activities, celebrations and holiday plans. Students increase the sophistication of the language they are able to use in interactions with their teacher and other students, and learn to write in a variety of formal and informal text types, such as dialogues, descriptions, letters and diary entries. The course also explores the customs and backgrounds of French-speaking people, both in France and in other countries where French is the spoken, particularly through subscription to the *Allons-y* French language magazines. Students will also have the opportunity to learn, revise and extend their knowledge of vocabulary through a subscription to the online Education Perfect website.

Task	Task Description	Weighting (%)	Date
1	Class Test: Listening (10%), Reading (10%), Writing (10%) <b>(A+E)</b>	30	<b>Term 1, Week 10</b> Wednesday 29 <sup>th</sup> March
2	Speaking: Oral presentation <b>(OP)</b>	10	<b>Term 2, Week 2</b> Monday 1 <sup>st</sup> May – Wednesday 3 <sup>rd</sup> May
3	Class Test: Reading (10%), Writing (10%) <b>(E)</b>	20	<b>Term 2, Week 9</b> Tuesday 20 <sup>th</sup> June
4	Class Test: Listening (15%), Reading (5%), Writing (5%) <b>(A+E)</b>	25	<b>Term 3, Week 8</b> Wednesday 6 <sup>th</sup> September
5	Speaking: Conversation <b>(O)</b>	15	<b>Term 4, Week 4</b> Monday 30 <sup>th</sup> October – Wednesday 1 <sup>st</sup> November
		<b>100</b>	



# GEOGRAPHY

## Course Description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world. Geographical inquiry involves students acquiring, processing and communicating geographical information. The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. Year 9 Geography is broken down into two focus areas:

**Sustainable Biomes** – Students examine the physical characteristics and productivity of biomes and their capacity to support food and non-food agricultural production in the face of human impacts. They examine population trends and projections from Australia and across the world and investigate food security challenges.

**Changing Places** - Students examine the patterns and trends in population migration movements and the increasing urbanisation of countries, and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places.

The course is semesterised - delivered over a period of two terms before students roll over into the study of History in the subsequent semester.

Task	Task Description	Weighting (%)	Date - Semester 1	Date - Semester 2
1	Group Presentation on Challenges to Food Production and Security <b>(R+OP)</b>	50	<b>Term 2, Week 2</b> Monday 1 <sup>st</sup> May – Thursday 4 <sup>th</sup> May <i>(in regular class time)</i>	<b>Term 4, Week 2</b> Monday 16 <sup>th</sup> October- Friday 20 <sup>th</sup> October <i>(in regular class time)</i>
2	End of Semester Exam <b>(E)</b>	50	<b>Term 2, Week 6</b> Monday 29 <sup>th</sup> May <ul style="list-style-type: none"> <li>• 9 Geo 1 and 2</li> </ul> Wednesday 31 <sup>st</sup> May <ul style="list-style-type: none"> <li>• 9 Geo 3</li> </ul>	<b>Term 4, Week 6</b> Monday 13 <sup>th</sup> November <ul style="list-style-type: none"> <li>• 9 Geo 5 and 6</li> </ul>
		<b>100</b>		



# HISTORY

## Course Description

### The Making of the Modern World

**Students cover:** The history of the modern world and Australia from European colonisation to the mid-twentieth century, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international co-operation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

#### Content:

- Australia and Asia – Making a Nation/Making a Better World – Progressive Ideas and Movements
- Australians at War (World War I)
- Australia Between the Wars (Overview)
- Australians at War (World War II)
- 

Task	Task Description	Weighting (%)	Date	
1	Writing Task (In Class) <b>(ER)</b> Making a Nation/Progressive Ideas	35	<b>Semester 1</b> <b>Term 1, Week 8</b> Wednesday, 15 <sup>th</sup> March, (classes 4 and 5)	<b>Semester 2</b> <b>Term 3, Week 7</b> Wednesday, 30 <sup>th</sup> August (classes 1, 2 and 3)
2	Source Task (In Class) <b>(E)</b> World War I	35	<b>Term 2, Week 1</b> Thursday, 27 <sup>th</sup> April (classes 4 and 5)	<b>Term 3, Week 10</b> Thursday, 21 <sup>st</sup> September (classes 1, 2 and 3)
3	Pechakucha/Oral Research Presentation WWII <b>(OP)</b>	30	<b>Term 2, Week 5</b> Monday 22 <sup>nd</sup> May (continues all week in class)	<b>Term 4, Week 5</b> Monday 6 <sup>th</sup> November (continues all week in class)
		<b>100</b>		



## INFORMATION AND SOFTWARE TECHNOLOGY (IST)

### Course Description

IST provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. IST is a course in which diverse aspects of a students' prior knowledge and skills can be brought together. Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Through approaches such as modelling and prototyping, and other student-centred activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course.

As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. They can develop interest in, enjoyment of and critical reflection about information and software technology as an integral part of modern society.

Task	Task Description	Weighting (%)	Date
1	Digital media – Photoshop Hand-in Task <b>(H)</b>	25	<b>Term 1, Week 11</b> Tuesday 4 <sup>th</sup> April
2	Emerging Technology Research Task <b>(R)</b>	25	<b>Term 2, Week 5</b> Tuesday 23 <sup>rd</sup> May
3	Artificial Intelligence, Simulation and Modelling - 3D Modelling Hand-in Task <b>(H)</b>	30	<b>Term 3, Week 3 - Part A</b> Monday 31 <sup>st</sup> July <b>Term 3, Week 8 - Part B</b> Tuesday 5 <sup>th</sup> September
4	Authoring and Multimedia – Video editing Hand-in Task	20	<b>Term 4, Week 5</b> Tuesday 7 <sup>th</sup> November
		<b>100</b>	



## JAPANESE

### Course Description

In the Year 9 Japanese course students will extend their knowledge of the Japanese writing system, including katakana and kanji (Chinese characters), and to deepen and extend communication skills in Japanese. Students learn to give more detailed information about their personal world and to discuss topics such as school life, gift giving, weekend activities, food and drink and travel. Students increase the sophistication of the language they are able to use, and learn to write in a variety of text types, such as dialogues, descriptions, emails and letters. Students engage in a wide range of language activities to develop the skills of speaking, listening, reading and writing. The course also explores the customs and culture, both traditional and popular, of Japanese society.

Task	Task Description	Weighting (%)	Date
1	Listening, Speaking (A+O)	25	<b>Term 2, Week 2</b> Monday 1 <sup>st</sup> May ( <i>Listening</i> ) Tuesday 2 <sup>nd</sup> - Wednesday 3 <sup>rd</sup> May ( <i>Speaking</i> )
2	Reading, Writing (E)	25	<b>Term 2, Week 5</b> Wednesday 24 <sup>th</sup> May
3	Listening, Speaking (A+O)	25	<b>Term 4, Week 2</b> Monday 16 <sup>th</sup> October ( <i>Listening</i> ) Tuesday 17 <sup>th</sup> - Wednesday 18 <sup>th</sup> October
4	Reading, Writing (E)	25	<b>Term 4, Week 5</b> Wednesday 8 <sup>th</sup> November ( <i>Speaking</i> )
		<b>100</b>	



## MATHEMATICS (Stage 5.3 Course)

### Course Description

In Year 9 and 10 the Stage 5 course is mandatory in Mathematics. Students start to specialise their knowledge of mathematics in preparation for stage 6 (HSC Course) or further studies. The stage 5 course is briefly described below:

Stage 5 is divided into three stands:

Stage 5.1 content is designed to meet the needs of students who achieve Stage 4 outcomes during year 9 or year 10.

Stage 5.2 content builds on and includes the content of Stage 5.1 and is designed for students who have achieved Stage 4 content by the end of year 8 or early in year 9.

**Stage 5.3 content includes the content for 5.1 and 5.2 and is designed for students who have achieved Stage 4 outcomes before the end of year 8.**

Our students study the 5.3 course. In this course students will develop knowledge, skills and understanding about:

**Working Mathematically** (the process strand) through inquiry, application of problem solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.

Students will also develop knowledge, skills and understanding in the **3 content strands**:

**Number and Algebra** - develop efficient strategies for numerical calculation and algebraic techniques.

**Measurement and Geometry** - identifying and quantifying the attributes of shapes and objects and applying measurement strategies.

**Statistic and Probability**- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Task	Task Description	Weighting (%)	Date
1	Common Test 1 (E)	15	<b>Term 1, Week 10</b> Friday 31 <sup>st</sup> March
2	Common Test 2 (E)	25	<b>Term 2, Week 6</b> Friday 2 <sup>nd</sup> June
3	Common Test 3 (E)	25	<b>Term 3, Week 6</b> Friday 25 <sup>th</sup> August
4	Common Test 4 (E)	35	<b>Term 4, Week 6</b> Friday 17 <sup>th</sup> November
		<b>100</b>	





# MUSIC

## Course Description

Music is an art-form which pervades society and is integral to all world cultures. It has the capacity to cross cultural and societal boundaries. At a personal level, music allows for the expression of emotion and imagination, the intellect and the exploration of values. As a social activity, it enables the sharing of ideas, feelings and experiences. The nature of musical study fosters the capacity of students to manage their own learning, engage in problem-solving, work collaboratively and participate in activity that reflects the real world practice of performers, composers and audiences. The Concepts of Music are studied through a variety of activities in Performance, Composition and Listening across a broad spectrum of genres and styles including: Australian Music, Popular/Rock Music, Music for Film, Television, Radio and Multimedia, Theatre Music, Music of a Culture, Art Music 1600-Present day, and Jazz.

Task	Task Description	Weighting (%)	Date
1	<b>Group Theatre Music PBL (H, P, OP)</b> a. Musicology seminar (10%) (OP) – Term 1 b. Performance/Arrangement (10%) (P) – Term 2 c. Composition Portfolio & Score (15%) (H) – Term 2	35	<b>a. Term 1, Weeks 8-10</b> Monday 13 <sup>th</sup> March ( <i>continues in class until Tuesday 28<sup>th</sup> March</i> ) <b>b. Term 2, Weeks 2-3</b> Monday 1 <sup>st</sup> May ( <i>continues in class until Wednesday 10<sup>th</sup> May</i> ) <b>c. Term 2, Week 7</b> Monday 5 <sup>th</sup> – Tuesday 6 <sup>th</sup> June
2	<b>Small Ensembles composition (H)</b> a. Portfolio (10%) b. Score (10%)	20	<b>Term 3, Week 9</b> Wednesday 13 <sup>th</sup> September
3	a. ONE performance (solo or ensemble) - <i>own choice piece or based on class topic</i> (15%) (P) b. Sight-singing (5%) (P)	20	<b>Term 4, Weeks 2 – 4</b> Monday 16 <sup>th</sup> October ( <i>continues in class until Wednesday 1<sup>st</sup> November</i> )
4	Musicology/aural skills written examination (E)	25	<b>Term 4, Week 6</b> Wednesday 15 <sup>th</sup> November
		<b>100</b>	



## PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

### Course Description

In Year 9 PDHPE students will look to deeper investigate the broad range of factors that have the potential to impact on the health decisions and behaviours of young people. They will be applying their understanding of these influencing factors in extensive analysis, to identify and practise strategies to minimize harm to themselves and others in relevant and meaningful contexts.

Year 9 PDHPE has a large area of study on understanding us as an individual and then leading into developing and maintain healthy relationships. Students will explore the interdependence between a sense of self and the health and wellbeing of themselves and others. They examine how they can use strategies to support themselves in different situations and analyse the range of ways they can provide support to others. Students will reflect on the challenges that young people may face at this stage of their lives and appreciate that these may provide unique opportunities for personal growth. They will then move into a unit of study where students will learn about developing and maintaining equal and respectful relationships. They will examine and clarify personal values, challenge negative community attitudes related to diversity and investigate the impact of discrimination, harassment, violence and vilification. They will reflect on, discuss and develop skills that strengthen their resilience and explore the characteristics and qualities displayed in positive meaningful relationships

In practical studies, students will build on movement experiences from Year 8 as they adapt, transfer and improvise their movement skills to enhance performance in a range of increasingly complex contexts and environments. Students continue their study of the features of movement composition and elements of composition as they apply their knowledge and skills in more challenging situations. They also investigate ways in which movement composition and performances can be appraised.

Task	Task Description	Weighting (%)	Date
1	Sense of Self Task (ER)	15	<b>Term 1, Week 6</b> Monday 27 <sup>th</sup> February – Friday 3 <sup>rd</sup> March <i>(in normal class time)</i>
2	Practical Movement reflection (P)	20	<b>Term 2, Week 9</b> <i>(see calendar for class dates)</i>
3	Power in Society Task (R)	15	<b>Term 3, Week 9</b> <i>(see calendar for class dates)</i>
4	Initiative/modified games (P)	25	<b>Term 3, Weeks 5-10</b> Monday 14 <sup>th</sup> August <i>(continues in class until end of week 10)</i>
5	Yearly examination (E)	25	<b>Term 4, Week 4</b> <i>(see calendar for class dates)</i>
		<b>100</b>	



## SCIENCE

### Course Description

Within the NSW Science Curriculum for Years 7 to 10 students learn to use scientific inquiry. This is achieved with a focus on practical experiences and the skills that are required throughout the inquiry process. Students identify questions and problems that can be tested or researched scientifically. They then process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. Further analysis involves reflecting on the methods and strategies used and identifying how the quality of data obtained could be improved. Student's ideas, methods and findings are communicated to a given audience using appropriate scientific language, representations and text types, with information sources acknowledged using a recognised method. By engaging in scientific inquiry, students develop their knowledge of scientific ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Task	Task Description	Weighting %	Date
1	Practical Exam (assessing practical and processing skills) <b>(P)</b>	20	<b>Term 1, Week 10</b> Monday 27 <sup>th</sup> March
2	Mid-Year Exam (assessing knowledge and skills covered so far) <b>(E)</b>	30	<b>Term 2, Week 5</b> Monday 22 <sup>nd</sup> May
3	Practical Exam (assessing practical and processing skills) <b>(P)</b>	20	<b>Term 3, Week 9</b> Monday 11 <sup>th</sup> September
4	End of Year Exam (assessing knowledge and skills covered this year) <b>(E)</b>	30	<b>Term 4, Week 5</b> Monday 6 <sup>th</sup> November
		<b>100</b>	



## TEXTILES TECHNOLOGY

### Course Description

A study of Textiles Technology provides students with a broad knowledge of the properties, performance of textiles and their use in which fabrics, colouration, yarns and fibres are explored. Project work includes investigation and experimentation that will enable students to justify their choices of textiles for a particular use. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques. Students will investigate the work of textile designers. This research will enable students to make judgments about the appropriateness of design ideas, selection of materials, tools and techniques as well as the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. They will be able to demonstrate responsibility in decision-making and be encouraged to express ideas and opinions.

Task	Task Description	Weighting (%)	Date
1	Textile Project 1 (Practical and Portfolio: Apparel) <b>(P+H)</b>	40	<b>Term 2, Weeks 6-7</b> Tuesday 30 <sup>th</sup> May (Practical) Tuesday 6 <sup>th</sup> June (Hand-in)
2	Cultural Study Oral Presentation <b>(OP)</b>	15	<b>Term 3, Week 2</b> Monday 24 <sup>th</sup> July (continues all week in class)
3	Textile Project 2 (Practical and Portfolio: Textile Art) <b>(P+H)</b>	45	<b>Term 4, Week 6</b> Tuesday 14 <sup>th</sup> November
		<b>100</b>	



## VISUAL ARTS

### Course Description

Students undertake sustained and autonomous investigations of particular artmaking conventions, strategies and procedures and work towards a body of work. They begin to make decisions about how to apply aspects of practice to making artworks that represent their intentions and communicate meaning. Students can investigate how practice in the field of visual arts is shaped by values and beliefs about the individual, social structures, the artworld and power.

In critical and historical studies students are provided with opportunities to investigate how and why artists make artworks, and how and why art historians and critics write about artworks.

Task	Task Description	Weighting (%)	Date
1	Spaces and Places Suburbia –Painting and related drawings Historical Assignment - Suburbia <b>(H)</b>	30	<b>Term 1, Week 11</b> Monday 3 <sup>rd</sup> April
2	Famous Lovers in Art -Body Adornment/Wearables/Masks Famous Lovers in Art Critical Assignment <b>(H)</b>	30	<b>Term 2, Week 10</b> Monday 26 <sup>th</sup> June
3	Fantasy Creatures- Sculpture Design <b>(H)</b>	20	<b>Term 3, Week 10</b> Monday 18 <sup>th</sup> September
4	Research Assignment <b>(H)</b>	20	<b>Term 4, Week 7</b> Monday 20 <sup>th</sup> November
		<b>100</b>	

# Year 9, 2017

## Assessment Booklet



**I have received the Year 9 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at St George Girls High School.**

Student's Name: (Please print) ..... Roll:.....

Student's Signature: .....

Date: .....

**I have sighted the Year 9 Assessment Booklet including the Assessment Calendar overview.**

Parent/Carer's Signature: .....

Date: .....

**Please sign and return this page to Mr Treacy  
(Year 9 Deputy Principal)**