



*Newtown High School
of the
Performing Arts*

*ASSESSMENT
BOOKLET*

YEAR 9

2017

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.

Equality, Creativity, Excellence

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"> • Demonstrates an understanding of Classical ballet technique and performance quality and style. • Recognises the importance of the application of Safe Dance Practice, performance quality and styles 	<ul style="list-style-type: none"> • Performance of class • Analysis of class in terms of safe dance practice, kinaesthetic awareness, interpretation and performance quality. 	Technique 20% Analysis 10%	Term 1 Week 8
2	<ul style="list-style-type: none"> • Demonstrates an understanding of Classical ballet technique and performance quality and style. 	<ul style="list-style-type: none"> • Performance of Solo 	Performance 20%	Term 2 Week 5
3	<ul style="list-style-type: none"> • Recognises, understands and appreciates the artistic and culture context of Classical Ballet • Demonstrates in written form the ability to analyse and synthesise information to make informed judgements about Classical Ballet in the Australian context. 	<ul style="list-style-type: none"> • Research Project – Australian Ballet 	Oral Presentation 10%	Term 3 Week 2
4	<ul style="list-style-type: none"> • Demonstrates an understanding of Classical ballet technique and performance quality and style. • Shows a basic deconstruction of the repertoire showing a limited synthesis of information, with irrelevant terminology and inadequate analysis of their performance • Recognises, understands and appreciates the artistic and culture context of Classical Ballet 	<ul style="list-style-type: none"> • Performance – Repertoire • Analysis of Choreographic style 	Performance 20% Technique 10% Analysis 10%	Term 3 Week 8

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, phrases, sequences and dances A student demonstrates an understanding of aspects of performance quality and interpretation through the performance of choreographed dances 	Part 1: Performance of the class Dance in the Modern Contemporary or Jazz style Part 2: Process Journal	Performance 30%	Term 1 Week 7
2	<ul style="list-style-type: none"> A student uses dance terminology relevant to the study of dance as an artform. A student describes and analyses class dance performance in terms of the elements of dance and the influences of social, cultural or historical heritage A student identifies the link between their class dance performance and compositions and dance works of art. 	Part 1: Video performance of Class Dance in the Modern contemporary or Jazz Style/Genre Part 2: Process Journal Part 3: Analysis of seminal work of a second generation modern choreographer or a work in the jazz style. (Socio-historic context, thematic material, stylistic features of artist and their work) Part 4: Identify and compare what are the distinguishing stylistic features of the class performance work and the prescribed seminal work	Performance 30% Appreciation 20%	Parts 1 and 2 Term 2 Week 5 Parts 3 and 4 Term 2 Week 7
3	<ul style="list-style-type: none"> A student explores the elements of dance as the basis of the communication of ideas and feelings through dance A student composes and structures sequences a dance using the elements of dance that communicate a concept, intent, idea and or feelings A student uses dance terminology relevant to the study of dance as an artform 	Composition Part 1: Composition task/visual stimulus Part 2: Process Journal	Composition 20%	Term 3 Week 7

Year 9 Dance Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	A student demonstrates knowledge understanding and skill in describing and analysing dance	Part 1: Performance of class dance Part 2: Process Journal	30%	Term 1 Week 7
2	A student demonstrates an understanding and application of aspects of performance quality and interpretation A student demonstrates knowledge and understanding of dance composition A student demonstrates knowledge understanding and skill in describing and analysing dance	Part 1: Performance of class dance Part 2: Process Journal Part 3: Analysis of classwork – according to set criteria	30%	Term 2 Week 6
3	A student demonstrates an understanding and application of aspects of performance quality and interpretation A student demonstrates knowledge and understanding of dance composition A student demonstrates knowledge understanding and skill in describing and analysing dance	Part 1: Performance of class dance Part 2: Process Journal Part 3: Analysis of classwork – according to set criteria Part 4: Viva Voce	40%	Parts 1 and 2 Term 3 Week 7 Part 3 and 4 Term 3 Week 9

Year 9 Design & Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	5.1.1 Analyses and applies a range of design concepts and processes 5.1.2. Applies and justifies an appropriate process of design when developing design ideas and solutions 5.2.1 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.3.2 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.4.1. Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. 5.6.1 Selects and applies management strategies when developing design solutions 5.6.2 Applies risk management practices and works safety in developing quality design solutions 5.6.3 Selects and uses a range of technologies competently in the development and management of quality design solutions	Project 1 Storage Device	25%	Term 1 Week 10
2	5.3.1 Analyses the work and responsibilities of designers and the factors affecting their work 5.3.2 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 2
3	5.1.1 Analyses and applies a range of design concepts and processes 5.1.2. Applies and justifies an appropriate process of design when developing design ideas and solutions 5.2.1 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments 5.3.2 Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design 5.4.1. Develops and evaluates innovative, enterprising and creative design ideas and solutions 5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. 5.6.1 Selects and applies management strategies when developing design solutions 5.6.2 Applies risk management practices and works safety in developing quality design solutions	Project 2 Clock	25%	Term 2 Week 9

	5.6.3	Selects and uses a range of technologies competently in the development and management of quality design solutions			
4	5.1.1 5.1.2. 5.2.1 5.3.2 5.4.1. 5.5.1 5.6.1 5.6.2 5.6.3	Analyses and applies a range of design concepts and processes Applies and justifies an appropriate process of design when developing design ideas and solutions Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments Evaluates designed solutions that consider preferred futures, principles of appropriate technology and ethical and responsible design Develops and evaluates innovative, enterprising and creative design ideas and solutions Uses appropriate techniques when communicating design ideas and solutions to a range of audiences. Selects and applies management strategies when developing design solutions Applies risk management practices and works safety in developing quality design solutions Selects and uses a range of technologies competently in the development and management of quality design solutions	Project 3 Fold it up design project	30%	Term 4 Week 4

Year 9 Drama

Task	Outcomes	Task Detail	Weighting	Date Due
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 Identifies and describes elements of drama, dramatic forms, techniques and conventions in drama. 	<p style="text-align: center;">“Improvisation”</p> <ul style="list-style-type: none"> Performance Essay 	20% 10%	Term 1 Week 8
2	<ul style="list-style-type: none"> Contributes, selects, develops and structures ideas in improvisation Devises, interprets and enacts drama using unscripted material Responds to, reflects on and evaluates elements of drama, performance styles, dramatic techniques and theatrical conventions 	<p style="text-align: center;">“Playbuilding”</p> <ul style="list-style-type: none"> Group devised Performance Theatre and Review 	20% 10%	Term 2 Week 8
3	<ul style="list-style-type: none"> Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning Identifies and describes elements of drama techniques and conventions in drama 	<p style="text-align: center;">“Acting Essentials”</p> <ul style="list-style-type: none"> A/B Script Performance Logbook In class essay 	40%	Term 3 Week 8

Year 9 Drama Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> Contributes, selects, develops and structures ideas in improvisation and playbuilding 	Improvisation <ul style="list-style-type: none"> Performance 	10%	Term 1 Week 5
2	<ul style="list-style-type: none"> Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology 	Group devised piece <ul style="list-style-type: none"> Performance Logbook 	15%	Term 1 Week 10
3	<ul style="list-style-type: none"> 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, performance styles, dramatic technique and theatrical conventions 	Stanislavski-AB scripts <ul style="list-style-type: none"> Performance Logbook 	20%	Term 2 Week 7
4	<ul style="list-style-type: none"> 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 	Scriptwriting <ul style="list-style-type: none"> Draft Final script Performance 	5% 10%	Term 2 Week 10 Term 3 Week 2

Year 9 Drama Extension (continued)

5	<ul style="list-style-type: none"> • Devises, interprets and enacts drama using scripted and unscripted material or text • Analyses the contemporary and historical contexts of drama 	<p>Scripted Drama</p> <ul style="list-style-type: none"> • Performance • Essay 	20%	Term 3 Week 10
6	<ul style="list-style-type: none"> • Responds to, reflects on and evaluates elements of drama, performance styles, dramatic technique and theatrical conventions • Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action • Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning 	<p>Monologue</p> <ul style="list-style-type: none"> • Performance • Essay 	20%	Term 4 Week 5

Year 9 English

Objectives	Outcomes
<p><i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i></p>	<p><i>A Student:</i></p>
<ul style="list-style-type: none"> Communicate through speaking, listening, reading, writing, viewing and representing 	<ul style="list-style-type: none"> EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<ul style="list-style-type: none"> Use language to shape and make meaning according to purpose, audience and context 	<ul style="list-style-type: none"> EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
<ul style="list-style-type: none"> Think in ways that are imaginative, creative, interpretive and critical 	<ul style="list-style-type: none"> EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
<ul style="list-style-type: none"> Express themselves and their relationships with others and their world 	<ul style="list-style-type: none"> EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<ul style="list-style-type: none"> Learn and reflect on their learning through their study of English 	<ul style="list-style-type: none"> EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-6C investigates the relationships between and among texts EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Task	Outcomes	Task Detail	Weighting	Date Due
1	EN5-1A EN5-4B	EN5-2A EN5-9E	35%	Term 1 Week 10
2	EN5-1A EN5-4B	EN5-3B EN5-6C	30%	Term 2 Week 9
3	EN5-1A EN5-8D	EN5-7D EN5-9E	35%	Term 3 Week 9

Year 9 Film Studies

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> Identifies, uses and manipulates camera shots, framing and composition to create a visual impact Identifies and uses computer generated editing techniques to construct montage Develops ideas and clarity of purpose in dramatic intent and action for a screenplay and storyboard Uses film terminology in oral and written critical analysis of film making processes. Collaborates effectively in all aspects of film making 	'Film Language: Shots, Framing, Montage and Dramatic Purpose' <ul style="list-style-type: none"> Essay Practical 	20%	Term 1 Week 7 Week 9
2	<ul style="list-style-type: none"> Identifies, uses and manipulates camera shots, framing and composition to create a visual impact Identifies, uses and manipulates sound and music as an expressive and dramatic element Identifies and uses the elements of mise-en-scene such as landscape, composition, space in the frame, character placement and dramatic action Uses film terminology in oral and written critical analysis of film making processes Appreciates the high level of energy, responsibility, commitment and organisational skills needed to produce films 	Character in Landscape <ul style="list-style-type: none"> Practical Essay 	40%	Term 2 Week 9
3	<ul style="list-style-type: none"> Identifies and uses the elements of mise-en-scene such as: lighting, composition, the space in the frame, character placement, set/location/décor/costume design for dramatic intent and aesthetic effect Identifies and uses computer generated editing techniques to construct montage and manipulate time, space, mood and rhythm for dramatic effect and narrative Recognises and applies the code and conventions of genre as a means of creating film type and audience expectation Applies theoretical studies of film to film making in practices, and appreciates and evaluates their own films and the films of others 	Mise-en-Scene <ul style="list-style-type: none"> Practical Documentation 	20% 20%	Term 4 Week 4

Year 9 Food Technology

Task	Course Component	Weighting	Outcomes	Task Detail	Due Date
1	Food in Australia Food Preparation and Processing	50%	5.1.1 Demonstrates hygienic handling of food to ensure a safe and appealing product 5.1.2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food 5.2.3 Applies appropriate methods of food processing, preparation and storage 5.3.2 Justifies food choices by analysing the factors that influence eating habits 5.4.1 Collects, evaluates and applies information from a variety of sources 5.4.2 Communicates ideas and information using a range of media and appropriate terminology 5.5.1 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes 5.5.2 Plans, prepares, presents and evaluates food solutions for specific purposes 5.6.1 Examines the relationship between food, technology and society 5.6.2 Evaluates the impact of activities related to food on the individual, society and the environment	Theory 20% Exam 20% Designated Classwork 10%	Term 1 Week 8 Term 2 Week 4
2	Nutrition and Consumption Food Selection and Health	50%	5.1.1 Demonstrates hygienic handling of food to ensure a safe and appealing product 5.2.3 Applies appropriate methods of food processing, preparation and storage 5.3.1 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities 5.2.1 Describes the physical and chemical properties of a variety of foods 5.2.2 Accounts for changes to the properties of food which occur during food processing, preparation and storage 5.3.2 Justifies food choices by analysing the factors that influence eating habits 5.5.1 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes 5.5.2 Plans, prepares, presents and evaluates food solutions for specific purposes 5.6.1 Examines the relationship between food, technology and society 5.6.2 Evaluates the impact of activities related to food on the individual, society and the environment	Practical and Theory 20% Exam 20% Designated Classwork 10%	Term 3 Weeks 8/9 Term 4 Week 2 Ongoing

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>GE5-4 accounts for perspectives of people and organisations on a range of geographical issues</p>	<p>Topic: Food for Thought (Sustainable Biomes)</p> <p>Task: In class knowledge and skills test</p>	50%	<p>Semester 1 Term 1 Week 8</p> <p>Semester 2 Term 3 Week 7</p>
2	<p>GE5-3 analyses the effect of interactions and connections between people, places and environments</p> <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>Topic: Changing Places</p> <p>Task: In class presentation based on research</p>	50%	<p>Semester 1 Term 2 Weeks 3/4</p> <p>Semester 2 Term 4 Weeks 3/4</p>

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 	<p>In class test including skills and written response:</p> <ul style="list-style-type: none"> • Making of the Modern World Overview • Depth Study 1: The Industrial Revolution 	50%	<p>Semester 1 Term 1 Week 8</p> <p>Semester 2 Term 3 Week 7</p>
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 • HT 5-10: selects and uses appropriate... written, visual and digital forms to communicate effectively about the past for different audiences 	<p>Persuasive Presentation based on a WW1 issue</p> <p>(Depth Study 2: Australians at War)</p>	50%	<p>Semester 1 Term 2 Weeks 3/4</p> <p>Semester 2 Term 4 Weeks 3/4</p>

Year 9 Information and Software Technology

Task	Outcomes		Task Detail	Weighting	Date Due
1	5.5.1 5.5.3 5.1.1 5.1.2	Applies collaborative work practices to complete tasks Describes and compares key roles and responsibilities of people in the field of information and software technology Selects and justifies the application of appropriate software programs to a range of tasks Selects, maintains and appropriately uses hardware for a range of tasks	PROGRESSIVE ASSESSMENT Including – homework, class work, unit tests etc.	40%	Ongoing
2	5.2.1 5.2.3 5.3.2 5.5.2	Describes and applies problem-solving processes when creating solutions Critically analyses decision making processes in a range of information and software solutions Acquires and manipulates data and information in an ethical manner Communicates ideas, processes and solutions to a targeted audience	SEMESTER ONE MAJOR PROJECT WORK	30%	Term 2 Week 4
3	5.2.1 5.2.2 5.4.1 5.2.3 5.3.1	Describes and applies problem-solving processes when creating solutions Designs, produces and evaluates appropriate solutions to a range of challenging problems Analyses the effects of past, current and emerging information and software technologies on the individual and society Critically analyses decision making processes in a range of information and software solutions Justifies responsible practices and ethical use of information and software technology	SEMESTER TWO MAJOR PROJECT WORK	30%	Term 4 Week 4

Year 9 Italian

Task	Outcomes	Task Detail	Weighting	Date Due
1	5.UL.3 establishes and maintains communication in familiar situations 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts 5.MBC.2 identifies and explains aspects of the culture of Italian-speaking communities in texts	Speaking	15%	Term 1 Week 10
2	5.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 5.UL.4 applies a range of linguistic structures to express own ideas in writing 5.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts 5.MBC.2 identifies and explains aspects of the culture of Italian-speaking communities in texts	Listening (15%) Writing (10%) Reading (10%)	35%	Term 2 Weeks 4-5
3	5.UL.3 establishes and maintains communication in familiar situations	Speaking	15%	Term 3 Week 9
4	5.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 5.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 5.UL.4 applies a range of linguistic structures to express own ideas in writing 5.MBC.1 explores the interdependence of language and culture in a range of texts and contexts 5.MBC.2 identifies and explains aspects of the culture of Italian -speaking communities in texts	Reading (10%) Listening (15%) Writing (10%)	35%	Term 4 Week 3

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	Task 1 Common Task	15%	Term 1 Week 8
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1, 2	20%	Ongoing Semester 1 & 2
3	All of above and MA5.1-4NA solves financial problems involving earning, spending and investing money 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 2
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	20%	Term 3 Week 4

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 Yearly Exam.	25%	Term 4 Week 4
6	Streaming test	Common Stage 5 Test		Term 4 Week 5

Notes:

- Half Yearly Report will comprise tasks 1, 2 and 3
- Yearly report will comprise tasks 1, 2, 3, 4, 5 and 6
- 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 Common Task	15%	Term 1 Week 8
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1, 2	20%	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 2
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	20%	Term 3 Week 4

Year 9 Mathematics Stage 5.2 (continued)

5	<p>All of above and</p> <p>MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices</p> <p>MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</p>	Task 4 Yearly Exam.	25%	Term 4 Week 4
6	Streaming test	Common Stage 5 Test		Term 4 Week 5

Notes:

- Half Yearly Report will comprise tasks 1, 2 and 3
- Yearly report will comprise tasks 1, 2, 3, 4, 5 and 6
- 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 Common Task	15%	Term 1 Week 8
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1, 2	20%	Ongoing Semester 1 & 2
3	All of above and MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids 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 2
4	MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids MA5.3-6NA performs operations with surds and indices	Task 3 Common Task	20%	Term 3 Week 4

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>	Task 4 Yearly Exam.	25%	Term 4 Week 4
6	End of Stage 5	Common Stage 5 Test		Term 4 Week 5

Notes:

- Half Yearly Report will comprise tasks 1, 2 and 3
- Yearly report will comprise tasks 1, 2, 3, 4, 5 and 6
- 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	Australian Music Demonstrates an understanding of music concepts through aural identification, discrimination, memorisation and notation	Written test	25%	Term 1 Week 8
2	<i>Jazz- historical perspective</i> 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 2 Week 2
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	Written Test	25%	Term 4 Week 3

Year 9 Music Extension

Task	Outcomes	Task Detail	Weighting	Date Due
1	<i>Australian Music</i> Performs music selected for study demonstrating ensemble awareness and skills	Ensemble arrangement	20%	Term 1 Weeks 6/7
		Submitted theoretical/journal work	5%	
2	<i>Jazz-Contemporary Styles</i> Performs music selected for study demonstrating interpretation of music notation/improvisation Skills	Solo performance	25%	Term 2 Week 4
3	<i>Music for Theatre</i> Notates own composition/arrangement	Submitted arrangement for melody, counter-melody, harmonic & rhythm accompaniment	10%	Term 3 Week 9
		Group performance & journal	15%	
4	Baroque Music- <i>fugue, recitative & aria, chamber music</i> Renaissance Music 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 PD/H/PE

Assessment in Stage 5 PDHPE is conducted over four assessment tasks in the year (each worth 25% of the total assessment mark). There are two in Semester 1 and two in Semester 2. Each semester has a theory based task (PD/H – personal development and health) and a practical based task (PE – physical education).

Outcomes	Task	Task Details	Weighting	Date Due
5.3 Analyses factors that contribute to positive, inclusive and satisfying relationships	1	9.1 'Safe Celebrating' (PD) Research Task	25%	Term 1 Week 6
5.4 Adapts, transfers and improvises movement skill and concepts to improve performance.	2	9.3 Athletics (PE) Practical Assessment.	25%	Term 1 Weeks 7-11 Ongoing
5.5 A student composes, performs and appraises movement in a variety of challenging contexts				
5.6 Analyses attitudes, behaviours and consequences related to health issues affecting young people	3	9.7 'Mental Health' (PD) Multimedia Presentation	25%	Term 3 Week 5
5.8 Critically analyses health information, products and services to promote health.	4	9.8 'You be the coach' (PE) Practical Assessment	25%	Term 3 Ongoing Weeks 4-6
5.9 Formulates goals and applies strategies to enhance participation in lifelong physical activity				

Year 9 Production

Task	Outcomes	Task Detail	Weighting	Date Due
1	<ul style="list-style-type: none"> A student demonstrates an understanding of the fundamentals associated with specific production roles in the Theatre. 	Part 1: Exam	20%	Term 1 Week 7
2	<ul style="list-style-type: none"> A student demonstrates an understanding of the stage lighting design process and the particular requirements for lighting different types of stages and performance styles. 	Part 1: Lighting Plan Part 2: Written Task	30%	Term 2 Week 5
3	<ul style="list-style-type: none"> A student demonstrates an understanding of design and blending the mechanics of theatre production. 	Part 1: Design Task Part 2: Written Task	50%	Term 3 Week 9

Year 9 Science

Task	Outcomes	Task Detail	Weighting	Date Due
1	<p>PHYSICAL WORLD SC5-11PW explains how scientific understanding about energy conservations, transfers and transformations is applied in systems</p> <p>WORKING SCIENTIFICALLY 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>VALUES AND ATTITUDES SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them</p> <p>SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures</p> <p>SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations</p>	<p>Energy and Resource Efficiency and Sustainability The purpose of this assessment is to assess student ability in the area of accessing information from various sources; to evaluate relevant from irrelevant information and to construct a persuasive text to convince an audience of a point of view</p>	20%	Term 1 Week 9

Year 9 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
2	<p>EARTH AND SPACE 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>PHYSICAL WORLD 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>LIVING WORLD SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p>	<p>This is a half yearly examination consisting of multiple choice and longer response questions covering the work from the topic Ecosystems, Energy and Electricity. Skills such as extracting and interpreting information, graphing and drawing diagrams and experimental design may also be assessed.</p>	20%	Term 2 Week 3
3	<p>WORKING SCIENTIFICALLY SC5-4WS develop knowledge, understanding of and skills in applying the processes of Working 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>Task Details: This assessment examines student’s skills at planning and conducting of investigations as well as their ability to communicate that understanding in an appropriate way. Students may undertake a short practical task in which they collect data from a given method, or be</p>	20%	Term 3 Week 7

Year 9 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
3	<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 language, conventions and representations</p>	<p>provided with experimental data that they will then need to analyse.</p> <p>Students may be asked to design, but not perform, an investigation on a question that is posed which should demonstrate their understanding of independent, dependent and controlled variables as well as how an investigation could be made reliable.</p> <p>Students will be assessed on skills such as planning a valid investigation, tabulating and graphing data and describing trends within data</p>		
4	<p>EARTH AND SPACE</p> <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>PHYSICAL WORLD</p> <p>SC5-10PC 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>Task Details:</p> <p>This is a yearly examination consisting of multiple choice and longer response questions. Topics Include:</p> <ul style="list-style-type: none"> • Energy, Electricity and the Environment • Atoms Almighty • Monitoring Natural Disasters <p>Skills such as extracting and interpreting information, graphing and drawing diagrams and experimental design may also be assessed</p>	40%	Term 4 Week 3

Year 9 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date Due
4	<p>LIVING WORLD SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>WORKING SCIENTIFICALLY SC5-4WS develop knowledge, understanding of and skills in applying the processes of Working 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>			

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 10
2	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit resolved Body of Work and documentation in VAPD	30%	Term 2 Week 5
3	Art Criticism and Art History 5.7, 5.8, 5.9, 5.10	Theory task Written assessment task	20%	Term 3 Week 5
4	Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Body of Work (BOW) Students submit resolved Body of Work and documentation in VAPD	30%	Term 4 Week 2

Year 9 2017 Assessment Booklet

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

Dear Mr. Gray

I have received the Assessment Booklet.

Student's Name: (Please print) Roll:.....

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 Ms H. Hindmarsh or Mr H. Mayerhofer
(Year 9 Student Advisers) or Deputy Principal Mr P. Shields