



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 9

2025

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

YEAR 9 ASSESSMENT BOOKLET

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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 and Group Presentations

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 group will still complete the task as scheduled without the absent student. The group will reform to perform for the absent student upon their return but not need to be marked again. If the student does not complete the task within a 2 weeks period from the date of the task, a zero will be recorded.

Year 9 Commerce

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>COM 5-4 analyses key factors in affecting decisions</p> <p>COM5-8 explains information using a variety of forms</p>	<p>Topic: Consumer and Financial Decisions</p> <p>Knowledge and skills test</p>	50%	Term 2 Week 3A
2	<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 plan group task (participation in Market Day)</p>	50%	Term 4 Week 1A

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 	Performance Journal Questions Class Solo	Class solo & journal 50%	Journal Term 1 Week 9 Class Solo Term 2 Week 4
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 	Appreciation Modern Dance Pioneers Research Task	20%	Term 3 Week 1
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 Solo Composition & process journal	Composition 30%	Term 3 Week 8

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</p> <p>Part 2: Analysis of class 'work'- according to set criteria</p>	40%	<p>Part 1 Term 1 Week 9</p> <p>Part 2 Term 1 Week 10</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: Viva Voce</p>	40%	<p>Part 1 Term 3 Week 9</p> <p>Part 2 Term 4 Week 1</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	5.1 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 5.4 Analyses the work and responsibilities of designers and the factors affecting their work Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. 5.7	Investigation of designers and products	20%	Term 2 Week 4
3	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 5.6 Develops and evaluates innovative, enterprising and creative design ideas and solutions	Design project 2	25%	Term 3 Week 4

	<p>5.7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. Applies risk management practices and works safety in developing quality design solutions</p> <p>5.9 Selects and uses a range of technologies competently in the development and management of quality design solutions</p> <p>5.10</p>			
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>5.4 Analyses the work and responsibilities of designers and the factors affecting their work Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design</p> <p>5.5 Develops and evaluates innovative, enterprising and creative design ideas and solutions</p> <p>5.6 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. Selects and applies management strategies when developing design solutions</p> <p>5.8 Applies risk management practices and works safety in developing quality design solutions</p> <p>5.9 Selects and uses a range of technologies competently in the development and management of quality design solutions</p> <p>5.10</p>	Design project 3	30%	Term 4 Week 5

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 	<p>Commedia</p> <p>Improvised Performance/ Reflection</p>	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 ● 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 	<p>Playbuilding</p> <p>Devised Performance Logbook</p>	30%	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 ● 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 	<p>Shakespeare</p> <p>Scripted Performance Essay</p>	40%	Term 3 Week 10

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 & Annotations/Reflection</p>	50%	Term 2 Week 9
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>Ensemble Performance</p> <p>Performance & Reflection</p>	50%	Term 3 Week 8
<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
<p><i>The focus areas for each stage support students' growing knowledge and understanding in the areas of:</i></p> <ul style="list-style-type: none"> • Reading, viewing and listening to texts • Understanding and responding to texts 	<p>A Student:</p> <ul style="list-style-type: none"> • EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts • 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-ECA-01	In this module on representations of coming of age in fiction and film, students deliver a multimodal presentation.	30%	Term 1 Week 10
2	EN5-URA-01 EN5-URB-01 EN5-ECA-01	In this module on autobiographical representation, students compose a zine.	35%	Term 2 Week 9
3	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECB-01	In this module on the novel <i>Catching Teller Crow</i> , students compose an essay in examination conditions.	35%	Term 3 Week 9

Year 9 Film Studies (Design & Media Studies)

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

Year 9 French

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p>	Multimodal Task 1	20% (<i>Interacting 10%, Understanding 10%</i>)	Term 1 Week 9
2	<p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>	Multimodal Task 2	20% (<i>Understanding 10%, Creating 10%</i>)	Term 2 Week 6
3	<p>ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>	Multimodal Task 3	30% (<i>Interacting 15%, Creating 15%</i>)	Term 3 Week 7
4	<p>ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p>	Multimodal Task 4	30% (<i>Understanding</i>)	Term 4 Week 4

Year 9 Geography

Task	Outcomes	Task Details	Weighting	Due Date
1	GE5-1 explains the diverse features and characteristics of a range of places and environments GE5-2 explains processes and influences that form and transform places and environments GE5-3 analyses the effect of interactions and connections between people, places and environments	Topic: Food for Thought (Sustainable Biomes) Knowledge and skills task	50%	Semester 2 Term 3 Week 8
2	GE5-5 assesses management strategies for places and environments for their sustainability GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-8 communicates geographical information to a range of audiences using a variety of strategies	Topic: Changing Places Critical investigation and presentation	50%	Semester 2 Term 4 Week 3

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 	50%	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 	Topic: Rights and Freedoms Critical Investigation and presentation	50%	Semester 1 Term 2 Week 3

Year 9 Mathematics Core and Pathways

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>MA5-FIN-C-01: solves financial problems involving simple interest, earning money and spending money</p> <p>MA5-FIN-C-02: solves financial problems involving compound interest and depreciation</p> <p>MA5-MAG-C-01: simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>MA5-IND-P-01: applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)</p> <p>MA5-EQU-C-01: solves linear equations of up to 3 steps, limited to one algebraic fraction;</p>	<p>Task 1</p> <p>With reference sheet</p>	20%	Term 1 Week 9
2	Ongoing Mathspace Content Review	Ongoing Semester 1, 2	10%	Ongoing Semester 1 & 2
3	<p>All of above and</p> <p>MA5-ALG-P-01: simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)</p> <p>MA5-EQU-P-02: Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations. (Path: Adv)</p> <p>MA5-ALG-C-01: simplifies algebraic fractions with numerical denominators and expands algebraic expressions</p> <p>MA5-ALG-P-01: simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)</p>	<p>Task 2</p> <p>Half Yearly Exam</p>	20%	Term 2 Week 4
4	<p>MA5-LIN-C-02: graphs and interprets linear relationships using the gradient/slope-intercept form</p> <p>MA5-LIN-P-01: describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)</p> <p>MA5-NLI-C-01: identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts</p> <p>MA5-RAT-P-01: identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)</p>	<p>Task 3</p> <p>In class with reference sheet</p>	25%	Term 3 Week 5

	<p>MA5-EQU-P-01: solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)</p> <p>MA5-LIN-P-01: describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)</p> <p>MA5-ALG-P-01: simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)</p> <p>MA5-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders</p> <p>MA5-ARE-C-01: solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>MA5-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders</p> <p>MA5-ARE-P-01: applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)</p>			
5	<p>MA5-TRG-C-02: applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p>MA5-TRG-P-01: applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)</p> <p>MA5-PRO-C-01: solves problems involving probabilities in multistage chance experiments and simulation</p> <p>MA5-PRO-P-01: solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)</p>	<p>Task 4 In class task with reference sheet</p>	25%	Term 4 Week 6

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 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	10%	Term 1 Week 10-11
		Submitted draft notation & Journal of arrangement.	15%	
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	15%	Term 3 Weeks 5-6
		Baroque Style composition submitted (16 bars) individual	10%	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
PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges	1	In-class test	30%	Term 1 Week 9
PD5-2	researches and appraises the effectiveness of health information and support services available in the community				
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	2	'You be the coach' assessment	35%	Term 3 ongoing Weeks 3-8
PD5-5	appraises and justifies choices of actions when solving complex movement challenges				
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	Health promotion group presentation	35%	Term 4 Week 2
PD5-9	assesses and applies self-management skills to effectively manage complex situations				
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts				
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences				

Year 9 Science

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>C5-WS-01 Working scientifically Observing selects and uses scientific tools and instruments for accurate observation</p> <p>SC5-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe, ethical, valid and reliable investigations</p> <p>SC5-WS-05 Working scientifically Processing data and information selects and uses a range of tools to process and represent data</p> <p>SC5-WS-06 Working scientifically Analysing data and information analyses data from investigations to identify trends, patterns and relationships, and draws conclusions</p> <p>SC5-WS-08 Working scientifically Communicating c</p> <p>SC5-WS-05 Working scientifically Processing data and information selects and uses a range of tools to process and represent data</p> <p>ommunicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms</p> <p>SC5-EGY-01 evaluates current and alternative energy use based on ethical and sustainability considerations</p>	<p>Energy Practical Assessment</p> <p>This assessment evaluates students' understanding of the Energy topic through application of practical skills to problems involving energy conservation and sustainability and electrical circuits</p>	30%	Term 1 Week 10
2	<p>SC5-WS-02 Working scientifically Questioning and Predicting develops questions and hypotheses for scientific investigation</p> <p>SC5-WS-03 Working scientifically Planning Investigations designs safe, ethical, valid and reliable investigations</p> <p>SC5-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe, ethical, valid and reliable investigations</p> <p>SC5-WS-06 Working scientifically Analysing data and information analyses data from investigations to identify trends, patterns and relationships, and draws conclusions</p> <p>C5-WS-07 Working scientifically Problem-solving selects suitable problem-solving strategies and evaluates proposed solutions to identified problems</p> <p>SC5-WS-08 Working scientifically Communicating communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms</p> <p>SC5-DIS-01 explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease</p>	<p>Disease Depth Study</p> <p>In this mandatory depth study component of the course, students will apply their scientific understanding of the Disease topic to research a chosen disease. Allocated class time will also be used to assess students' understanding of homeostasis and its impact on health as well as development of research skills</p> <p>Part A – In-class test and depth study proposal (10%) Part B – Depth Study submission (25%)</p>	35%	Term 2 Week 10
3	<p>SC5-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe, ethical, valid and reliable investigations</p> <p>C5-WS-05 Working scientifically Processing data and information selects and uses a range of tools to process and represent data</p> <p>SC5-WS-06 Working scientifically Analysing data and information analyses data from investigations to identify trends, patterns and relationships, and draws conclusions</p> <p>C5-WS-07 Working scientifically Problem-solving selects suitable problem-solving strategies and evaluates proposed solutions to identified problems</p> <p>SC5-WS-08 Working scientifically Communicating communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms</p> <p>SC5-MAT-01 assesses the uses of materials based on their physical and chemical properties</p>	<p>Materials knowledge assessment and written report</p> <p>Students will be assessed on their understanding of the types of chemical compounds studied and produce a written report assessing the impact of a new sustainable alternative material</p> <p>Part A – In-class test (10%) Part B – Report submission (25%)</p>	35%	Term 4 Week 3

Year 9 Textiles and Design

Task	Outcomes	Task Detail	Weighting	Date Due
1	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	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 Term 2 week 10
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	Mini Textile Project 2	40%	Term 4 Week 4

Year 9 Visual Arts

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	<p>Art Criticism and Art History</p> <p>5.7 applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p>5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art</p> <p>5.10 demonstrates how art criticism and art history construct meanings</p>	<p>Theory task</p> <p>Written assessment task</p>	20%	Term 1 Week 9
2	<p>Artmaking</p> <p>5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p> <p>5.3 makes artworks informed by an understanding of how the frames affect meaning</p> <p>5.6 demonstrates developing technical accomplishment and refinement in making artworks</p>	<p>Body of Work (BOW)</p> <p>Students submit Body of Work and documentation in VAPD</p>	30%	Term 2 Week 4
3	<p>Art Criticism and Art History</p> <p>5.7 applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p>5.9 demonstrates how the frames provide different interpretations of art</p>	<p>Theory task</p> <p>Written assessment task</p>	20%	Term 3 Week 7
4	<p>Artmaking</p> <p>5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience</p> <p>5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts</p> <p>5.5 makes informed choices to develop and extend concepts and different meanings in their artworks</p>	<p>Body of Work (BOW)</p> <p>Students submit Body of Work and documentation in VAPD</p>	30%	Term 4 Week 3

Year 9 Photograph Digital Media - Visual Arts

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning</p> <p>5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works</p> <p>5.9 uses the frames to make different interpretations of photographic and digital works</p> <p>5.10 constructs different critical and historical accounts of photographic and digital works</p>	<p>Photo Media Portfolio with a display of practical course work.</p> <p>Additionally, a response to art critical and historical studies</p>	<p>Making 20%</p> <p>Critical and Historical 15%</p>	<p>Term 2</p> <p>Week 4</p>
2	<p>5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience</p> <p>5.6 selects appropriate procedures and techniques to make and refine photographic and digital works</p>	<p>Photo Media Visual Diary with a display of course work</p>	<p>Making 20%</p>	<p>Term 3</p> <p>Week 7</p>
3	<p>5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works</p> <p>5.10 constructs different critical and historical accounts of photographic and digital works</p>	<p>Photo Media Portfolio with a display of practical course work.</p> <p>Additionally, a response to art critical and historical studies</p>	<p>Making 30%</p> <p>Critical and Historical 15%</p>	<p>Term 4</p> <p>Week 3</p>

Year 9 Graphic Design

Task	Outcomes	Task Detail	Weighting	Due Date
1	5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks 5.6 makes informed choices to develop and extend concepts and different meanings in their visual arts artworks	Practical - poster design	60%	9GD1: Term 2 Week 2 9GD2: Term 4 Week 3
2	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks 5.3 makes artworks informed by an understanding of how the frames affect meaning 5.6 demonstrates developing technical accomplishment and refinement in making artworks	Practical – Letter design	40%	9GD1: Term 2 Week 5 9GD2: Term 4 Week 5

Year 9 2025 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 L. Coveny & J. Brooks
(Year 9 Student Advisers) or Deputy Principal J. Gray