HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 9 ASSESSMENT BOOKLET 2025

PORT MACQUARIE CAMPUS

Hastings Secondary College, Port Macquarie Campus

Year 9 Course Outline and Assessment Book

Introduction

The purpose of this document is to provide parents and students a broad outline of the course content students will be studying and a summary of the marks allocated for the formal assessment of student achievement in each course.

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Term Dates for Students

Term 1 commences.....Thursday 6th February
Term 1 concludes ..... Friday 11th April (11 weeks)

Term 2 commences.....Wednesday 30th April
Term 2 concludes ..... Friday 4th July (10 weeks)

Term 3 commences…….....Tuesday 22nd July
Term 3 concludes ..... Friday 26th September (10 weeks)

Term 4 commences …….....Tuesday 14th October
Term 4 concludes .....Friday 19th December (10 weeks)

CONTENTS

NESA Requirement for the 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). It 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.

To receive a RoSA, students must attend school until the final day of Year 10.
They must also complete the following mandatory Years 7-10 curriculum requirements.

English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed.

This integrated course is to be studied in each of Years 7–10.

More information can be found at

https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

Assessment

Types of Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Hastings Secondary College, we use a variety of assessment strategies to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of formal and informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

Formative Assessment

Formative assessment (sometimes referred to as ***assessment for learning*** or ***assessment as learning***) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. It usually occurs throughout the teaching and learning process to clarify student learning and understanding. It also encourages students as 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.

Summative Assessment

Summative assessment assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at defined key points 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. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

The General Capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students in year 7 will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

Notification of tasks

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Submission of Tasks

The student must present the task to the class teacher, subject head teacher or nominated teacher at the beginning of the lesson on the due date. Do not assume the due time is negotiable; it is absolute.

At the time the student will sign the assessment task registration.

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification.

If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints). The head teacher will make the final decision in these circumstances.

Students who are absent on the day must follow late submission procedures and may incur a penalty or be awarded a zero.

Electronic submission of assessment tasks

Students must ensure that any devices (e.g. USB storage) and software are operable on standard school equipment. It is the student's responsibility to check this before submission.

Illness and misadventure provisions

The school is sympathetic to the student with physical or emotional problems, as well as other circumstances that could make the completion of an assessment task difficult. However, in fairness to all students, the correct procedure must be followed in all cases where an extension of time is requested.

The application must be made on the official College Illness and Misadventure form no later than the end of the school day on the due date, except in special cases. When a student is absent and unable to contact the school on the due date, an application must be submitted on the first day the student returns to school.

Applications must be supported by valid reasons that will be considered by the teacher and faculty head teacher concerned. If there is concern about the validity of an application, the principal, or deputy principal will be consulted and a medical certificate may be required.

Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure claim.

The following circumstances are examples of situations where considerations cannot be given

- routine medical appointments
- driving tests, social visits or too tired
- illness without a doctor's/medical certificate or other appropriate supporting documentation
- misadventure without reasonable proof
- misreading of the times or instructions given

HASTINGS SECONDARY COLLEGE

Junior Illness/Misadventure/Extension Application

Details

Student Name:_____ **Date:**_____

Subject: _____ **Year:** 7☐ 8☐ 9☐ 10☐

Task

Task Title: _____

Original Task Due Date: _____ **Weighting:**_____%

Information

Illness ☐ Misadventure ☐ School Business ☐ Extension ☐

Reason for Application: _____

_____

_____

Doctor's Certificate attached: Yes ☐ No ☐ (Doctor's certificate MAY be attached to the form if the reason is illness)

Documents attached: _____

Please Sign

Student Signature: _____ **Date:** _____

Parent/Carer Signature: _____ **Date:**_____

Please submit this form to the Classroom Teacher

Classroom Teacher

Comment: _____

Signature: _____ **Date:**_

Please attach a copy of the original Assessment Task Notification and submit this form to your Faculty Head Teacher

Faculty Head Teacher

Comment: _____

_____

☐ **Original Task to be completed by Date:** _____**At home ☐ In-class ☐**

☐ **Alternative Task to be completed by Date:**_____**At home ☐ In-class ☐**

☐ **An Estimate Mark to be awarded**

☐ **Zero in Assessment determination**

Signature: _____ **Date:**_____

Please submit this form to the appropriate Deputy Principal for review

Deputy Principal

☐ **I support this Application.**

☐ **Amendments to/additional information for the application is required** *(details to be provided to the Faculty Head Teacher and Classroom Teacher)*

Signature: _____ **Date:**_____

Please return this form to the Student Applicant

Please Sign

You will be informed of the outcome of this application in 2 school days. If you are not satisfied with the final determination, you may appeal in writing to the Principal within 5 school days of receiving this determination.

☐ **I acknowledge and accept this determination Date:**_____

Student Signature:_____ **Parent/Carer Signature:**_____

Flow chart for failure to complete, submit or be present for an assessment task?

a) Report to the class teacher to inform them that a task has been or may be missed. Ask for a misadventure/illness/extension application form if needed.	→	• Student, teacher and Head Teacher negotiate a time to complete the task or an alternate task regardless of whether or not an assessment mark is to be awarded.
b) A misadventure/illness/extension application must be submitted by the end of the school day on the due date to the Head Teacher. The application will be considered by the Head Teacher and in some circumstances the Deputy Principal.	→	• Reason for application is considered and a determination made.
c) If a misadventure/illness/extension application is not submitted by the end of the school day on the due date to the Head Teacher of the faculty concerned.	→	• zero '0' awarded for in-school tasks and examinations
Note If the student is absent or unable to contact the College on the due date, the application must be submitted by the end of the school day on the first day the student returns.		

Other points:

• Students In the case of illness, an application form may be accompanied by a medical certificate or other appropriate supporting documentation

• No consideration can be given when students choose not to complete, submit or be present for an assessment task/s by the due date/time

• No consideration can be given when a student fails to submit a misadventure/illness application by the end of the school day on the first day of return to Campus

• A student experiencing adverse circumstances that prevents them from submitting a task on time, may seek an extension of assessment. The student must ask the classroom teacher for a misadventure/illness/extension application form and submit it to their teacher at least 3 schools days prior to the task due date.

Student Responsibilities

It is the student's responsibility to:

- complete all assigned work to the best of his/her ability;
- 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; and
- demonstrate through effort and achievement, he/she has met the requirements of the course.

School Reports

The school will provide two reports throughout the year; the first at the completion of Semester One and the other at the completion of Semester Two. The reports will reflect the students' efforts and outcomes achieved throughout the year.

Checklist for homework

I have done my homework when I:

- complete all the work I did not finish in lessons
- complete assignments or tasks set by the teacher
- study all the notes I have taken
- list questions to ask teachers about work I do not understand
- commit to memory the things I am expected to learn
- study the parts of my textbooks / handouts that relate to classwork
- learn and understand any handouts provided in lessons
- prepare myself for exams / tests / assessments
- do some reading every day
- check my diary to make sure I completed all my homework
- pack my bag for tomorrow / check timetable and equipment
- average more than the minimum time per day over the week.

Study program guidelines

Year 9 students should complete a minimum of 1 hour a day, 5 days a week of home study and revision.

NAPLAN online testing period
Language & Writing, Reading, Numeracy from 12th to 24th March.

Assessment Schedules

At the commencement of the year, students will be given assessment schedules for each course. These schedules are guidelines that indicate the number of tasks, due week/s and the nature of the task/s, along with assessment weightings. Students will be given two (2) weeks notification in writing before each assessment task is due to be completed. This notification will occur in class. Sometimes it may be necessary to change the date of a particular task due to unforeseen circumstances. The class will be informed of any change. Where possible, two (2) weeks' notice will be given.

AGRICULTURAL TECHNOLOGY (100Hr) - Year 9

Course Outline

In Agricultural Technology, students will be working on the school farm in their vegetable gardens and also studying a variety of animal and plant enterprises, which may include, but is not limited to:

- Introduction to Agriculture
- Horticulture
- Poultry Production
- Beef Production
- Goat and Sheep Production

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Research Task	20%	Term 1 Week 7
Task 2 – Practical Task	20%	Term 2 Week 4
Semester 2		
Task 3 – Poultry Task	20%	Term 3 Week 5
Task 4 – Practical Task	20%	Term 4 Week 4
Task 5 – Yearly Examination	20%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

A range of texts will be made available to students including Dynamic Agriculture.

AGRICULTURAL TECHNOLOGY (200Hr) - Year 9

Course Outline

In Agricultural Technology, students will be working on the school farm in their vegetable gardens and also studying a variety of animal and plant enterprises, which may include, but is not limited to:

- Introduction to Agriculture
- Horticulture
- Poultry Production
- Beef Production
- Goat and Sheep Production

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Research Task	20%	Term 1 Week 7
Task 2 – Practical Task	20%	Term 2 Week 4
Semester 2		
Task 3 – Poultry Task	20%	Term 3 Week 5
Task 4 – Practical Task	20%	Term 4 Week 4
Task 5 – Yearly Examination	20%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

A range of texts and resources will be made available to students.

CHILD STUDIES – Year 9

Course Outline
Learning in Child Studies promotes a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

Term 1 Preparing for Parenthood & Conception to birth
Term 2 Newborn care & Play and the Developing Child
Term 3 Health and Safety in Childhood & Food and Nutrition in Childhood
Term 4 Media and Technology in Childhood & Child Care Services and Career Opportunities

Assessment Tasks	Weightings	Date
Semester 1		
Task 1- Preparing for Parenthood	30%	Term 1 Week 9
Task 2- Newborn Care	20%	Term 2 Week 6
Semester 2		
Task 3- Health and Safety in Childhood	30%	Term 3 Week 9
Task 4- Media and Technology in Childhood	20%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

A range of texts and resources will be made available to students.

COMMERCE – Year 9

Course Outline

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Central to the course is the development of an understanding of the relationships between consumers, businesses and government.

Topics studied include:

- Consumer and Financial Decisions
- Employment and Work Futures
- Running a Business
- Travel
- Promoting and selling
- Our Economy
- The Economic and Business Environment
- Law Society and Political Involvement
- Towards Independence
- Investing
- Law in Action

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Research Task	25%	Term 1 Week 10
Task 2 – Research Task	25%	Term 2 Week 4
Semester 2		
Task 3 – Research Task	25%	Term 3 Week 10
Task 4 – Research Task	25%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

A range of texts and resources will be made available to students.

ENGLISH – Year 9

Course Outline

The study of English in Year 9 aims to develop students' knowledge, understanding, appreciation and enjoyment of English and to develop their skills as effective communicators.

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Discursive Writing	25%	Term 1 Week 9
Task 2 – Essay	25%	Term 2 Week 8
Total	**50%**	
Semester 2		
Task 3 – Imaginative and Reflective Writing	25%	Term 3 Week 8
Task 4 – Examination	25%	Term 4 Week
Total	**50%**	
Yearly Course Total	**100%**	

Resources

Drawn from all modes (Reading, Writing, Representing and Speaking and Listening), as well as a wide variety of media, including print (e.g. novel, poetry, article), audio (e.g. radio, performance, songs) and visual (e.g. pictures, posters) or any combination of these (e.g. television, magazines, websites).

FOOD TECHNOLOGY – Year 9

Course Outline
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 work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Assessment Tasks	Weightings	Date
Semester 1		
Food Trends	25%	Term 1 Week 8 (17/03/2025)
Food for Special Needs	25%	Term 2 Week 5 (26/05/2025)
Semester 2		
Food Service and Catering	25%	Term 3 Week 8 (08/09/2025)
Food Product and Development	25%	Term 4 Week 6 (10/11/2025)
Yearly Course Total	**100%**	

Resources

Course booklets and texts.
Websites and References provided with each task.

HSIE: GEOGRAPHY – Year 9

Course Outline

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Research Task	25%	Term 1 Week 9
Task 2 – Written Report	25%	Term 2 Week 4
Semester 2		
Task 1 – Skills test	25%	Term 3 Week 9
Task 2 – Yearly Exam	25%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

No prescribed textbook. A range of texts handouts and supplementary materials will be supplied to students.

INDUSTRIAL TECHNOLOGY - ENGINEERING: – Year 9

Course Outline

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes.

The **Engineering focus area** provides opportunities for students to develop knowledge, understanding and skills in relation to **engineering** and its associated industries.

Assessment Tasks	**Weightings**	**Date**
Semester 1		
Engineering Structures	20%	Term 1 Week 10
Engineering Structures Mechanisms	30%	Term 2 Week 7
Semester 2		
Alternate Energy	20%	Term 3 Week 9
Control Systems	30%	Term 4 Week 6
Total	100%	

Resources

No prescribed text. A range of handouts and supplementary materials will be supplied to students. Students undertaking any Industrial Technology course are required to adhere to safety requirements including the wearing of appropriate leather or suede shoes. No joggers or runner style shoes are accepted as appropriate footwear

INDUSTRIAL TECHNOLOGY - METAL: – Year 9

Course Outline

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes.

The **Metal focus area** provides opportunities for students to develop knowledge, understanding and skills in relation to the **metal** and associated industries.

Assessment Tasks	**Weightings**	**Date**
Semester 1		
Bottle Opener Core Module Metal 1	15%	Term 1 Week 10
Toolbox/Carry All Core Module Metal1	25%	Term 2 Week 8
Semester 2		
Fabricated Clamp Specialised Module Machining 2	30%	Term 3 Week 9
Workshop Stool Specialised Module Fabrication 2	30%	Term 4 Week 6
Total	100%	

Resources

No prescribed text. A range of handouts and supplementary materials will be supplied to students. Students undertaking any Industrial Technology course are required to adhere to safety requirements including the wearing of appropriate leather or suede shoes. No joggers or runner style shoes are accepted as appropriate footwear

INDUSTRIAL TECHNOLOGY - TIMBER: – Year 9

Course Outline

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes.

The **Timber focus area** provides opportunities for students to develop knowledge, understanding and skills in relation to the **timber** and associated industries.

Assessment Tasks	**Weightings**	**Date**
Semester 1		
Serving Tray Core Module Timber 1	15%	Term 1 Week 10
Reminder Board Core Module Timber 1	25%	Term 2 Week 8
Semester 2		
Timber Box – practical	40%	Term 4 Week 4
Timber Box – portfolio	20%	Term 4 Week 6
Total	100%	

Resources

No prescribed text. A range of handouts and supplementary materials will be supplied to students. Students undertaking any Industrial Technology course are required to adhere to safety requirements including the wearing of appropriate leather or suede shoes. No joggers or runner style shoes are accepted as appropriate footwear

MARINE & AQUACULTURAL TECHNOLOGY (Marine Studies) (100Hr) – Year 9/10

Course Outline

In Marine & Aquaculture Technology, students will be working to build an understanding of the value (economic and environmental), uses and dynamics of the Marine Environment. They will gain skills in a variety of areas including, but not limited to:

Water Safety & First Aid	Rock Platforms	Fish Biology
Fish Harvesting	Small Motor Boats	Saving Water Environments

Assessment Tasks	Weightings	Date
Half Yearly Assessment		
Task 1 – Water Safety & First Aid	25%	Term 1 Week 7
Task 2 – Rock Platform Depth Study	25%	Term 2 Week 4
Yearly Assessment		
Task 3 – Fish Biology and Harvesting Research Task	25%	Term 3 Week6
Task 4 – Harvesting and Sustainable Seafood Practical/Research Task	25%	Term 4 Week 4
Yearly Course Total	**100%**	

Resources

A range of texts will be made available to students.

MATHEMATICS – Year 9 (Advanced)

Course Outline

In Mathematics students will continue to develop their understanding of mathematical concepts, as well as the ability to interpret and solve problems. The core course covers topics within the strands number and algebra, measurement and space and statistics and probability, with an introduction to the study of trigonometry. The Core–Paths structure of this course, where higher achieving students study some or all of the available 'Paths' topics, is designed to encourage aspiration in students and is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

Assessment Tasks	Weightings	Date
Semester 1 Common Test Path Test (Adv)	 12.5% 12.5%	Term 1
Common Test Path Test (Adv)	12.5% 12.5%	Term 2
Semester 1 Total	**50%**	
Semester 2 Common Test Path Test (Adv)	 12.5% 12.5%	Term 3
Common Test Path Test (Adv)	12.5% 12.5%	Term 4
Semester 2 Total	**50%**	
Yearly Course Total	**100%**	

Resources

A range of textbooks, worksheets and online materials will be made available to the students.

Calculator required: Casio Scientific FX82AU Plus 2

MATHEMATICS – Year 9 (Standard)

Course Outline

In Mathematics students will continue to develop their understanding of mathematical concepts, as well as the ability to interpret and solve problems. The core course covers topics within the strands number and algebra, measurement and space and statistics and probability, with an introduction to the study of trigonometry. The Core–Paths structure of this course, where higher achieving students study some or all of the available 'Paths' topics, is designed to encourage aspiration in students and is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

Assessment Tasks	Weightings	Date
Semester 1 Common Test Path Test (Std)	 12.5% 12.5%	Term 1
Common Test Path Test (Std)	12.5% 12.5%	Term 2
Semester 1 Total	**50%**	
Semester 2 Common Test Path Test (Std)	 12.5% 12.5%	Term 3
Common Test Path Test (Std)	12.5% 12.5%	Term 4
Semester 2 Total	**50%**	
Yearly Course Total	**100%**	

Resources

A range of textbooks, worksheets and online materials will be made available to the students.

Calculator required: Casio Scientific FX82AU Plus 2

MATHEMATICS – Year 9 (Core)

Course Outline

In Mathematics students will continue to develop their understanding of mathematical concepts, as well as the ability to interpret and solve problems. The core course covers topics within the strands number and algebra, measurement and space and statistics and probability, with an introduction to the study of trigonometry. The Core–Paths structure of this course, where higher achieving students study some or all of the available 'Paths' topics, is designed to encourage aspiration in students and is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

Assessment Tasks	Weightings	Date
Semester 1 Common Test Additional Core Test	 12.5% 12.5%	Term 1
Common Test Additional Core Test	12.5% 12.5%	Term 2
Semester 1 Total	**50%**	
Semester 2 Common Test Additional Core Test	 12.5% 12.5%	Term 3
Common Test Additional Core Test	12.5% 12.5%	Term 4
Semester 2 Total	**50%**	
Yearly Course Total	**100%**	

Resources

A range of textbooks, worksheets and online materials will be made available to the students.

Calculator required: Casio Scientific FX82AU Plus 2

MUSIC – Year 9

Course Outline

Australian Music: Iconic Australian music through the 20th century to the present day
Blues and Jazz: The development of jazz sequentially through the key genres.
Rock Music: The evolution of Rock from 'Rock 'n' Roll' to the present day.

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Musicology (Listening)	15%	Term 1 Week 6
Task 2 – Performance	15%	Term 1 Week 9
Task 3 – Performance	20%	Term 2 Week 9
Semester 2		
Task 4 - Musicology Composition & Aural/Theory Examination	35%	Term 3 Week 8
Task 5 - Performance	15%	Term 4 Week 6
Yearly Course Total	**100%**	

Resources

Work flow resourced from a wide range of texts and teacher developed materials.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Year 9

Course Outline

PDHPE focuses on developing the student's capacity to enhance personal health and wellbeing, enjoying an active lifestyle, maximising movement potential and advocating lifelong health and physical activity.

Assessment Tasks	Weightings	Date
Semester 1		
Risky Business Task	10%	Term 1 Week 8
Sexual Health Task	30%	
Practical Skill and Effort Grade	10%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
Semester 2		
Practical Skill and Effort Grade	30%	Cumulative, marks allocated at the end of each practical lesson and totalled at the end of the Semester.
End of Course Exam	20%	Term 4 Week 5
Yearly Total	**100%**	

Resources
Student workbooks
Google classroom
Classroom Handouts, worksheets and activities

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE) – Practical Marks Matrix

Students will receive a mark out of ten for each practical lesson to formulate their overall practical assessment marks for each semester. The marks will be divided into a practical skills mark and cooperative learning/teamwork/effort mark (refer to the table below for marking guidelines).

Criteria	Consistently	Usually	Sometimes	Rarely	Never/Absent
Cooperative Learning Skills/Effort ● Strives to do well/self motivated (planning, decision-making, participation) ● Interacts positively with other students (interacting, problem solving, communicating, decision-making, sportsmanship) ● Follows teacher's directions (decision-making, planning, problem solving)	**5**	**4**	**3**	**1 - 2**	**0**
Practical Skills ● Demonstrates a range of motor skills ● Refines movement skills in different situations ● Strives to improve and/or maintain motor skills ● Contributes to the performance of others – participates to the best of their abilities	**5**	**4**	**3**	**1 - 2**	**0**

PHOTOGRAPHY & DIGITAL MEDIA (100Hr) – Year 9/10

Course Outline

The Photography and Digital Media course teaches students basic photography skills using digital SLR cameras, learning to control exposure, focus, and other aspects manually. Students experiment with composition, including framing, lighting, perspective, and depth of field, to create visually appealing images. Through literacy-based tasks, students analyse photography styles, reflect on their choices, and study renowned photographers. They maintain a photographic journal to track their progress, experiment with techniques and showcase their printed works for assessment.

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Composition test & structural analysis	20%	Term 1 Week 10
Task 2 – Body of work I	30%	Term 2 Week 4
Semester 2		
Task 3 – Photographic Artist Research Task	20%	Term 3 Week 10
Task 4 – Body of Work II	30%	Term 4 Week 4
Yearly Total	**100%**	

Resources

- Cameras, laptops & camera accessories
- PDM journal (NESA syllabus requirement)
- USB

Printing for PDM journal is to be completed by students at a photographic printing lab. Please ensure time is allowed prior to due date to accommodate printing. Mounting materials are supplied at school for PDM journal presentation.

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) – Year 9

Course Outline

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Assessment Tasks	Weightings	Date
Semester 1		
Body Systems Topic Test	10%	Term 1 Week 9
Sporting Identity Task	10%	Term 2 Week 5
Practical Mark	25%	Cumulative, based marks at the end of each practical unit at end of Semester
Semester 2		
Technology Research Task	10%	Term 3 Week 9
Practical Mark	25%	Cumulative, based marks at the end of each practical unit at end of Semester
Coaching	20%	Term 4 Week 6
Yearly Course Total	**100%**	

Resources

Student workbooks
Google classroom
Classroom Handouts, worksheets and activities

PSYCHOLOGY – Year 9

Course Outline

Psychology provides the knowledge and understanding of human nature by asking scientific questions and by understanding studies into the fields of the human mind, cognitive sciences and social psychology and behaviour. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function withing society. The Course consists of two Core Module – What is Psychology and Research Methods and two – Optional Modules.

Assessment Tasks	Weightings	Date
Semester 1		
What is Psychology – Case Study	25%	Term 1 Week 9
Research Methods Practical Application	25%	Term 2 Week 8
Semester 2		
Forensic Psychology Task	25%	Term 3 Week 8
Psychology Disorders Group Study and Presentation	25%	Term 4 Week 7
Yearly Course Total	**100%**	

Resources

Student workbooks
Student Research
Online Psychology Workbooks and resources Oxford Press

SCIENCE – Year 9

Course Outline

Science is the study of how and why things work and is taught using a variety of practical activities and digital technologies.

Topics studied in Year 9 include:

Chemical Reactions	Energy Transfers
Coordination and Disease	Ecosystems and Disasters
Electricity	Plate Tectonics
Atomic Theory	Stage 5 Skills

Assessment Tasks	Weightings	Date
Semester 1		
Task 1 – Depth Study (Research)	25%	Term 1 Week 9
Task 2 – Half Yearly Examination	25%	Term 2 Week 5
Semester 2		
Task 3 – Practical Task	25%	Term 3 Week 10
Task 4 – Yearly Examination	25%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

Students will access and use a variety of textbooks, digital simulations and animations, scientific laboratory equipment and digital technology, including data loggers, to complete their learning in Science. Where appropriate excursions and incursions will be used to incorporate authentic real world learning.

STEM – Year 9

Course Outline

Students construct a number of projects which gives them the opportunity to provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The STEM program utilises these knowledge sources in application to Skills, Technology Engineering and Mechanics. Students learn about:

- Engineering Fundamentals
- Aerodynamics
- Motion
- WHS and Risk Management
- Materials
- Equipment, Tools and Machines
- Techniques
- 3D CAD/CAM
- Mechatronics
- Links to Industry
- Design
- Workplace Communication Skills
- Societal and Environmental Impact

Assessment Tasks	Weightings	Date
Semester 1		
Project Work	60%	Ongoing
Classroom Observation	10%	Ongoing
Assignment Work	20%	Term 2 Week 3
Test	10%	Term 2 Week 4
Total	**100%**	
Semester 2		
Semester 1	50%	
Project Work	30%	Ongoing
Classroom Observations	5%	Ongoing
Assignment Work	10%	Term 4 Week 3
Test	5%	Term 4 Week 5
Total	**100%**	

Resources

No prescribed textbook. A range of handouts and supplementary materials will be supplied to students. Students will require safety glasses and appropriate footwear.

TEXTILES TECHNOLOGY – Year 9

Course Outline
A study of Textiles Technology provides students with broad knowledge of the properties, performance, and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques. Project Work that includes investigation and experimentation enables students to discriminate in their choices of textiles for uses. Students document and communicate their design ideas and experiences applying contemporary technologies 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.

Assessment Tasks	Weightings	Date
Semester 1		
Textile Art	15%	Term 1 Week 8
Textile Apparel	35%	Term 2 Week 8
Semester 2		
Textile Furnishings	35%	Term 3 Week 9
Textile Non-Apparel	15%	Term 4 Week 5
Yearly Course Total	**100%**	

Resources

A range of texts and resources will be made available to students.
Students will be required to supply their own materials and textile tools as required.

VISUAL ARTS (200Hr) – Year 9

Course Outline
Students develop an interest in and enjoyment of investigating the world through the ideas, aesthetic and contexts of artists and their work in a broad range of forms, media and styles. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own ideas and artworks. Students will take part in skill-based lessons that build their aptitudes in creating self-directed bodies of work.

Assessment Tasks	Weightings	Date
Semester 1		
Frames Analysis (Critical and Historical Studies)	20%	Term 1 Week 6
Body of Work 1 (Practical Art Making)	30%	Term 2 Week 10
Semester 2		
Research Response Task (Critical and Historical Studies)	20%	Term 3 Week 6
Body of Work 2 (Practical Art Making)	30%	Term 4 Week 6
Yearly Course Total	**100%**	

Resources
A4 Visual Arts Diary (to be purchased by the students)
All basic art materials are supplied for students. Students are welcome to explore other materials not provided at their own expense.

YEAR 9 ASSESSMENT CALENDAR
PORT MACQUARIE CAMPUS 2025

TERM 1 2025	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Music, Visual Arts
Week 7	NAPLAN online testing period, Agricultural Technology (100Hr & 200Hr), Food Technology, Marine and Aquacultural Technology
Week 8	NAPLAN online testing period, PDHPE, Textiles Technology
Week 9	Child Studies, English, HSIE - Geography, Mathematics, Music, PASS, Psychology, Science
Week 10	Commerce, Industrial Technology – Engineering, Metal, Timber, Photography & Digital Media
Week 11	
TERM 2 2025	
Week 1	
Week 2	
Week 3	STEM
Week 4	Agricultural Technology (100Hr & 200Hr), Commerce, HSIE – Geography, Marine and Aquacultural Technology, Mathematics, Photography & Digital Media, STEM
Week 5	Food Technology, PASS, Science
Week 6	Child Studies
Week 7	Industrial Technology – Engineering
Week 8	English, Psychology, Textiles Technology, Industrial Technology – Metal, Timber
Week 9	Music
Week 10	Visual Arts
TERM 3 2025	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Agricultural Technology (100Hr & 200Hr), Mathematics
Week 6	Marine and Aquacultural Technology, Visual Arts
Week 7	
Week 8	English, Food Technology, Music, PDHPE, Psychology
Week 9	Child Studies, HSIE - Geography, Industrial Technology – Engineering, Metal, PASS, Textiles Technology
Week 10	Commerce, Science, Photography & Digital Media
TERM 4 2025	
Week 1	
Week 2	
Week 3	STEM
Week 4	Agricultural Technology (100Hr & 200Hr), Child Studies, Industrial Technology – Timber, Marine and Aquacultural Technology, Photography & Digital Media, STEM
Week 5	**Semester 2 Junior Exam week:** Agricultural Technology (100Hr & 200Hr), Commerce, English, HSIE- Geography, Mathematics, PDHPE, Science, STEM, Textiles Technology
Week 6	, Food Technology, Industrial Technology – Engineering, Metal, Timber, Music, PASS, Visual Arts
Week 7	Psychology
Week 8	
Week 9	
Week 10	