


## YEAR 9

# 2026 ASSESSMENT HANDBOOK

# FOREWORD

Welcome to Year 9, the first year of Stage 5 as you approach the midpoint of your secondary education. The next two years will provide you with opportunities to expand your knowledge and understanding of key concepts learnt during Stage 4 in preparation for your post school intentions or Stage 6 studies. You will also commence the completion of elective courses, where you will refine skills in two subjects of your own choice. Naturally, as you progress through Year 9 and Year 10, you will begin to notice an increase in the number and complexity of the formal and informal assessments. This handbook has been designed to assist you in being organised and aware of the procedures and processes which support effective assessment at Mount Carmel Catholic College, and will become a valuable addition to your planning and preparations for the year ahead.

The following pages are designed to give you necessary information regarding assessment procedures for Year 9. Each of your teachers will work with you to provide you with learning opportunities that aim to achieve maximum results. Your teachers will challenge you to exceed your own expectations and to achieve excellence in each of the subjects that you will experience throughout this year. This handbook contains information about the internal assessment program at the College as well as additional information which supports effective assessment.

It is your responsibility to be aware of our expectations with regards to assessment as outlined in this booklet, and so this should become a useful and familiar resource for you to remain organised and aware of procedures that must be adhered to. As always, if you have any questions regarding the information outlined on the pages that follow, please do not hesitate to contact the College to clarify. We wish you all the best in Year 9 and look forward to supporting you as you commence your secondary education at Mount Carmel Catholic College.

Mr Stephen Lo Cascio
*Principal*

Ms Chardy Miller
*Leader of Learning - Curriculum Pedagogy*

Mr Liam Campbell
*Year 9 Coordinator*

# GLOSSARY OF ACRONYMS & KEY TERMS

| | |
|---|---|
| Informal Assessment | "Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment. Informal assessment may include a range of strategies including class work and work in progress, questioning, class discussion, group work, observations and monitoring, student self-evaluation and reflection, and peer feedback" (NESA, 2021). |
| Formal Assessment | "Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings" (NESA, 2021). |
| Formative Assessment | Formative assessment is any form of assessment that occurs throughout the learning process, providing teachers with an opportunity to provide ongoing feedback throughout the learning and teaching process. |
| NESA | The NSW Education Standards Authority (NESA) is an independent statutory authority who "support the school sectors to deliver the best possible outcomes for students through high-quality syllabuses, assessment, teaching standards and school environments" (NESA, 2021) |
| RoSA | NESA "issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12" (NESA, 2021). |
| Summative Assessment | Summative assessment is the assessment that occurs at the conclusion of a unit of work or course, and provides the student with an opportunity to reflect their knowledge and understanding or skills attained as a result of the learning that took place. |
| Syllabus | Each course has a corresponding syllabus which provides an overview of knowledge, understanding, skills, values and attitudes that students are expected to develop at each stage of learning through providing outcomes, content and other requirements that teachers must follow when programming. |

# STAGE 5 STUDIES

## COMMON PERFORMANCE DESCRIPTORS & THE COMMON GRADE SCALE

**Course Performance Descriptors** are used as a guideline for each criteria. These can be found below the **Assessment** section on the relevant syllabus page on the NESA website. The Common Grade Scale is used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Content Endorsed Courses such as Physical Activity and Sport Studies.

| GRADE | DESCRIPTOR |
|---|---|
| **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. |

Source: NESA. (2021). *Common Grade Scale*. Retrieved from https://educationstandards.nsw.edu.au

# ASSESSMENT

## STRUCTURE & PURPOSE

The College's Assessment Policy, which is contained in this Handbook, has been designed so that no student can be advantaged or disadvantaged by the College's system of assessment. Assessment at Mount Carmel encourages the 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 is defined as 'the process of gathering and interpreting information about the development of student learning'. We promote:

| | |
|---|---|
| **Assessment of learning** | which assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. |
| **Assessment as learning** | which occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning. |
| **Assessment for learning** | which involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding. |

Source: NESA. (2021). *Assessment for, as and of learning.* Retrieved from https://educationstandards.nsw.edu.au

This handbook outlines the formal assessments which account for the Assessment of Learning. Note that in the assessment schedules published in this handbook:

- the same outcomes may be assessed by more than one task.
- one task can assess more than one area for assessment.

# ASSESSMENT

## ASSESSING STUDENT PERFORMANCE

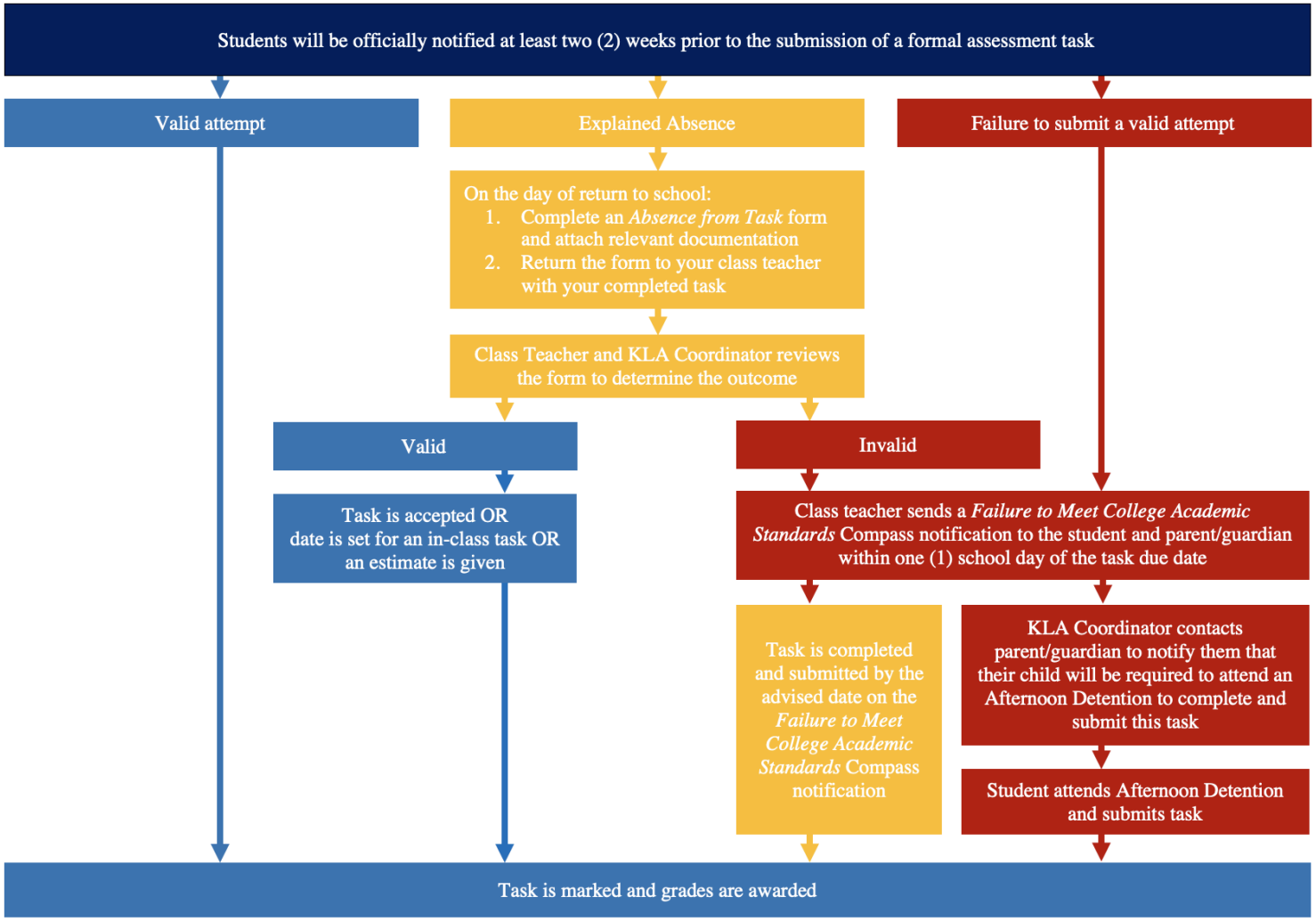
In each KLA, student performance is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. The type of assessment activity and the way evidence of learning will be gathered will vary depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs

Student performance in all KLAs is **monitored** and **recorded** through the practices of frequent teacher interaction with individual and small groups of students and of making appropriate notations of student achievement. Notations may include but are not limited to feedback on student work, performance on individual tasks as determined by criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.

# ASSESSMENT OF LEARNING

## OVERVIEW OF THE PROCESS OF NOTIFICATION & SUBMISSION



# ASSESSMENT OF LEARNING

## FREQUENCY, SCHEDULING & SUBMISSION OF TASKS

**Task Due Dates**

Formal assessments will begin in Term 1, 2026 and they will conclude at the end of Term 4, 2026. Formal Assessment is limited so that students will generally complete two (2) tasks. Due dates are indicated by term and week for assessment tasks in the schedules for each course contained in this booklet. You will receive written notification of the assessment task at least two (2) weeks before the task is due. If you are absent on the day a task notification is distributed, it is **your** responsibility to check your emails as all tasks distributed to students will be communicated digitally on the same day. Absence on the day a task is distributed will **not** constitute grounds for an appeal.

**Procedures for Task Submission**

- All tasks are to be completed and submitted by the specified date to the KLA Coordinator or Class Teacher at the designated place (as notified by the teacher) by 8:40am
- If the task is to be completed in class it is to be submitted at the prescribed time.
- Tasks are **not** to be handed to teachers during a lesson or left in a teacher's pigeonhole
- Practical tasks need to be submitted by 8:40am on the due date to the specialist teaching area as directed by the KLA Coordinator.

**Late Submissions**

A task submitted after 8:40am will be recorded as 'Late', a zero mark will be awarded, and you will be required to submit an *Absence from Task* form with reasons why the mark for the task should be altered. Regardless of the reason, if an assignment is submitted late you must report immediately to Student Services, complete an *Absence from Task* form and then submit the task with the *Absence from Task* form attached. All late tasks are to be handed in at the College Office and signed in to a member of the office staff.

# ASSESSMENT POLICIES & PROCEDURES

## ABSENCE FROM AN ASSESSMENT TASK

We understand that there may be unpredicted incidents which influence your capacity to complete or submit a task on the due date. In every instance of absence on the day of a task, it is best practice to contact the College Office before 8:40am and leave a message for your Year Coordinator and the relevant Class Teacher. Please note that in the event of an absence prior to an assessment or examination block a student may be asked to provide documentation (medical or otherwise) to explain the absence. To avoid consequences for non submission/completion of a task, students must:

1. **Complete an *Absence from Task* form and attach relevant documentation:** An *Absence from Task* form can be collected from the Leader of Learning - Curriculum Administration Coordinator or via Compass (see the Favourites drop down menu).
2. **Return the form to your Class Teacher with the completed task (if the task is a hand-in submission on your first day back at school post absence**. If you miss an examination or an in class task, please assume that you will complete a substitute task at the first available opportunity.

**Tasks Due on the day of College Representation**

No extension of submission time for a hand in assessment will be granted due to Representing the College (e.g for sport). Failure to submit an assessment that is missed due to this reason will not be upheld as an appeal. If you are absent at the time an assessment is due as a result of Representing the College, you must complete a *Request to Reschedule a Task* form (collected from the Leader of Learning - Curriculum Administration) and return this no later than two (2) weeks prior to the due date of the task. A suitable alternate time for task completion will be organised upon submission of this form. All hand in tasks must be submitted to the KLA Coordinator or Class Teacher prior to the period/day of Representing the College or digitally before 8:40am on the due date of the task.

# ASSESSMENT POLICIES & PROCEDURES

## FACTORS WHICH MAY INFLUENCE TASK SUBMISSION

**Issues with Technology**

The use of technology (e.g. word processors, computer printers) is your responsibility. No allowances will be made for problems related to technical malfunctions. The College will not accept assessment tasks submitted on a portable storage device. Work that has been completed on a computer is to be saved on a hard drive. It is recommended that students use Google Drive as an additional storage location of assessments in all circumstances. All draft work completed on a computer should be backed up by the student. An additional safeguard in an emergency is that you can email the task to the Class Teacher if you experience a printing failure the night before submitting a task. Students who experience technology failure should submit drafts of the assessment task and can complete the Appeal Procedure. Failure to comply with the procedures as listed above will result in a zero for the task concerned.

**Extensions**

In rare circumstances, students may apply for an extension to the due date for a task. Students can apply for an extension by lodging an *Extension Appeal* form to the Leader of Learning - Curriculum Administration before the original due date for the task.

**Pre - Approved Leave From The College Principal**

All known leave for pressing family or medical reasons must be approved by the College Principal by applying for known leave to the College Principal in writing at least two (2) weeks in advance. Students who will be absent for more than **twenty** (20) school days must apply for an *Exemption from School Attendance*. This will then be passed onto the College Principal for review in accordance with Government requirements. Unexplained absences of twenty (20) days or more will be reported to NESA.

# ASSESSMENT POLICIES & PROCEDURES

## MALPRACTICE & NON COMPLETION

**Malpractice is any activity that allows you to gain an unfair advantage over other students**. Examples of malpractice includes:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- unauthorised use of generative AI (artificial intelligence) tools
- building on someone else's ideas without acknowledging the original source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching College examination rules (such as bringing in a mobile phone or electronic device or notes or disrupting the exam room and not compiling with instructions)
- using non-approved aides or equipment during an assessment task
- giving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice (such as sharing assessments)
- providing fraudulent evidence in applications for disability provisions or illness/ misadventure

If a student's work is found to exhibit malpractice, the submission may be deemed invalid and parents will be informed in writing.

**Non Completion**

Non completion of course requirements includes instances where a student:

- has not submitted the task by the due date or time
- fails to provide an acceptable reason for an absence from an in-class task

In this instance, a warning letter explaining the consequence for non completion will be issued.

# ASSESSMENT SCHEDULES

## UNDERSTANDING ASSESSMENT SCHEDULES

When reading a course assessment schedule it is important to remember:

- there are generally two (2) to three (3) tasks in each schedule that need to be undertaken
- a range of assessment tasks are used as outlined in the syllabus
- the types of tasks used for internal assessment are broad. This gives students the opportunity to demonstrate their achievement of the standards in different ways. A broader range of tasks also allows a wider range of outcomes to be assessed.

When reading each schedule, refer to the guide below to interpret the information presented.

**Due Date:** A term and week will be specified. The specific date that the task is due will be indicated on the task notification. The due date refers to the date the task must be submitted/completed. Make note of this in your student diary. All hand in tasks must be submitted by 8:40am.

**Task Type:** You will be assessed using a range of assessment strategies. This section provides some insight into the format of each task e.g. Report, In-class Test, Research Project.

**Mode:** At times, tasks will be completed during an assigned lesson (in class), or you may be expected to submit the task by 8:40am on the due date (hand in). This section indicates the mode of the task, and therefore the time that it must be submitted/completed.

**Areas for Assessment:** Throughout the year, you will be assessed on your ability to demonstrate your knowledge, understanding and skills based on the syllabus for each course. The syllabus specifies areas of assessment which you will be assessed on.

YEAR COURSE

**CATHOLIC STUDIES**

**20XX ASSESSMENT PLAN**

The purpose of assessment in Catholic Studies is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment.
The Common Formal Assessment experiences are set out below:

| | Task Number | Task One | Task Two | Task Three |
|---|---|---|---|---|
| | Due Date | Term 2, Week 6<br>dd/mm/yyyy | Term 3, Week 6<br>dd/mm/yyyy | Term 4, Week 3<br>dd/mm/yyyy |
| | Task Type | Test | Presentation | Research |
| | Mode | In Class | Hand In | Hand In |
| **Areas for Assessment** | | **Sacred Scriptures** | **Affirming Human Dignity** | **Stewards of Creation** |
| Knowledge | | Articulates an understanding of the core beliefs of the Catholic Tradition<br>Describes the structure of the Bible and some of its principle themes | Identifies that being human involves rights and responsibilities.<br>Recognises the inherent dignity of all people | Understands that human beings participate in, contribute to and are responsible for God's creation. |
| Skills | | Investigates and identifies the key characteristics of Catholic communities.<br>Locates and explore and draw meaning from a range of scripture passages | Applies Christian beliefs and principles to decision making processes | Explores and identifies ways by which people may be stewards of creation. |
| Communication | | Demonstrates religious literacy through written, oral and/or visual means. | Demonstrates religious literacy through written, oral and/or visual means. | Demonstrates religious literacy through written, oral and/or visual means. |

YEAR 9 MANDATORY COURSE

# CATHOLIC STUDIES

## 2026 ASSESSMENT PLAN

The purpose of assessment in Catholic Studies is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | Task Number | Task One | Task Two | Task Three |
|---|---|---|---|---|
| | **Due Date** | Term 1, Week 9<br>24/03/2026 | Term 3, Week 4 | Term 4, Week 5<br>09/11/2026 |
| | **Task Type** | **Presentation** | **Test** | **Research** |
| | **Mode** | Hand In | In Class | Hand In - In Class |
| **Areas for Assessment** | | **Sacraments of Healing** | **Biblical Writing** | **Living the Commandments** |
| Knowledge | | Examines the Catholic belief that 'truth' consists of knowledge and meaning. | Explains the features and purposes of a range of literary forms used in the Old and New Testaments. | Explains how the Ten Commandments and the Beatitudes guide the Christian life |
| Skills | | Analyses the Catholic Church's response to evil, suffering and death. | Classifies Scripture passages according to their literary form and interprets them for their intended meaning. | Interprets the call of the Beatitudes and applies this to a range of life situations |
| Communication | | Demonstrates religious literacy through written, oral and/or visual means. | Demonstrates religious literacy through written, oral and/or visual means. | Demonstrates religious literacy through written, oral and/or visual means. |

YEAR 9 COURSE

# ENGLISH

## 2026 ASSESSMENT PLAN

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Assessment is an integral part of teaching and learning. *Assessment for, as and of learning* are approaches that are used individually or together, formally or informally, to gather and evaluate evidence about student achievement and to improve student learning.

| | Reading | Writing | Speaking | Listening | Viewing/Representing |
|---|---|---|---|---|---|
| | • Performance readings<br>• Oral and written retellings<br>• Reading comprehension<br>• Extended research<br>• Visual representation<br>• Whole class and small group discussions<br>• Socratic seminar<br>• Student/teacher conferences | • Thesis writing<br>• Journal writing<br>• Text annotation<br>• Critical response<br>• Narrative writing<br>• Poetry writing<br>• Reflective writing<br>• Collaborative writing<br>• Interview transcript<br>• Comparative response<br>• Vocabulary tasks | • Prepared and impromptu speeches<br>• Debates<br>• Student/teacher conferences<br>• Peer discussions<br>• Interview<br>• Forum discussions (virtual)<br>• Poetry recitals<br>• Presentations (using digital tools) | • Peer discussions<br>• Written and oral retellings<br>• Conferences<br>• Dictation tasks<br>• Listening comprehension task<br>• Socratic Seminar | • Imaginative recreation<br>• Letter and journal writing<br>• Role play<br>• Storyboarding<br>• Character profiles<br>• Reflective responses<br>• Inquiry questioning: e.g. what do you see, think wonder? |

YEAR 9 MANDATORY COURSE

# HISTORY & GEOGRAPHY

## 2026 ASSESSMENT PLAN

The purpose of assessment in History and Geography is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 2, Week 5 | Term 4, Week 4 |
| | **Task Type** | **Source Based Task** | **Stimulus Based Task** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | **History** | **Geography** |
| Knowledge | | HT5-1, 5-4 | GE5-2, GE5-3 |
| Skills and inquiry | | HT5-5, HT5-7 | GE5-7 |
| Communication | | HT5-9 | GE5-8 |

YEAR 9 MANDATORY COURSE

# MATHEMATICS CORE

## 2026 ASSESSMENT PLAN

The purpose of assessment in Mathematics is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. Grades for all tasks will be allocated using the NESA Common grading scale.
The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 2, Week 6 | Term 3, Week 7 |
| | **Task Type** | **Topic Test** | **Topic Test** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | | |
| Working mathematically | | MAO-WM-01 | MAO-WM-01 |
| Number and Algebra | | MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01 | MA5-MAG-C-01 |
| Measurement and Geometry | | | MA5-TRG-C-01, MA5-TRG-C-02, MA5-ARE-C-01 |
| Statistics and Probability | | | |

YEAR 9 MANDATORY COURSE

# MATHEMATICS PATHS

## 2026 ASSESSMENT PLAN

The purpose of assessment in Mathematics is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. Grades for all tasks will be allocated using the NESA Common grading scale.
The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 2, Week 6 | Term 3, Week 7 |
| | **Task Type** | **Topic Test** | **Topic Test** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | | |
| Working mathematically | | MAO-WM-01 | MAO-WM-01 |
| Number and Algebra | | MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02 | MA5-MAG-C-01, MA5-ALG-P-01, MA5-ALG-P-02 |
| Measurement and Geometry | | | MA5-TRG-C-01, MA5-TRG-C-02, MA5-ARE-C-01, MA5-ARE-P-01 |
| Statistics and Probability | | | |

YEAR 9 MANDATORY COURSE

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## 2026 ASSESSMENT PLAN

The purpose of assessment in PDHPE is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 2, Week 1 | Term 4, Week 1 |
| | **Task Type** | **Case Study** | **Examination** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | **Mental Wellness** | **Respect in Relationships** |
| Skills | | PH5-SMI-01, PH5-SHW-01, PH5-IBC-01 | PH5-SMI-01, PH5-SHW-01, PH5-RRL-01 |

YEAR 9 MANDATORY COURSE

# SCIENCE

## 2026 ASSESSMENT PLAN

The purpose of assessment in Science is to gather valid evidence of your learning to demonstrate your achievement of course outcomes, specifically focusing on your knowledge, understanding, and skills in Working Scientifically. Assessment is ongoing and takes various forms, ranging from competence in class work, mandatory Depth Studies, practical investigations, examinations, and self-reflection to formal grading.
The Common Formal Assessment experiences, are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 1, Week 8 | Term 4, Week 2 |
| | **Task Type** | **Practical Skills (In-Class)** | **Knowledge & Skills Task** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | **Energy** | **Materials** |
| Knowledge and understanding | | | SC5-OTU-01 |
| Application of knowledge | | | SC5-WS-07 |
| Analysis of information | | SC5-WS-05<br>SC4-WS-06 | SC5-WS-06<br>SC5-WS-05 |
| Investigations | | SC5-WS-01<br>SC5-WS-02,<br>SC5-WS-03 | |
| Communication of information | | SC5-WS-08 | SC5-WS-08 |

YEAR 9 ELECTIVE COURSE

# CHILD STUDIES

## 2026 ASSESSMENT PLAN

The purpose of assessment in Child Studies is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 1, Week 9 | Term 3, Week 9 |
| | **Task Type** | **In Class Response** | **Topic Test** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | **Module 1: Preparing for Parenthood**<br>**Module 2: Conception to Birth** | **Module 3: Family Interactions**<br>**Module 7: Health and Safety in Childhood** |
| Knowledge and understanding | | CS5-2, CS5-5, CS5-7, CS5-8, | CS5-6, CS5-9 |
| Skills | | CS5-11, CS5-12 | CS5-11, CS5-12 |

YEAR 9 ELECTIVE COURSE

# COMMERCE (100 Hours)

## 2026 ASSESSMENT PLAN

The purpose of assessment in Commerce is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | Task Number | Task One | Task Two |
|---|---|---|---|
| | **Due Date** | Term 2, Week 2 | Term 4, Week 1 |
| | **Task Type** | **Knowledge & Skills Test** | **Research Report** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | **Consumer & Financial Decisions** | **Running a Business** |
| Knowledge and understanding | | COM5.1, COM5.2, COM5.3 | COM5.1 |
| Skills and inquiry | | COM5.4, COM5.5 | COM5.5, COM5.7 |
| Communication | | COM5.8 | COM5.8 |

YEAR 9 ELECTIVE COURSE

# HISTORY ELECTIVE (100 Hours)

## 2026 ASSESSMENT PLAN

The purpose of assessment in History Elective is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 1, Week 9 | Term 3, Week 9 |
| | **Task Type** | **Source Based Task** | **Historical Investigation** |
| | **Mode** | In Class | Hand In |
| **Areas for Assessment** | | **Crime and Punishment** | **Historical Investigation** |
| Knowledge and understanding | | HTE5.2, HTE5.1, HTE 5.5 | HTE5.3, HTE5.4 |
| Skills and inquiry | | HTE5.6, HTE5.7 | HTE5.7, HTE5.8 |
| Communication | | HTE 5.9, HTE5.10 | HTE5.9, HTE5.10 |

YEAR 9 ELECTIVE COURSE

# FOOD TECHNOLOGY

## 2026 ASSESSMENT PLAN

The purpose of assessment in Food Technology is to provide opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in classwork, and assessment for, as and of learning. Assessment for, as and of learning approaches may include strategies such as collaborative activities, peer assessment, self-assessment, teacher observations, inquiry-based research activities, presentations and performance activities, and collections of student work.

| | **Knowledge and Understanding** | **Design and Production Skills** |
|---|---|---|
| | • Design process<br>• Research tasks<br>• Evaluations<br>• Portfolio<br>• Investigations<br>• Problem solving<br>• Analysing problems<br>• Small group and whole class discussions<br>• Paired discussions<br>• Design thinking<br>• Systems thinking<br>• Computational thinking<br>• Student/teacher conferences<br>• Collaboration<br>• Questioning<br>• Peer and self evaluations<br>• Group projects | • Presentations<br>• Testing and evaluating<br>• Observations<br>• Practical Food Preparation and Presentation<br>• Workflow Planning<br>• Use of Food Preparation Equipment<br>• Techniques in making a variety of food items<br>• Recognise the significant role of food in society<br>• Demonstrate safe practices<br>• Time planning |

YEAR 9 ELECTIVE COURSE

# INDUSTRIAL TECHNOLOGY TIMBER

## 2026 ASSESSMENT PLAN

The purpose of assessment in Industrial Technology is to provide opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in classwork, and assessment for, as and of learning. Assessment for, as and of learning approaches may include strategies such as collaborative activities, peer assessment, self-assessment, teacher observations, inquiry-based research activities, presentations and performance activities, and collections of student work.

| | **Knowledge and Understanding** | **Design and Production Skills** |
|---|---|---|
| | • Design process<br>• Research tasks<br>• Evaluations<br>• Portfolio<br>• Investigations<br>• Problem solving<br>• Analysing problems<br>• Small group and whole class discussions<br>• Paired discussions<br>• Design thinking<br>• Systems thinking<br>• Computational thinking<br>• Student/teacher conferences<br>• Collaboration<br>• Questioning<br>• Peer and self evaluations<br>• Group projects | • Design drawings<br>• Evolve concept sketches<br>• CAD drawings<br>• Understanding and application of WHS and Risk Management<br>• Use of materials appropriate to design<br>• Project cutting list and costing calculations<br>• Joinery, Project prototypes/ testing<br>• Component manufacture<br>• Equipment setting and maintenance<br>• Safe use of tools and equipment<br>• Project construction and finishing<br>• Fitting of allied components and hardware<br>• Time management planning (Gantt charts)<br>• Presentations/ Portfolio<br>• Prototyping<br>• Testing and evaluating<br>• Observations |

YEAR 9 COURSE

# COMPUTING TECHNOLOGY

## 2026 ASSESSMENT PLAN

The purpose of assessment in Computing Technology is to provide opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in classwork, and assessment for, as and of learning. Assessment for, as and of learning approaches may include strategies such as collaborative activities, peer assessment, self-assessment, teacher observations, inquiry-based research activities, presentations and performance activities, and collections of student work.

| | **Knowledge and Understanding** | **Design and Production Skills** |
|---|---|---|
| | • Design process<br>• Research tasks<br>• Evaluations<br>• Project Portfolio<br>• Investigations<br>• Problem solving<br>• Analysing problems<br>• Small group and whole class discussions<br>• Paired discussions<br>• Design thinking<br>• Systems thinking<br>• Computational thinking<br>• Student/teacher conferences<br>• Collaboration<br>• Questioning<br>• Peer and self evaluations<br>• Group projects | • Design drawings<br>• Concept sketches - annotated<br>• Brainstorming<br>• CAD drawings<br>• Wireframing (web and UI/UX design)<br>• Prototyping<br>• Page layouts<br>• Project Production<br>• software programming (coding) and debugging<br>• Storyboarding<br>• Website development<br>• Video and Animations<br>• Time management planning<br>• Presentations<br>• Testing and evaluating<br>• Observations |

YEAR 9 ELECTIVE COURSE

# MUSIC (100 Hours)

## 2026 ASSESSMENT PLAN

The purpose of assessment in Music is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | Task Number | Task One | Task Two |
|---|---|---|---|
| | **Due Date** | Term 2, Week 9 | Term 4, Week 5 |
| | **Task Type** | **Australian Music Composition** | **Popular Music: Disco and today's styles** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | | |
| Performing | | | MU5-PER-01<br>MU5-PER-02 |
| Composing | | MU5-COM-01<br>MU5-COM-02 | |
| Listening | | MU5-LIS-01 | MU5-LIS-01<br>MU5-LIS-02 |

YEAR 9 ELECTIVE COURSE

# PHYSICAL ACTIVITY & SPORT STUDIES (100 Hours)

## 2026 ASSESSMENT PLAN

The purpose of assessment in PASS is to provide students with opportunities to demonstrate their ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 2, Week 4 | Term 4, Week 1 |
| | **Task Type** | **Topic Test** | **Case Study** |
| | **Mode** | In Class | In Class |
| **Areas for Assessment** | | **Body Systems & Energy for Physical Activity** | **Nutrition for Physical Education** |
| Knowledge and understanding | | PASS5-1, PASS5-2 | PASS5-1, PASS5-3 |
| Skills | | PASS5-6, PASS5-10 | PASS5-8, PASS5-10 |

YEAR 9 ELECTIVE COURSE

# VISUAL ARTS (100 Hours)

## 2026 ASSESSMENT PLAN

The purpose of assessment in Visual Arts is to provide you with opportunities to demonstrate your ability in the achievement of course outcomes. Assessment will take a number of forms including completion and competence in class work, informal assessment, and formal assessment. The Common Formal Assessment experiences are set out below:

| | | | |
|---|---|---|---|
| | **Task Number** | **Task One** | **Task Two** |
| | **Due Date** | Term 2, Week 3 | Term 4, Week 6 |
| | **Task Type** | **Critical/Historical Written Task** | **Artmaking BoW** |
| | **Mode** | In Class | Hand In |
| **Areas for Assessment** | | | |
| Artmaking | | | VA5-AMC-01, VA5-AMV-01, VA5-AMP-01 |
| Critical and historical studies | | VA5-CHC-01, VA5-CHV-01, VA5-CHP-01 | |