



# Coonabarabran High School

## Assessment Handbook Year 9 2024

Student/Parent Information

## **RECORD OF SCHOOL ACHIEVEMENT**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). As Year 9 is the commencement of Stage 5 studies, students begin their RoSA coursework this year.

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

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

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

### **Attendance**

The Principal may determine that, as a result of absence, course completion criteria might not be met. Students who do not attend school a minimum of 85% of the time will be unlikely to complete course criteria in relation to the award of RoSA.

## **ASSESSMENT**

Assessment is the bridge between teaching and learning. It is an integral aspect of a student's education as it allows the teacher to judge where the student is at with their learning and to plan for where to from here to grow knowledge and skills.

This booklet outlines the formal assessment tasks that students in Year 9 will undertake this year. Along with these formal tasks, ongoing, informal assessment of learning takes place in our classrooms each and every day.

A few related matters:

- (i) Assessment tasks will be given to students at least TWO weeks in advance of the due date.
- (ii) All students are expected to make a genuine attempt at the task. Classroom teachers are the best source of support and guidance.
- (iii) Assessment tasks will be posted on our website.
- (iv) If an extension is required, an application must be made to the teacher before the due date (refer sample extension form within).

- (v) In fairness to students who complete tasks on time, late submissions (without arranged extensions) will be penalised by a reduction of 10 % per day for up to 5 days. Following 5 days a zero mark will be awarded.
- (vi) Hand in assessment tasks should be accompanied by a cover sheet which declares that the work is solely that of the student (refer sample cover sheet within). These sheets are also available on our website.

## **HOMEWORK**

Homework is also a valuable educational tool. It allows students to practise, extend and consolidate their classroom learning. Homework provides training in planning and time management and develops a range of skills in identifying and using information resources. It also assists students to establish a habit of study, concentration and self-discipline.

The three main types of homework:

- Practice exercises – providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills.
- Preparatory homework – providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons.
- Extension assignments – encouraging students to pursue knowledge individually and creatively.

Homework will be set and completed on a regular basis in most subjects. The amount will vary between subjects and at different times throughout the year. It is expected that all set homework will be completed.

Homework diaries are useful to develop students' organisational skills and time management, and to improve home-school communication in the junior years.

Finally...

Assessment tasks and homework both strengthen student knowledge and skills. If students require any support, apart from their teacher, our wonderful **Study Centre** which operates Monday to Thursday each week until 4.45pm in our Library, is a highly supportive resource.

**Year 9 English**  
**Course Overview**

The study of English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences.

Students will engage in a range of units including:

- Novel Study: *Catching Teller Crow*, *The Interrogation of Ashalai Wolf*, *Deadly Unna*
- Shakespeare: *Romeo and Juliet*
- Wilfred Owen's Poetry
- Dystopia and The Hunger Games
- Media Literacy

**Assessment Schedule**

| <b>Task</b>                             | <b>Weight</b> | <b>Date Due</b> |
|---|---------------|-----------------|
| Novel Study Assessment Task             | 20%           | Term 1          |
| Half Yearly Examination                 | 20%           | Term 2          |
| <i>Romeo and Juliet</i> Assessment Task | 20%           | Term 2          |
| Wilfred Owen's Poetry Assessment Task   | 20%           | Term 3          |
| Yearly Examination                      | 20%           | Term 4          |

## Mathematics

### Course Overview

Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives. Students will cover a range of topics including:

|  |   |
|--|---|
| <p>5.3<br/> Pythagoras' Theorem and Surds<br/> Working with Numbers<br/> Products and Factors<br/> Earning Money<br/> Indices<br/> Surface Area and Volume<br/> Equations<br/> Trigonometry<br/> Investigating Data<br/> Geometry<br/> Co-ordinate Geometry and Graphs<br/> Probability<br/> Congruent and Similar Figures</p> | <p>5.2/5.1<br/> Pythagoras' Theorem<br/> Working with Numbers<br/> Algebra<br/> Equations<br/> Indices<br/> Congruent and Similar Figures<br/> Trigonometry<br/> Earning Money<br/> Investigating Data<br/> Probability<br/> Co-ordinate Geometry and Graphs<br/> Surface Area and Volume<br/> Geometry</p> |
|--|---|

### Assessment Schedule

| Task                            | Weight | Date Due   |
|---------------------------------|--------|------------|
| Term 1 Test                     | 10%    | Term 1     |
| Half-Yearly Examination         | 20%    | Term 2     |
| Term 3 Test                     | 20%    | Term 3     |
| Assignment                      | 10%    | Term 3     |
| Yearly Examination              | 30%    | Term 4     |
| Topic tests, bookwork, homework | 5%     | Terms 1&2  |
| Topic tests, bookwork, homework | 5%     | Terms 3 &4 |

## SCIENCE

### Course Overview

The aim of the Year 9 Science course is to extend students' knowledge and understanding of the four strands of Science covered in Stage 4 (Physical World, Chemical World, Earth and Space and Living World). The Year 9 program also builds on the Working Scientifically Skills that were introduced in Stage 4 Science.

Generally, students will cover two topics and at least one assessment task per term. Year 9 students are required to complete a Student Research Project, where they will be required to design, conduct and report on a practical experiment.

Students will have allocated time during identified lessons to work on assessment tasks but will be expected to complete assessments in their own time.

Year 9 topics include:

- The Periodic Table,
- Ecology
- Electricity
- Coordination systems
- Reactions (chemical and nuclear)
- Energy Transfers
- Cosmology

### Assessment Schedule

| Task  | Weight | Date Due            |
|---|--------|---------------------|
| Chemical Reactions Practical Investigation        | 15%    | Term 1              |
| Half Yearly Stations Test (Practical skills test) | 25%    | Term 2              |
| Student Research Project                          | 25%    | Term 3              |
| Yearly Examination                                | 25%    | Term 4              |
| Classwork/Book Mark                               | 10%    | Throughout the year |

## HSIE

### Course Overview

Human Society and its Environment is the study of how humans interact with the world, how societies operate and how they are changing. Through the study of history and geography, students develop the skills to prepare them to actively and responsibly participate as informed citizens in the contemporary world. In HSIE students will learn to, synthesise and analyse complex information from a variety sources, apply geographical skills to the physical and human environment, and convey their knowledge and understanding in a variety of formats.

In Year 9 History and Geography, your child will participate in the following units of study:

- Industrial Revolution/Progressive Ideas and Movements
- Sustainable Biomes
- Making a Nation
- World War 1
- Changing Places

### Assessment Schedule

| Task                    | Weight | Date Due |
|-------------------------|--------|----------|
| Source Speech           | 20%    | Term 1   |
| Half-Yearly Examination | 10%    | Term 2   |
| Sustainability Report   | 20%    | Term 2   |
| Soldier Research Task   | 20%    | Term 3   |
| Yearly Examination      | 30%    | Term 4   |

## PD/H/PE

### Course Overview

The study of PD/H/PE in 7 – 10 aims to enable students to develop the:

- Knowledge
- Understanding
- Skills
- Values
- Attributes

To lead and promote healthy, safe and active lives

### Assessment Schedule

| Units                                    | Weight | Date Due |
|--|--------|----------|
| Looking At Me (Lifestyle/Nutrition)      | 12.5 % | Term 1   |
| Cross Country/Athletics                  | 12.5 % | Term1    |
| Netball                                  | 12.5 % | Term 2   |
| First Aid/Emergency Care                 | 12.5 % | Term 2   |
| Soccer/Lacrosse                          | 12.5 % | Term 3   |
| A State of Mind R.U.O.K. (Mental Health) | 12.5 % | Term 3   |
| Volleyball                               | 12.5 % | Term 4   |
| Racism No Way                            | 12.5 % | Term 4   |



## **Aboriginal Studies Stage 5**

### **Course Overview**

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.

Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities.

### **Assessment Schedule**

| <b>Task</b>              | <b>Weight</b> | <b>Date Due</b> |
|--------------------------|---------------|-----------------|
| Self Determination Study | 10%           | Term 1          |
| Burra Bee Dee Project    | 20%           | Term 2          |
| NAIDOC Presentation      | 20%           | Term 2          |
| Cultural Toolkit         | 50%           | Term 4          |

## **Agriculture Technology Stage 5**

### **Course Overview**

Agriculture is not designed to turn out farmers but, rather, to provide students with a general idea of agriculture in Australia and, more importantly, their local area. Students gain skills and ideas on local agricultural enterprises in plant and animal industries.

Course Topics for Year 9 & 10 Year A of a two year cycle include:

- Introduction to Ag
- Plant Production
- Sustainable Ag (Plant Focus)

Equal amounts of time is spent on theory and practical tasks. Practical task:

- Experiments and activities associated with the above topics
- Students are responsible for their own area of soil (plot) in which to grow a large variety of vegetables
- Day to day care and monitoring growth of poultry, sheep, pigs and cattle.

### **Assessment Schedule**

| <b>Task</b>                                   | <b>Weight</b> | <b>Date Due</b> |
|---|---------------|-----------------|
| Practical Report – Soil Analysis & Comparison | 15%           | Term 1          |
| Half Yearly Practical                         | 10%           | Term 2          |
| Plant Research Task                           | 20%           | Term 2          |
| Yearly Examination                            | 30%           | Term 3          |
| Yearly Practical                              | 15%           | Term 4          |
| Book Mark                                     | 10%           | Term 4          |

## Commerce

### Course Overview

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

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.

### Assessment Schedule

| Task               | Weight | Date Due |
|--------------------|--------|----------|
| Investment Plan    | 20%    | Term 1   |
| Class Business     | 10%    | Term 2   |
| Class Test         | 20%    | Term 2   |
| Travel Plan        | 20%    | Term 3   |
| Yearly Examination | 30%    | Term 4   |

## **Design Technology**

### **Course Overview**

In Design and Technology, students investigate, analyse and apply a range of design concepts and design processes. Students are provided with the opportunity to engage in technological innovation and the world of design. They apply and evaluate processes when developing design ideas and solutions. Through engagement of with project work, students develop skills to manage time as they sequence, produce and evaluate in relation to a design process using a variety of technologies. Students develop knowledge, understanding and appreciation of the relationship between past, present and emerging technologies and innovation activities, and evaluate and explain the impact of these on the individual, on society and on environments. Students develop skills in:

- Website design and development
- Graphic Design
- Marketing
- Computer Aided Design (CAD)
- Manufacturing with materials – such as textiles, timber, food and polymers.

### **Assessment Schedule**

| <b>Task</b>                                     | <b>Weight</b> | <b>Date Due</b>  |
|---|---------------|------------------|
| Design Project 1 – Website design and marketing | 25%           | Term 1           |
| Design Project 2 - Architecture                 | 20%           | Term 2           |
| Design Project 3 - Food                         | 25%           | Term 3<br>Term 4 |
| Research Task – Case Study                      | 20%           | Ongoing          |
| Bookwork  | 10%           |                  |

**Food Technology  
Course Overview**

This subject enables students to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

The four focus areas studied over the course of the year include:

- Term 1 - Selection and Health
- Term 2 - Food Equity
- Term 3 - Food for Special Occasions
- Term 4 - Food for Special Needs

**Assessment Schedule**

| <b>Task</b>                           | <b>Weight</b> | <b>Date Due</b> |
|---------------------------------------|---------------|-----------------|
| Food Health Topic Test                | 15%           | Term 1          |
| Food Equity Assignment                | 15%           | Term 2          |
| Food for Special Occasions Assignment | 15%           | Term 3          |
| Food for Special Needs Test           | 15%           | Term 4          |
| Practical Assessment                  | 40%           | Term 1-4        |

## **History Archaeology**

### **Course Overview**

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts.

The study of History Archaeology enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

### **Assessment Schedule**

| <b>Task</b>        | <b>Weight</b> | <b>Date Due</b> |
|--------------------|---------------|-----------------|
| Presentation       | 20%           | Term 1          |
| Source Analysis    | 30%           | Term 2          |
| Research Essay     | 20%           | Term 3          |
| Yearly Examination | 30%           | Term 4          |

| <b>Industrial Technology Metal</b>   |               |                 |
|--|---------------|-----------------|
| <b>Course Overview</b>   |               |                 |
| <p>Students develop knowledge and understanding of materials and processes related to the Metal and Engineering industry. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.</p> <p>Students will develop their skills through the completion of projects that get progressively more complex and allow for the sequential development of skills, techniques and processes.</p> |               |                 |
| <b>Assessment Schedule</b>   |               |                 |
| <b>Task</b>  | <b>Weight</b> | <b>Date Due</b> |
| <u>SEMESTER 1</u>  |               |                 |
| Practical Project 1  | 25%           | Term 2          |
| Safety   | 10 %          | Term 2          |
| Half-Yearly Assessment: Prac Test  | 15 %          | Term 2          |
| <u>SEMESTER 2</u>  |               |                 |
| Practical Project 2  | 30%           | Term 4          |
| Safety   | 10%           | Term 4          |
| Yearly Exam:   | 10%           | Term 4          |

## Industrial Technology Timber

### Course Overview

Students develop knowledge and understanding of materials and processes related to the Timber and Furnishing industry. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students will develop their skills through the completion of projects that get progressively more complex and allow for the sequential development of skills, techniques and processes.

### Assessment Schedule

| <b>Task</b>                       | <b>Weight</b> | <b>Date Due</b> |
|-----------------------------------|---------------|-----------------|
| <u>SEMESTER 1</u>                 |               |                 |
| Practical Project 1               | 25%           | Term 2          |
| Safety                            | 10 %          | Term 2          |
| Half-Yearly Assessment: Prac Test | 15 %          | Term 2          |
| <u>SEMESTER 2</u>                 |               |                 |
| Practical Project 2               | 30%           | Term 4          |
| Safety                            | 10%           | Term 4          |
| Yearly Exam:                      | 10%           | Term 4          |



## Music

### Course Overview

In the Music course in Year 9 and 10, students develop skills in composing, performing and listening. Each year, students study three topics. The topics for 2023 are:

- Popular Music
- Australian Music
- Art Music of the 20th and 21st Centuries

In the course of the year, students refine and expand their knowledge of the Concepts of Music. These concepts underpin all listening activities and assessments. There are as follows: Tone Colour, Texture, Pitch, Duration, Dynamics and Expressive Techniques and Structure. Students learn how to write extended responses in which they analyse musical excerpts using the Concepts of Music. In the performance component, students work at class band pieces, group performances as well as their own solo repertoire and exercises. The practical component is integrated into all of the activities and students spend a significant amount of time playing their chosen instruments. Composition activities are completed in writing as well as with notation software such as MuseScore.

### Assessment Schedule

| Task                    | Weight | Date Due |
|-------------------------|--------|----------|
| Research Task           | 10%    | Term 1   |
| Composition Task        | 15%    | Term 1   |
| Half-Yearly Examination | 15%    | Term 2   |
| Performance Concert     | 20%    | Term 2   |
| Viva Voce               | 15%    | Term 3   |
| Performance             | 10%    | Term 4   |
| Yearly Examination      | 15%    | Term 4   |

## PASS

### Course Overview

#### Knowledge and Understanding

Students:

- Develop a foundation for efficient participation and performance in physical activity and sport
- Develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- Enhance the participation and performance of themselves and others in physical activity and sport

#### Skills

Students:

- Develop the personal skills to participate in physical activity and sport with confidence

#### Values and attitudes

Students:

- Develop a commitment to lifelong participation in physical activity and sport
- Develop an appreciation of the enjoyment and challenge of participation in physical activity and sport
- Recognise the value contributions of physical activity and sport have to wellbeing and society.

### Assessment Schedule

| Task                        | Weight | Date Due |
|-----------------------------|--------|----------|
| Sports Nutrition            | 12.5%  | Term 1   |
| Disability Sports           | 12.5%  | Term 1   |
| Sports Psychology           | 12.5%  | Term 2   |
| Volleyball                  | 12.5%  | Term 2   |
| Fitness Theory              | 12.5%  | Term 3   |
| Fitness Practical           | 12.5%  | Term 4   |
| Biomechanics and Technology | 12.5%  | Term 4   |
| Golf                        | 12.5%  | Term 4   |

## Performing Arts

### Course Overview

Performing Arts is an enjoyable and practical subject that helps students to build valuable skills and boost their self-assurance in performance. This involves mastering the use of stage, physical presence, and connecting with an audience.

In this course, students explore the 4 essential concepts of performing arts which are protocols, space, presence, and audience. Through a student's selected artistic form, students will consider how performing artists can craft and control performance space, stage presence, and performing arts protocols to intentionally engage a live audience.

In 2024 students will study:

- Performing Arts Essentials
- Performing Arts Event
- Taking Inspiration
- Now Playing

### Assessment Schedule

| Task   | Weight | Date Due |
|--|--------|----------|
| Group small performance and exegesis         | 25%    | Term 1   |
| Performing Arts Event – Musical and exegesis | 25%    | Term 3   |
| Installation and Viva Voce                   | 25%    | Term 3   |
| Original Performance/Design/Proposal         | 25%    | Term 4   |

| <b>SUPPORT UNIT</b>  |
|--|
| <b>Course Overview</b>   |
| <p>Assessment is a significant part of subjects in the Support Unit.</p> <p>Teachers assess student needs for learning during every period and make adjustments for each student. At the end of each unit and Term teachers use specific assessment documents that indicate what learning has taken place. Evidence of learning is also collected for a portfolio.</p> |

| <b>Visual Arts</b>   |               |                 |
|--|---------------|-----------------|
| <b>Course Overview</b>   |               |                 |
| <p><b>The Visual Arts (Elective)</b> course provides opportunities for students to extend upon their understanding through the making and studying of art. The 9/10 Visual Arts (Elective) course continues to build an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks at a deeper level. Visual Arts enables students to become informed about, understand and write about their contemporary world. Students will learn to make and interpret artworks through the exploration of a variety of forms, viewpoints and approaches.</p> <p>Students will study Visual Arts (Elective) for up to 200 hours across Years 9 and 10. Students are assessed throughout the course on their understanding of knowledge, skills and abilities in both practical and theoretical tasks. Each assessment task counts toward the final mark and informs their outcome achievement. Students have an opportunity to explore their own interests and skills, through the completion of a practical Body of Work, during Term 2.</p> |               |                 |
| <b>Assessment Schedule</b>   |               |                 |
| <b>Task</b>  | <b>Weight</b> | <b>Date Due</b> |
| Still Life   | 30%           | Term 2          |
| Half Yearly Examination  | 10%           | Term 2          |
| Body of Work   | 30%           | Term 3          |
| Yearly Examination   | 20%           | Term 4          |
| Public Art   | 10%           | Term 4          |



# COONABARABRAN HIGH SCHOOL

## ASSESSMENT COVER SHEET AND DECLARATION (YEARS 7-10)

SUBJECT: \_\_\_\_\_

DUE DATE: \_\_\_\_\_

TASK NAME: \_\_\_\_\_

TEACHER: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

### Declaration of Original Work

The purpose of this declaration is to remind you that all work you submit must be your own work and must not be plagiarised from other sources or copied from another student.

- \* This declaration must be completed and submitted with the assessment task.
- \* Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what plagiarism and academic misconduct is.

#### **DECLARATION**

- \* The work that I have submitted is my own work and has not been submitted for assessment before;
- \* I have kept a copy of this assessment and all relevant notes and reference material that I used in the production of the assessment;
- \* I have given references for all sources of information that are not my own, including the words, ideas and images of others.
- \* I have read and understood the School's policy on assessment and academic honesty\* and that this task complies with those policies.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**COONABARABRAN HIGH SCHOOL**  
**YEAR 7-10 COURSE ASSESSMENT TASK**  
**APPLICATION FOR EXTENSION/ POSTPONEMENT**

NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

ASSESSMENT TASK: \_\_\_\_\_

DUE DATE: \_\_\_\_\_ DATE OF APPLICATION: \_\_\_\_\_ NOW DUE: \_\_\_\_\_

REASON FOR APPLICATION:

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Student's Signature: \_\_\_\_\_ Parent's Signature: \_\_\_\_\_

Subject Teacher: \_\_\_\_\_