



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 9

2024

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

Excellence, Creativity, Equity

Newtown High School of the Performing Arts

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NHSPA Years 7 – 9 Assessment Task Absence & Lateness Policy

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school's official Assessment Booklets. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on.

All students are given at least **TWO weeks' notice** prior to an assessment task being due.

Illness/misadventure

- In all cases of absence or late submission, students need to bring a note from their parent/carers outlining the reason for the absence/lateness. This will be taken into consideration by the teacher in consultation with the head teacher, to avoid loss of marks.
- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carers at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the teacher in consultation with the head teacher.

Technology

Technology problems are generally not deemed a valid excuse for late submission of an assessment task. Further, tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

Extra-Curricular, Co-Curricular Events and Excursions

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

ASSESSMENT TASK ABSENCE & LATENESS PROCEDURES

In Class Tasks (Written & Practical)

Students absent on the date of an in class task will complete the task in the next lesson or another time (as close as possible to the original due date) as arranged by the class teacher.

Hand In Tasks

A faculty will deduct 20% of the total assessment task mark each school day a task is late. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

Oral Presentations

Students who are not prepared for an oral presentation on the due date will lose 20% of the total mark each school day until a copy of the speech is handed to their teacher. Students without a hard copy on the due date have the opportunity to give a speech without using notes on that day to avoid loss of marks.

Performances

Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances the task will be rescheduled by the class teacher.

Year 9 Classical Ballet

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> • A student demonstrates enhanced dance technique by manipulation aspects of the elements of dance • A student demonstrates an understanding of Classical Ballet technique and performance quality and style • Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances. • A student recognises the importance of the application of Safe Dance Practice, performance quality and styles • A student demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet • A student demonstrates an understanding of Classical Ballet technique and performance quality and style with due consideration of safe dance practices 	<ul style="list-style-type: none"> * Performance of class * Analysis of class in terms of safe dance practice 	Technique 20% Analysis 10%	Term 1 Weeks 9-10
2	<ul style="list-style-type: none"> • A student demonstrates enhanced dance technique by manipulation aspects of the elements of dance • A student demonstrates an understanding of Classical Ballet technique and performance quality and style • Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances • A student recognises the importance of the application of Safe Dance Practice, performance quality and styles 	<ul style="list-style-type: none"> * Performance of Solo 	Performance 20%	Term 2 Week 5
3	<ul style="list-style-type: none"> • A student recognises, understands and appreciates the artistic and culture of Classical Ballet • A student demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet in the Australian context 	Research Project- Presentation	Presentation 10%	Term 3 Week 3

Year 9 Classical Ballet (Continued)

4	<ul style="list-style-type: none"> • A student demonstrates enhanced dance technique by manipulation aspects of the elements of dance • A student demonstrates an understanding of Classical Ballet technique and performance quality and style • Demonstrates an understanding of the Classical Ballet performance quality and style through the performance of Classical Ballet dances • A student recognises the importance of the application of Safe Dance Practice, performance quality and styles • A student demonstrates in written and oral form the ability to analyse and synthesise information to make informed judgements about Classical Ballet • A student recognises, understands and appreciates the artistic and culture of Classical Ballet • A student recognises the importance of the application of Safe Dance Practice, performance quality and styles 	<p>* Performance- Repertoire</p> <p>* Analysis of Choreographic Style</p>	<p>Performance 20%</p> <p>Technique 10%</p> <p>Analysis 10%</p>	<p>Term 3 Week 8</p> <p>Term 3 Week 10</p>
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Year 9 Commerce

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>COM5-6 develops and implements plans designed to achieve goals</p> <p>COM5-7 researches and assesses information using a variety of sources</p> <p>COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes</p>	<p>Topic: Running a business</p> <p>Business planning</p>	40%	Term 2 week 1
2	<p>COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes</p>	COURSE WORK SEMESTER 1	10%	ONGOING
3	<p>COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-5 evaluates options for solving problems and issues</p> <p>COM5-8 explains information using a variety of forms</p>	<p>Topic: Investing</p> <p>Knowledge and skills test</p>	40%	Term 3 Week 9
4	<p>COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes</p>	COURSE WORK SEMESTER 2	10%	ONGOING

Year 9 Dance

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance 	Contemporary Technique and Performance Assessment Class/sequence SDP focus written task	Exam class & journal 25%	Term 1 Week 7
2	<ul style="list-style-type: none"> A student describes and analyses dance as the communication of ideas within a context A student applies understandings and experiences drawn from their own work and dance works of art 	Fosse/Jazz style study Part A: Performance of class in Jazz style (Fosse influence) Part B: Presentation of appreciation research task/ Bob Fosse	25% 25%	Term 2 Week 5 Term 2 Week 9
3	<ul style="list-style-type: none"> A student explores the elements of dance as the basis of the communication of ideas A student composes and structures dance movement that communicates an idea A student describes and analyses dance as the communication of ideas within a context A student applies understandings and experiences drawn from their own work and dance works of art 	Composition Part A: Composition task/visual stimulus (15%) Part B: Group composition & process journal (10%)	Composition 25%	Term 3 Week 6 Term 3 Week 9

Year 9 Dance Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance A student describes and analyses dance as the communication of ideas within a context 	<p>Part 1: Performance of class dance in the contemporary style (24%)</p> <p>Part 2: Self-analysis of classwork-according to set criteria (16%)</p>	40%	<p>Part 1 Term 1 Week 9</p> <p>Part 2 Term 1 Week 11</p>
2	<ul style="list-style-type: none"> A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance A student describes and analyses dance as the communication of ideas within a context 	Performance of class dance in the jazz style	20%	Term 2 Week 6
3	<ul style="list-style-type: none"> A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance A student describes and analyses dance as the communication of ideas within a context A student identifies and analyses the link between their performances and compositions and dance works of art A student applies understandings and experiences drawn from their own work and dance works of art 	<p>Part 1: Performance of class dance</p> <p>Part 2: Analysis of classwork-according to set criteria</p> <p>Part 3: Viva Voce</p>	40%	<p>Parts 1 & 2 Term 3 Week 7</p> <p>Part 3 Term 3 Week 9</p>

Year 9 Design & Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	5.1 Analyses and applies a range of design concepts and processes 5.2 Applies and justifies an appropriate process of design when developing design ideas and solutions 5.3 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.5 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.6 Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. 5.8 Selects and applies management strategies when developing design solutions 5.9 Applies risk management practices and works safety in developing quality design solutions 5.10 Selects and uses a range of technologies competently in the development and management of quality design solutions	Design project 1	25%	Term 1 Week 11
2	5.4 Analyses the work and responsibilities of designers and the factors affecting their work 5.5 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design	Investigation of designers and products	20%	Term 2 Week 4
3	5.1 Analyses and applies a range of design concepts and processes 5.2 Applies and justifies an appropriate process of design when developing design ideas and solutions 5.3 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.5 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.6 Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. 5.8 Selects and applies management strategies when developing design solutions 5.9 Applies risk management practices and works safety in developing quality design solutions 5.10 Selects and uses a range of technologies competently in the development and management of quality design solutions	Design project 2	25%	Term 3 Week 3

Year 9 Design and Technology (continued)

4	<p>5.1 Analyses and applies a range of design concepts and processes</p> <p>5.2 Applies and justifies an appropriate process of design when developing design ideas and solutions</p> <p>5.3 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments</p> <p>5.5 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design</p> <p>5.6 Develops and evaluates innovative, enterprising and creative design ideas and solutions</p> <p>5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.</p> <p>5.8 Selects and applies management strategies when developing design solutions</p> <p>5.9 Applies risk management practices and works safety in developing quality design solutions</p> <p>5.10 Selects and uses a range of technologies competently in the development and management of quality design solutions</p>	Design project 3	30%	Term 4 Week 5
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Year 9 Drama

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> ● manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action ● contributes, selects, develops and structures ideas in improvisation and play-building ● devises, interprets and enacts drama using scripted and unscripted material or text ● explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies ● applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning ● selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience 	Commedia Scripted Performance Reflection	30%	Term 1 Week 11
2	<ul style="list-style-type: none"> ● contributes, selects, develops and structures ideas in improvisation and play-building ● devises, interprets and enacts drama using scripted and unscripted material or text ● selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience ● employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning ● analyses the contemporary and historical contexts of drama ● analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology 	Playbuilding Devised Performance Logbook	40%	Term 2 Week 10
3	<ul style="list-style-type: none"> ● manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action ● contributes, selects, develops and structures ideas in improvisation and play-building ● explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. ● applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning ● employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning ● responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions ● analyses the contemporary and historical contexts of drama ● analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology 	Shakespeare Scripted Performance Essay	30%	Term 4 Week 2

NOTE: Weightings are indicative of Formal Summative Assessment tasks only. Students are also assessed through a variety of continuous formative assessment processes throughout the course.

Year 9 Drama Extension

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> ● devises, interprets and enacts drama using scripted and unscripted material or text ● explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies. ● employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning. ● responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions ● analyses the contemporary and historical contexts of drama 	<p>Scripted Performance</p> <p>Scripted Performance & Reflection</p>	50%	<p>Term 2</p> <p>Week 9</p>
2	<ul style="list-style-type: none"> ● manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action ● contributes, selects, develops and structures ideas in improvisation and play-building ● applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning ● selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience ● responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 	<p>Original Script</p> <p>Script & Logbook</p>	50%	<p>Term 3</p> <p>Week 8</p>
<p>NOTE: Weightings are indicative of Formal Summative Assessment tasks only. Students are also assessed through a variety of continuous formative assessment processes throughout the course.</p>				

Year 9 English

Focus Areas	Outcomes
<i>The focus areas for each stage support student's growing knowledge and understanding in the areas of:</i>	<i>A Student:</i>
<ul style="list-style-type: none"> Reading, viewing and listening to texts 	<ul style="list-style-type: none"> EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
<ul style="list-style-type: none"> Understanding and responding to texts 	<ul style="list-style-type: none"> EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them
<ul style="list-style-type: none"> Expressing ideas and composing texts 	<ul style="list-style-type: none"> EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Task	Outcomes	Task Detail	Weighting	Date Due
1	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECB-01	In this module on the novel 'Catching Teller Crow' students compose an essay	35%	Term 1 Week 10
2	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	In this module on representations of coming of age, focusing on a film and fiction extracts, students create a multimodal presentation	30%	Term 2 Week 9
3	EN5-URA-01 EN5-URB-01 EN5-ECA-01	In this module on autobiographical representation, students create a zine	35%	Term 3 Week 9

Year 9 Film Studies (Design & Media Studies)

Task	Outcomes	Task Detail	Weighting	Date Due
1	DM5-1: refers to relevant ideas, histories, and theories to analyse and produce design and media works DM5-2: applies appropriate visual communication strategies to represent meaningful ideas about the world DM5-3: applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-5: explores the interconnected roles of designers/creators, products, audiences, and the world DM5-8: explains a range of safe working practices and diverse cultural protocols associated with design and media DM5-9: acknowledges the significance of Country, cultural protocols, and Aboriginal Peoples' perspectives and contributions in design and media.	Core 1: Design & Media Conventions (The Language of Montage) Short Film Portfolio Log	30%	Term 2 Week 2
2	DM5-2: applies appropriate visual communication strategies to represent meaningful ideas about the world DM5-3: applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-4: works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs DM5-9: acknowledges the significance of Country, cultural protocols, and Aboriginal Peoples' perspectives and contributions in design and media.	Option 1: Film Studies Short Film Process Log	30%	Term 2 Week 9
3	DM5-1: refers to relevant ideas, histories, and theories to analyse and produce design and media works DM5-3: applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-4: works independently and collaboratively to produce design and media works that respond to provocations, stimulus, or creative briefs DM5-5: explores the interconnected roles of designers/creators, products, audiences, and the world DM5-7: demonstrates creative intention and refinement to resolve design and media projects	Option 4: Sound Design Short Film In-class Essay	20%	Term 3 Week 8
4	DM5-2: applies appropriate visual communication strategies to represent meaningful ideas about the world DM5-3: applies design and media conventions, practices, techniques, and processes that reflect creative industry standards DM5-5: explores the interconnected roles of designers/creators, products, audiences, and the world DM5-6: applies project management strategies to develop, plan, produce, and deliver design and media projects DM5-7: demonstrates creative intention and refinement to resolve design and media projects	Option 3: Production Design Short Film	20%	Term 4 Week 5

Year 9 Food Technology

Task	Course Component	Weighting	Outcomes	Task Details	Date Due
1	Food in Australia	50%	<ul style="list-style-type: none"> • demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1 • identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2 • describes the physical and chemical properties of a variety of foods FT5-3 • applies appropriate methods of food processing, preparation and storage FT5-5 • describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6 • justifies food choices by analysing the factors that influence eating habits FT5-7 • collects, evaluates and applies information from a variety of sources FT5-8 • communicates ideas and information using a range of media and appropriate terminology FT5-9 • selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10 • plans, prepares, presents and evaluates food solutions for specific purposes FT5-11 • examines the relationship between food, technology and society FT5-12 • evaluates the impact of activities related to food on the individual, society and the environment FT5-13 	<p style="text-align: center;">Practical & Theory task 1 20%</p> <p style="text-align: center;">Exam 20%</p> <p style="text-align: center;">Designated Classwork 10%</p>	<p style="text-align: center;">Term 1 Week 10</p> <p style="text-align: center;">Term 2 Week 3</p> <p style="text-align: center;">Ongoing</p>
2	Food Selection and Health	50%	<ul style="list-style-type: none"> • demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1 • identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2 • describes the physical and chemical properties of a variety of foods FT5-3 • applies appropriate methods of food processing, preparation and storage FT5-5 • describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6 • justifies food choices by analysing the factors that influence eating habits FT5-7 • collects, evaluates and applies information from a variety of sources FT5-8 • communicates ideas and information using a range of media and appropriate terminology FT5-9 • selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10 • plans, prepares, presents and evaluates food solutions for specific purposes FT5-11 • examines the relationship between food, technology and society FT5-12 • evaluates the impact of activities related to food on the individual, society and the environment FT5-13 	<p style="text-align: center;">Practical & Theory task 2 20%</p> <p style="text-align: center;">Exam 20%</p> <p style="text-align: center;">Designated Classwork 10%</p>	<p style="text-align: center;">Term 3 Week 9</p> <p style="text-align: center;">Term 4 Week 3</p> <p style="text-align: center;">Ongoing</p>

Year 9 French

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>LFR5 - 1C Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LFR5 – 2C Identifies and interprets information in a range of texts</p> <p>LFR5 – 3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p>	Multimodal task	20% <i>(Interacting 10%, Accessing & Responding 10%)</i>	Term 1 Week 7
2	<p>LFR5 – 2C Identifies and interprets information in a range of texts</p> <p>LFR5 – 3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LFR5 – 4C Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences</p>	Multimodal task	20% <i>(Accessing & Responding 10%, Composing 10%)</i>	Term 2 Week 4
3	<p>LFR5 - 1C Manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LFR5 – 4C Experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences</p>	Multimodal task	30% <i>(Interacting 15%, Composing 15%)</i>	Term 3 Week 7
4	<p>LFR5 – 2C Identifies and interprets information in a range of texts</p> <p>LFR5 – 3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p>	Multimodal task	30% <i>(Accessing & Responding)</i>	Term 4 Week 4

Year 9 Geography

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p>	<p style="text-align: center;">Topic: Food for Thought (Sustainable Biomes)</p> <p style="text-align: center;">Knowledge and skills task</p>	40%	Semester 2 Term 3 Week 8
2	<p>GE5-5 assesses management strategies for places and environments for their sustainability</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p> <p>Thinks critically and creatively in evaluating strategies to improve liveability and sustainability in cities</p>	<p style="text-align: center;">Topic: Changing Places</p> <p style="text-align: center;">Critical investigation and presentation</p>	40%	Semester 2 Term 4 Weeks 3-4
3	<p>GE5-1 explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 explains processes and influences that form and transform places and environments</p> <p>GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 communicates geographical information to a range of audiences using a variety of strategies</p>	<p>ALL TOPICS COURSE WORK</p>	20%	ONGOING

Year 9 History

Task	Outcomes	Task Details	Weighting	Due Date
1	<ul style="list-style-type: none"> HT 5-1: explains and assesses the historical forces and factors that shaped the modern world and Australia HT 5-2: sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT 5-5: identifies and evaluates the usefulness of sources in the historical inquiry process HT 5-9: applies a range of relevant historical terms and concepts when communicating an understanding of the past 	Knowledge and skills task on: <ul style="list-style-type: none"> Making of the Modern World Overview Depth Study 1: The Industrial Revolution 	40%	Semester 1 Term 1 Week 10
2	<ul style="list-style-type: none"> HT 5-4: explains and analyses the causes and effects of events and developments in the modern world and Australia HT 5-6: uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world & Australia HT 5-7: explains different contexts, perspectives and interpretations of the modern world and Australia <p>Thinks critically and creatively to communicate a persuasive argument regarding an historical issue.</p>	Topic: Rights and Freedoms Critical Investigation and presentation	40%	Semester 1 Term 2 Weeks 3-4
3	<ul style="list-style-type: none"> HT 5-2: sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT 5-6: uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world & Australia HT 5-7: explains different contexts, perspectives and interpretations of the modern world and Australia HT 5-9: applies a range of relevant historical terms and concepts when communicating an understanding of the past 	ALL TOPICS COURSE WORK	20%	ONGOING

Year 9 Mathematics Stage 5.1

Task	Outcomes	Task Detail	Weighting	Date Due
1	MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation MA4-5NA operates with fractions, decimals and percentages MA4-7NA operates with ratios and rates, and explores their graphical representation MA5.1-4NA solves financial problems involving earning, spending and investing money	Task 1 Rich Task	10%	Term 1 Week 8
2	Ongoing Mathspace Content Review	Ongoing Semester 1, 2	25%	Ongoing Semester 1 & 2
3	All of above and MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations	Task 2 Half Yearly Exam	20%	Term 2 Week 4
4	MA4-16MG applies Pythagoras' theorem to calculate side lengths in right angled triangles, and solves related problems MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships	Task 3 Common Task	25%	Term 3 Week 5

Year 9 Mathematics Stage 5.1 (continued)

5	<p>All of above and MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</p> <p>MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</p> <p>MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions</p>	Task 4 Rich Task	20%	Term 4 Week 4
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Notes:

- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing two weeks in advance of each common test by their classroom teacher.
- One of the tasks may be a take home research task. Students will be advised in writing two weeks in advance.

Year 9 Mathematics Stage 5.2

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation</p> <p>MA4-5NA operates with fractions, decimals and percentages</p> <p>MA4-7NA operates with ratios and rates, and explores their graphical representation</p> <p>MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>MA5.1-4NA solves financial problems involving earning, spending and investing money</p>	Task 1 Rich Task	10%	Term 1 Week 8
2	Ongoing Mathspace Content Review	Ongoing Semester 1, 2	25%	Ongoing Semester 1 & 2
3	<p>All of above and</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</p>	Task 2 Half Yearly Exam	20%	Term 2 Week 4
4	<p>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</p> <p>MA4-12MG calculates the perimeters of plane shapes and the circumferences of circles</p> <p>MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</p> <p>MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</p> <p>MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</p>	Task 3 Common Task	25%	Term 3 Week 5

Year 9 Mathematics Stage 5.2 (continued)

5	All of above and MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines MA5.1-11MG describes and applies the properties of similar figures and scale drawings MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions	Task 4 Rich Task	20%	Term 4 Week 4
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Notes:

- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing two weeks in advance of each common test by their classroom teacher.
- One of the tasks may be a take home research task. Students will be advised in writing two weeks in advance.

Year 9 Mathematics Stage 5.3

Task	Outcomes	Task Detail	Weighting	Date Due
1	MA5.1-4NA solves financial problems involving earning, spending and investing money MA5.2-4NA solves financial problems involving compound interest MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	Task 1 Rich Task	10%	Term 1 Week 8
2	Ongoing Mathspace Content Review	Ongoing Semester 1, 2	25%	Ongoing Semester 1 & 2
3	All of above and MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions	Task 2 Half Yearly Exam	20%	Term 2 Week 4
4	MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.2-11/12MG calculates the surface areas of right prisms, cylinders and related composite solids MA5.3-13/14MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA5.3-6NA performs operations with surds and indices MA5.1-6NA determines the midpoint, gradient and length of an interval and graphs linear relationships MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line	Task 3 including Common Task	25%	Term 3 Week 5

Year 9 Mathematics Stage 5.3 (continued)

5	<p>All of above and MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions</p>	<p>Task 4 Rich Task.</p>	20%	Term 4 Week 4
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Notes:

- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing 2 weeks in advance of each common test by their classroom teacher.
- One of the tasks may be a take home research task. Students will be advised in writing two weeks in advance.

Year 9 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	Jazz- historical perspective Demonstrates an understanding of style through improvising, arranging, & composing in a jazz style	Ensemble arrangement/performance Submitted draft notation & Journal of arrangement.	10% 15%	Term 1 Week 10-11
2	Australian Music Demonstrates an understanding of music concepts through aural identification, discrimination, memorisation and notation	Written Test	25%	Term 2 Week 4
3	Baroque Music Demonstrates an understanding of music literacy through the appropriate application of notation, terminology and the analysis of scores used in the music selected for study	Solo Performance Baroque Style composition submitted (16 bars) individual	15% 10%	Term 3 Weeks 5-6 Week 8
4	Music in the Theatre Performs repertoire representing a topic area studied demonstrating understanding of style	Podcast presentation- aural analysis focussing on the concepts of music	25%	Term 4 Week 4

Year 9 Music Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	Australian Music	Ensemble arrangement	20%	Term 1 Weeks 9-10
	Performs music selected for study demonstrating ensemble awareness and skills	Submitted theoretical/journal work	5%	
2	Solo Performance Workshops Jazz-Contemporary Styles Performs music selected for study demonstrating interpretation of music notation/improvisation skills	Solo performance	25%	Term 2 Weeks 4-5
3	Music for The Stage	Collaborative composition and performance task	20%	Term 3 Week 9
	Collaboration on major composition project	Individual journal	5%	
4	Baroque Music- Motivic development and structural forms Demonstrates an understanding of <ul style="list-style-type: none"> • musical concepts through the analysis, comparison & critical discussion of music from different stylistic periods • musical literacy through the appropriate application of notation, terminology and the interpretation of scores 	Written test	25%	Term 4 Week 4

Year 9 Physical Activity and Sports Studies (PASS)

Outcomes	Task	Task Details	Weighting	Date Due
<ul style="list-style-type: none"> • analyses the benefits of participation and performance in physical activity and sport PASS5-2 • evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6 • works collaboratively with others to enhance participation, enjoyment and performance PASS5-7 • displays management and planning skills to achieve personal and group goals PASS5-8 • performs movement skills with increasing proficiency PASS5-9 • analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10 	1	Physical Fitness - Training plan analysis and training journal reflections and cross-country participation	50%	Term 1 Ongoing Weeks 4-11
<ul style="list-style-type: none"> • evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6 • works collaboratively with others to enhance participation, enjoyment and performance PASS5-7 • analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10 	2	Technology - Research Task	50%	Term 3 Ongoing Weeks 6-9

Year 9 PDHPE

Outcomes		Task	Task Details	Weighting	Date Due
PD5-2	researches and appraises the effectiveness of health information and support services available in the community	1	Persuasive in-class writing task	30%	Term 1 Week 5
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships				
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts				
PD5-5	appraises and justifies choices of actions when solving complex movement challenges	2	'You be the coach' assessment	35%	Term 3 ongoing Weeks 3-8
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity				
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities				
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity	3	Mental Fitness Challenge	35%	Term 4 Week 2
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts				

Year 9 Production (Technical)

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> Understands technical vocabulary and implements technical conventions Demonstrates knowledge and understandings of fundamentals associated with specific production roles Communicates in written and oral form knowledge and understanding of the components of performing arts production 	Anatomy of Theatrical Production Exam and practical	20%	Term 1 Week 7
2	<ul style="list-style-type: none"> Communicate in written and oral form knowledge and understanding of the components of performing arts production Demonstrates knowledge and understanding of the fundamentals of audio engineering and equipment operation Applies knowledge of sound systems in creating audio design 	Part 1: Audio Part 2: Written Task	40%	Term 2 Week 7
3	<ul style="list-style-type: none"> Demonstrates knowledge and understanding of fundamentals of stage lighting operation and design Applies knowledge of stage lighting operation to achieve a design concept Explores and manipulates the elements of lighting design using computer design programs 	Part 1: Lighting Part 2: Written Task	40%	Term 3 Week 9

Year 9 Science

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p> <p>SC5-4WS develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<p style="text-align: center;">Practical Assessment</p> <p>This assessment examines student's skills in planning and conducting scientific investigations. Students will be examined on their ability to collect, process and analyse first-hand data and communicate their findings using appropriate scientific language and forms</p>	25%	Term 1 Week 10
2	<p>Working Scientifically: SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS <i>(refer descriptions for Task 1)</i></p> <p>SC5-14LW analyses interactions between components and processes within biological systems</p> <p>SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</p>	<p style="text-align: center;">In-class Skills Task</p> <p>Written examination of Useful Chemicals and Making Waves topics focusing on literacy, numeracy and working scientifically skills applied to these topics.</p>	25%	Term 2 Week 3
3	<p>Working Scientifically: SC5-7WS, SC5-8WS, SC5-9WS <i>(refer descriptions Task 1)</i></p> <p>SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p>	<p style="text-align: center;">Presentation task</p> <p>Students demonstrate their ability to communicate understanding using appropriate scientific language</p>	25%	Term 3 Week 2
4	<p>SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</p> <p>SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</p> <p>Working Scientifically: SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS <i>(refer descriptions Task 1)</i></p>	<p style="text-align: center;">In-class Knowledge and Skills Task</p> <p>Written examination of knowledge and understanding from Dynamic Ecosystems topic and Working Scientifically skills</p>	25%	Term 4 Week 3

Year 9 Textiles and Design

Task	Outcomes	Task Detail	Weighting	Date Due
1	TEX 5.8 Selects and uses appropriate technology to creatively document, communicate and present design and project work TEX 5.9 Critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX 5.10 Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX 5.11 Demonstrates competence in the production of textile projects to completion TEX 5.12 Evaluates textile items to determine quality in their design and construction	Mini Textile Project 1	30%	Term 2 Week 5
2	TEX 5.3 Explains the creative process of design used in the work of textile designers TEX 5.5 Investigates and applies methods of colouration and decoration for a range of textile items TEX 5.6 Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use TEX 5.7 Evaluates the impact of textiles production and use on the individual consumer and society	Investigation of designers and textiles in society	20%	Ongoing classwork
3	TEX 5.1 Explains the properties and performance of a range of textile items TEX 5.2 Justifies the selection of textile materials for specific end uses TEX 5.3 Explains the creative process of design used in the work of textile designers TEX 5.6 Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use TEX 5.7 Evaluates the impact of textiles production and use on the individual consumer and society	Textile Exam	10%	Term 3 Week 9
4	TEX 5.1 Explains the properties and performance of a range of textile items TEX 5.2 Justifies the selection of textile materials for specific end uses TEX 5.4 Generates and develops textile design ideas TEX 5.5 Investigates and applies methods of colouration and decoration for a range of textile items TEX 5.8 Selects and uses appropriate technology to creatively document, communicate and present design and project work TEX 5.9 Critically selects and creatively manipulates a range of textile materials to produce quality textile items TEX 5.10 Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX 5.11 Demonstrates competence in the production of textile projects to completion TEX 5.12 Evaluates textile items to determine quality in their design and construction	Major Textile Project 2	40%	Term 4 Week 4

Year 9 Visual Arts

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	Art Criticism and Art History 5.7, 5.8, 5.9, 5.10	Theory task Written assessment task	20%	Term 1 Week 9
2	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit Body of Work and documentation in VAPD	30%	Term 2 Week 3
3	Art Criticism and Art History 5.7, 5.8, 5.9, 5.10	Theory task Written assessment task	20%	Term 3 Week 7
4	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit Body of Work and documentation in VAPD	30%	Term 4 Week 3

Year 9 2024 Assessment Booklet

The Principal
Newtown High School of the Performing Arts
P O Box 785
NEWTOWN NSW 2042

Dear Dr Green

I have received the Assessment Booklet.

Student's Name: (Please print)

Student's Signature:

Date:

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature:

Date:

Please sign and return this page to Mr C Eckersley & Ms C. Nguyen
(Year 9 Student Advisers) or Deputy Principal Ms N. Rajwar