

CARINGBAH HIGH SCHOOL



Year 9 Assessment Booklet

2025

INTRODUCTION

The NSW Record of School Achievement (RoSA) is awarded by the NSW Education Standards Authority (NESA) to eligible students up until the time they choose to leave school.

The RoSA credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11

NESA, through the Authority of the Minister of Education, controls the curriculum in schools in NSW and sets requirements which must be met through Years 7 to 10 for the award of the RoSA. NESA determines those subjects which must be taught, the areas of choice and the minimum time required for each subject. The curriculum operating at Caringbah High School meets all the requirements of NESA.

To receive the RoSA, students are required to study courses in each year in Years 7 - 10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education.

At some time during Years 7 - 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by NESA (see page 4). They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

THE AWARD OF NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The NSW ROSA is awarded to Year 10 students who have -

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the NSW ROSA
- Complied with any other regulations or requirements (such as attendance) imposed by NESA and the Department of Education
- Completed Year 10

ASSESSING AND GRADING STUDENT ACHIEVEMENT

Assessing student achievement is the process of collecting information of student performance on certain tasks in relation to the objectives of a course.

In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors.

NESA's *Performance Descriptors* are a series of statements that summarise observable and measurable features of student achievement and teachers must award grades to students based on descriptors of typical achievement from elementary to excellent. Grading student achievement is the process of assigning a letter (A,B,C,D,E or N) to summarise the level of a student's achievement in a course.

The NSW ROSA grading system is concerned with describing the student's achievement at the end of Year 10. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

THE NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) GRADING SYSTEM

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
C	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course
N Determination	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by NESA b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school c) achieved some or all of the course outcomes.

STUDENT RESPONSIBILITIES

Students are expected to complete all the tasks that are part of the assessment program for each course. It is the responsibility of the student to ensure that:

- they meet all course requirements, including attendance. NESA requires that students whose attendance is deemed to be unsatisfactory and affects the fulfilment of course requirements will not receive a ROSA
- all submitted tasks are his/her own work. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) will lead to the student receiving zero marks
- all tasks are completed/submitted on time. A penalty of 20% loss of the weighted mark will be applied to assessment and course work that is submitted late. Note that weekends count as 2 days, long weekends as 3 days
- be present for and/or hand in assessment tasks at the required time. If a student is absent on the day of an assessment task, they should present a medical certificate to the Deputy Principal on their first day back at school and complete an Illness/Misadventure application (available from the DP) within five school days of the original task. Students absent on the day a hand-in task is due should still submit the task on the due date and time via email or teams (as per instructions on the Assessment Task Notification)
- all set tasks are completed with due diligence, not only those set for assessment
- they make a serious attempt at all assessment tasks
- their conduct in learning does not interfere with the learning progress of other students (e.g. in group work, or in the use of resources)
- they know which tasks are to be assessed, and the due date for each. If a student is absent on the day of notification of a task, the responsibility is on the student to find out about the task on their first day back at school
- computer, internet or printer breakdown are not acceptable reasons for failing to submit a task on time. It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files in an appropriate manner

UNFAIR ADVANTAGE

Students are not permitted to gain unfair advantage over other students. Proven dishonesty/malpractice will result in a zero award for the assessment task. The following are examples of (but limited to) unfair advantage:

- plagiarism
- copying other students' work
- giving other students their work
- not acknowledging sources
- bringing and/or using unauthorised notes/formula into the examination room
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning their source
- paying someone to write or prepare material and presenting it as their own
- not acknowledging any work completed by others for submitted work or performance
- breaching school exam rules
- cheating in an exam/assessment task
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

ILLNESS AND MISADVENTURE APPLICATIONS

Students should always try to complete all examinations and assessment tasks – student performance is rarely affected by minor illnesses. However, circumstances may arise that prevent students from completing an assessment task.

Illness and misadventure provisions exist to support students when they cannot attend school for an assessment task due to circumstances beyond their control, ie: an illness or misadventure. As assessment tasks are intended to be a measure of a student's **actual** task performance, marks cannot be awarded for potential ability or to compensate performance - the Illness/Misadventure application, when supported, allows for a student to complete the task upon their return to school. All Illness/Misadventure applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's ability to attend school to complete the task or complete the task.

Applications may be in respect of:

- **Illness or injury**, that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task, on the day of the task
- **Misadventure**, that is, any other event beyond the student's control which affects the student's performance in the task (for example the recent death of a family member, or an exceptional circumstance)

Holidays, routine medical or dental appointments, driving tests, part-time work commitments, cultural events and sporting commitments are examples of grounds likely to be unsuccessful when applying for illness and misadventure.

Illness/misadventure does not cover:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness or absences in the week(s) prior to an exam/assessment task
- loss of study time or facilities prior to an exam/assessment task
- alleged deficiencies in tuition
- family celebrations/commitments
- the same grounds for which a student received disability provisions, unless they experience additional difficulties during an examination
- misreading the examination timetable
- misreading of examination instructions
- long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period
- other commitments, such as participation in entertainment, work, cultural events, sporting events, attendance at examinations conducted by other education organisations, etc

All applications must be submitted on a *Caringbah High School Illness and Misadventure Application Form*, available from the Deputy Principal. When completing an *Illness and Misadventure Application Form*, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of applications. Each incident will be considered by the committee comprising of the Deputy Principal and the Head Teacher, Teaching and Learning. Students wishing to appeal on the grounds of illness or misadventure should follow the procedure outlined below. Failure to follow these procedures may result in a zero mark being awarded.

Procedures to Follow:

1. If a student is unable to attend on the day of a task they should:
 - **On the day** inform the school by phone – 9524 3859
 - **On the day** obtain a doctors' certificate to explain absence (if unwell) or other evidence of a misadventure (eg: police report)
 - Complete an Illness and/or Misadventure application and submit it to the Deputy Principal on the first day back at school. This document is available from the Deputy Principal
 - Be prepared to do the task on the first day back at school
2. If a student is unable to attend on the day a 'hand-in' task is due they should:
 - **On the day** inform the school by phone – 9524 3859 and upload the task as is (even if incomplete), following submission instructions on the assessment notification
 - Complete an Illness and/or Misadventure application (with appropriate evidence {ie: doctors' certificate}) and submit it to the Deputy Principal upon return to school
3. **Immediately on return to school:**
 - Bring a doctors' certificate explaining the reason for their absence (if unwell) to the Deputy to support the Illness and/or Misadventure application
 - Complete an Illness and/or Misadventure application and submit it to the Deputy Principal

All Illness/Misadventure applications must be submitted within ONE WEEK from the due date of the task. An application for Illness/Misadventure will not result in changes to marks in relation to student performance in a task due to illness or misadventure, rather it allows the student to access an alternate task, with the marks for that task to stand. Students will be required to complete an alternate task immediately upon their return to school.

Only in exceptional circumstances will an estimate mark be given, as per NESA rules.

The Appeals Committee is made up of the Deputy Principals and HT Teaching and Learning.

DISABILITY PROVISIONS

Disability provisions may be available for students with a medical condition which is an ongoing disability that will, in a normal examination situation, prevent them from reading and interpreting the examination question and/or communicating knowledge or understanding to an examiner as effectively as a student without that disability. Students should see the Deputy Principal to obtain an application for Disability Provisions. Disability Provisions are available for whole year exams held in the hall.

REVIEW OF ASSESSMENTS

Students can request an assessment review if they believe that the school did not follow procedures similar to those indicated in the assessment programs for that subject, did not allocate marks according to NESA specification for each component, where clerical errors in the determination of the assessment mark have occurred or if the final school assessment ranking position assigned by the school differs significantly from student expectation, based on the information provided during the course. Students have 48 hours after results are distributed to ask for a review of an assessment.

Please note: All dates are correct at time of printing, however, changes may be required throughout the year. Students will receive official written notification of all assessment task at least two weeks before the due date

ENGLISH FACULTY

In Year 9 English, students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

All classes in Year 9 will follow a common course of work, consisting of five units, four of which will be formally assessed. Students will be given a range of assessment tasks to demonstrate their achievement of the course outcomes.

Semester 1

English	Assessment 1	Assessment 2
Assessment	Protest – Short texts	Identity – Of Beauty Rich and Rare
Type	In-class viewing and responding	Creative writing
Weighting	25%	25%
Due Date	Term 1, Week 8	Term 2, Week 4
Syllabus outcome	EN5-RVL-01, EN5-URA-01, EN5-URB-01	EN5-URA-01, EN5-ECA-01

Semester 2

English	Assessment 1	Assessment 2
Assessment	Classic Text and Context – <i>To Kill a Mockingbird</i>	Close study of Shakespeare – <i>Macbeth</i>
Type	In-class essay	In-class presentation
Weighting	25%	25%
Due Date	Term 3, Week 5	Term 4, Week 5
Syllabus outcome	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-URA-01, EN5-URC-01, EN5-ECA-01

Students will be organised into Year 10 classes *largely* on the basis of all assessments.

MATHEMATICS FACULTY (Year 9 Path: Adv, Ext)

NEAS has designed the Core-Paths structure in Stage 4/5 Mathematics to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Pathways in Stage 5 allow students the opportunity to engage with Advanced and Extension courses.

Students at Caringbah High School are exposed to all the topics in the Core and Path: Adv, Ext course content, so that our students are well equipped to study any of the Stage 6 Mathematics courses in Year 11 and 12.

Formal assessment throughout the year will consist of three common tests, each of which will cover two or more topics, as well as a yearly examination that will cover the entirety of the course studied thus far. Students will be given adequate notice of the content and date of each task.

Semester 1

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 1 (Equations, Surface Area & Volume, Indices & Surds)	Common Test 2 (Right Angled Triangles and Trigonometry, Financial Mathematics, Linear Relationships)
Type	Examination	Examination
Weighting	20%	20%
Due Date	Term 1, Week 5-6	Term 2, Week 3-4
Syllabus outcome	MA5-EQU-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-ARE-C-01, MA4-ARE-P-01, MA5-VOL-C-01	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-MAG-C-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P-01

Semester 2

Mathematics	Assessment 1	Assessment 2
Assessment	Common Test 3 (Probability, Quadratic Expressions, Statistics, Algebraic Fractions)	Yearly Examination (Geometric Figures, Quadratic Equations & Parabolas, and all previous topics)
Type	Examination	Examination
Weighting	20%	40%
Due Date	Term 3, Week 4-5	Term 4, Week 3-4
Syllabus outcome	MA5-PRO-C-01, MA5-PRO-P-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-02, MA5-DAT-C-01, MA4-DAT-P-01	All from previous assessment tasks, and MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01

The overall yearly assessment, along with teacher professional judgment, will be used to help organise students into appropriate classes for the next year.

SCIENCE FACULTY

The Science course in Years 7 to 10 at Caringbah High School has been designed to develop student:

- interest in and enthusiasm for Science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology.

We expect that students will continually develop their expertise in each of the following areas:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

Assessment

Each semester there will be an exam which assesses both *Knowledge and Understanding*, and the *Working Scientifically* skills. In addition, there will be another assessment task which assesses a range of skills, as outlined below. All hand in tasks must be uploaded to the relevant MS Team. The Science Faculty does not accept emailed tasks.

Semester 1

Science	Assessment 1
Assessment	Semester 1 exam
Type	Exam
Weighting	35%
Due Date	Term 2, Week 2 - 4
Syllabus outcome	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7W, SC5-8WS, SC5-9WS, SC5-13ES, SC5-16W, SC5-17CW, SC5-15LW

Semester 2

Science	Assessment 2	Assessment 3
Assessment	Depth Study	Semester 2 Examination
Type	Student Research Project	Exam
Weighting	25%	40%
Due Date	Term 3	Term 4, Week 2- 4
Syllabus outcome	WS4, WS5, WS6, WS7, WS8, WS9, PW1, PW2, PW3, PW4	WS4, WS5, WS6, WS7, WS8, WS9, PW1, PW2, PW3, PW4, ES1, ES2, ES3

HSIE FACULTY

GEOGRAPHY

Geography aims to stimulate student interest in and engagement with Australia and the rest of the world. Through geographical inquiry, students develop an informed perspective of the interactions between people, places and environments across a range of scales, in order to become informed, responsible and active citizens. The year 9 course considers two key inquiry areas: Sustainable Biomes and Changing Places. Students will be provided with opportunities to develop their geographic tools to assist them in analysing the impact of different perspectives at local, national and global scales. Students will be given a range of assessment tasks to demonstrate their achievement of the course outcomes.

Grades are awarded to students on the following basis:

Semester 1

Geography – Mandatory	Assessment 1
Assessment	Research Task Inquiry based learning
Type	Research Assignment
Weighting	50% of yearly grade
Due Date	Term 2, Week 2
Syllabus outcome	GE5.1, 5.2, 5.3, 5.5, 5.7, 5.8

Semester 2

Geography - Mandatory	Assessment 2
Assessment	Stage 5 Final Exam
Type	Exam
Weighting	50% of yearly grade
Due Date	Term 4, Week 3 OR the Year 9 Assessment Block
Syllabus outcome	GE5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

PERSONAL DEVELOPMENT, HEALTH PHYSICAL EDUCATION FACULTY

PD/H/PE

Assessment of the students has an informal and a formal component. Student performance is assessed continuously on an informal basis during lessons, taking into account team skills, leadership, interaction, communicating and performance. Grades will be allocated using the results from the assessment tasks and the Course Performance Descriptors. The formal component is as follows:

Assessment Schedule for Year 9, 2024 – Semester 1

PDHPE	Assessment 1	Assessment 2
Assessment	Risk, safety & empowering young people	Striking games
Type	Topic Test	Practical assessment
Weighting	25%	25%
Due Date	Term 2, Week 3 - 4	Ongoing assessment during term 1
Syllabus outcome	PD5-9, PD5-3	PD5-4, PD5-5

Assessment Schedule for Year 9, 2024 – Semester 2

PDHPE	Assessment 3	Assessment 4
Assessment	Identity	Dance + End zone games
Type	PBL Group task	Practical skills assessment
Weighting	25%	25%
Due Date	Term 3, in class theory lessons	Term 2 & 3 during practical lessons
Syllabus outcome	PD5-1, PD5-9	PD5-11, PD5-4

STAGE 5 ELECTIVES

ARCHITECTURE

The Architecture course introduces students to the principles and practices of architectural design, with a focus on graphical communication techniques and technologies used in the industry. Students explore the relationship between design concepts and technical documentation, gaining an understanding of how architectural ideas are translated into built environments through precise drawings, models, and digital representations.

Through this unit, students learn about the role of an architect, the design process, and how architectural projects are developed from initial concepts to construction-ready documents. They develop skills in using both manual and digital methods to produce architectural drawings, including floor plans, elevations, sections, and detailed construction drawings, using industry-standard software and techniques.

Architecture			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Test	Project 2
Type	Project Production & Folio	In-Class Test	Project Production & Folio
Weighting	40%	20%	40%
Due Date	Term 2	Term 3	Term 4
GT Syllabus outcomes	GT5-1, GT5.3, GT5.5, GT5-6	GT5-11, GT5.12	GT5-2, GT5.4, GT5.7, GT5-8

CHILD PSYCHOLOGY AND DEVELOPMENT

Students will be given a brief overview of issues related to the development of children and the psychology associated with their development from 0-5 years of age. We will investigate strategies required to foster positive growth and development in young children and how they interact through nurturing, safe and challenging environments.

Child Psychology			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Project 2	Test
Type	Project production and folio	Project production and folio	In class test
Weighting	40%	40%	20%
Due Date	Term 2, Week 4	Term 3, week 3	Term 3, week 5
CS Syllabus outcome	CS5.2, CS5.7	CS5.5, CS5.9, CS5.11	CS5.1, CS5.5, CS5.6 CS5.8, CS5.9, CS5.11

COMMERCE

Commerce enables students to develop knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. Students are provided with a range of assessment tasks to demonstrate their achievement of the course outcomes.

Marks are awarded to students on the following basis:

Semester 1

Commerce	Assessment 1
Assessment	Law, Society and Political Involvement Oral Presentation
Type	Group Research Task
Weighting	50% of yearly grade
Due Date	Term 2, Week 3
Syllabus outcome	COM 5.1, COM 5.2, COM 5.3, COM 5.4, COM 5.5, COM 5.8, COM 5.9

Semester 2

Commerce	Assessment 2
Assessment	Yearly Exam
Type	Exam
Weighting	50% of yearly grade
Due Date	Term 4, Week 3
Syllabus outcome	COM5.1, COM5.2, COM5.3, COM5.4, COM5.5, COM5.6, COM5.7, COM5.8, COM 5.9

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

COMPUTING TECHNOLOGY

The continual development of computing technologies and the expansion of that technology into daily living has resulted in a need to acquire skills and competencies in the appropriate use of computers and associated technologies, together with the knowledge about how best to choose and implement a computer-based solution.

Students will gain an understanding of computing fundamentals, structured programming and use of a variety of application programs to apply these understandings in the design of a solution to a range of problems. These analysis and problem solving skills will have a direct and immediate application in many subject areas as well as in the student's interaction in the wider community.

Computing Technology			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Project 2	Project 3
Type	Project Production & Folio	Project Production & Folio	Project Production & Folio
Weighting	30%	35%	35%
Due Date	Term 1	Term 2	Term 4
Syllabus outcome	CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DES-01	CT5-SAF-01, CT5-DAT-01, CT5-COM-01, CT5-DAT-02	CT5-COL-01, CT5-EVL-01, CT5-OPL-01, CT5-THI-01

DESIGN AND TECHNOLOGY

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Design and Technology			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Test	Project 2
Type	Project Production & Folio	In-Class Test	Project Production & Folio
Weighting	40%	20%	40%
Due Date	Term 2	Term 3	Term 4
Syllabus outcome	DT52, DT56, DT57, DT510	DT5.3, DT5.4	DT5.1, DT5.5, DT5.7, DT5.9

DRAMA

In Drama, students communicate in complex and powerful ways how they perceive the world. They investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama reflects the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

The Drama course is divided into Course A and course B. Each 100-hour course provides students with both experiential and theoretical knowledge of the elements of drama and dramatic forms. It is strongly recommended that students who wish to continue with Drama in stage 6 undertake both courses.

Units of work are explored through expression, observation and reflection. Topics include: play building, scripted and unscripted material across a variety of play forms, research tasks and promotional design. At the end of the course/year the students put on a performance, learning about elements of production and engaging with directorial skills.

Semester 1

Drama	Assessment 1	Assessment 2
Assessment	Appreciating	Performing and Making
Type	Drama Diary	Performance (playbuilding)
Weighting	20%	30%
Due Date	Term 2, Week 4	Term 2, Week 6
Syllabus outcome	5.3.2, 5.3.3	5.1.2, 5.2.1

Semester 2

Drama	Assessment 1	Assessment 2
Assessment	Performing and Making	Appreciating and Making
Type	Scripted Drama Performance	Drama Diary inc Design Project
Weighting	30%	20%
Due Date	Term 3, Week 8	Term 3, Week 10
Syllabus outcome	5.1.1, 5.1.3, 5.2.3	5.3.1, 5.3.2

ENGINEERING

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

The 100hr course develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms through practical projects reflecting the nature of the Engineering focus area. This provides opportunities for students to develop specific knowledge, understanding and skills related to engineering.

An engineering report is produced for each project developing skills and demonstrating effective management, communication, decision-making and teamwork through synthesis of the various elements that are relevant to a given project.

Engineering			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Test	Project 2
Type	Project Production & Report	In-Class Test	Project Production & Report
Weighting	40%	20%	40%
Due Date	Term 2	Term 3	Term 4
iSTEM Syllabus outcomes	IND5.1, 5.2, 5.3, 5.5, 5.6, 5.8	IND5.1, 5.5, 5.8, 5.9, 5.10	IND5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10

FOOD TECHNOLOGY

Students acquire the knowledge and understanding of food properties, processing and preparation of food and their interrelationships to produce quality food solutions. They are given the opportunity to appreciate the significant role food plays in society and how food is used to develop solutions to help address personal, social and global issues.

Assessment tasks reflect the application of these skills along with the ability to research, evaluate and communicate issues in relation to food and given design projects.

Food Technology			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Project 2	Test
Type	Project Production & Folio	Project Production & Folio	In-Class Test
Weighting	40%	40%	20%
Due Date	Term 2	Term 3	Term 4
FT Syllabus outcomes	FT5.1, FT5.6, FT5.7, FT5.8, FT5.13	FT5.4, FT5.5, FT5.6, FT5.10, FT5.11	FT5.2, FT5.3, FT5.6, FT5.12, FT5.13

FRENCH

Semester 1

French	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Test	Test
Weighting	25%	25%
Due Date	Term 1, Week 9	Term 2, Week 3
Syllabus outcome	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

Semester 2

French	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Test	Test
Weighting	25%	25%
Due Date	Term 3, Week 8	Term 4, Week 4
Syllabus outcome	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

GRAPHICS

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Graphic Design			
	Assessment 1	Assessment 2	Assessment 3
Assessment	Project 1	Test	Project 2
Type	Project Production & Folio	In-Class Test	Project Production & Folio
Weighting	40%	20%	40%
Due Date	Term 2	Term 2	Term 4
GT Syllabus outcomes	GT5-1, GT5.2, GT5.5, GT5-6	GT5-11, GT5.12	GT5-3, GT5.4, GT5.7, GT5-8

HISTORY ELECTIVE (The Modern World)

Students in elective history will be assessed in relation to the following components: -

- Historical knowledge and understanding, interpretation, analysis, empathy, oral and written communication skills
- Historical and archaeological knowledge and understanding, historical inquiry, interpretation, causation, perspectives, empathy and written communication skills

Semester 1

History Elective	Assessment 1
Assessment	Research Report
Type	Hand in
Weighting	50% of yearly grade
Date Due	Term 2, Week 1
Syllabus outcome	THE 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9

Semester 2

History Elective	Assessment 2
Assessment	Yearly Exam
Type	In class
Weighting	50% of yearly grade
Date Due	Term 4, Week 2
Syllabus outcome	THE 5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

INVESTIGATING SCIENCE (Accelerated)

Course: Investigating Science (extract from Year 11 Assessment Booklet)
2 units for each of Year 11 and Year 12 course Board Developed Course
<p>Course Description:</p> <p>The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws.</p> <p>Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.</p> <p>A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules.</p> <p>Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.</p> <p>Main Topics Covered:</p> <p>Preliminary Course</p> <p>Module 1 Cause and Effect – Observing Module 2 Cause and Effect – Inferences and Generalisations Module 3 Scientific Models Module 4 Theories and Laws</p>

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 2
		Working Scientifically Skills Task INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-7, INS11-8	Depth Study Investigation INS11/12-1, INS11/12-3, INS11/12-4, INS11/12-6, INS11/12-7, INS11-10	Yearly Exam INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11
Skills in Working Scientifically	60	30	25	5
Knowledge and understanding of content	40	5	10	25
Marks	100	35	35	30

JAPANESE

Semester 1

Japanese	Assessment 1	Assessment 2
Assessment	Interacting and creating (listening & speaking)	Understanding and creating (reading & writing)
Type	Interview	Test
Weighting	25%	25%
Due Date	Term 1, Week 8	Term 2, Week 1
Syllabus outcome	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

Semester 2

Japanese	Assessment 1	Assessment 2
Assessment	Interacting and understanding (listening & reading)	Creating (speaking & writing)
Type	Test	Presentation
Weighting	25%	25%
Due Date	Term 3, Week 8	Term 4, Week 4
Syllabus outcome	ML5-INT-01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01

LATIN

Semester 1

Latin	Assessment 1	Assessment 2
Assessment	Latin reading, analysis, translation, vocabulary, and culture	Latin reading, analysis, translation, vocabulary, and culture
Type	Test	Test
Weighting	25%	25%
Due Date	Term 1, Week 7	Term 2, Week 5
Syllabus outcome	CL5-UND-01, CL5-UND-02, CL5-ICU-01	CL5-UND-01, CL5-UND-02, CL5-ICU-01

Semester 2

Latin	Assessment 1	Assessment 2
Assessment	Latin reading, analysis, translation, vocabulary, and culture	Latin reading, analysis, translation, vocabulary, and culture
Type	Pronunciation and Project Presentation	Test
Weighting	Recording (5%), Presentation and materials (20%)	25%
Due Date	Term 3, Week 8	Term 4, Week 4
Syllabus outcome	CL5-UND-01, CL5-UND-02, CL5-ICU-01	CL5-UND-01, CL5-UND-02, CL5-ICU-01

LITERATURE LABORATORY

Literature Laboratory invites to students to develop their knowledge, understanding and skills of writing, reading, and responding, through the close study of a literary genre. By engaging with a range of texts from a specific genre, students will gain a deeper appreciation for the decisions of composers in the construction of texts, including context, purpose, audience, concepts, values, and form.

Students will learn about the traditional conventions of the selected genre, before examining the evolution and experimental side of the genre and will critically investigate why these changes occur and persist in the modern literary canon.

	Yearly Assessment Schedule		
Literature Laboratory	Assessment 1	Assessment 2	Assessment 3
Assessment	Familiar Dystopias	Breaking Illusory Utopias	Is This Our World?
Type	Discursive response	Comparative essay	Project
Weighting	30%	40%	30%
Due Date	Term 2, Week 2	Term 3, Week 5	Term 4, Week 4
Syllabus outcomes	LIT01, LIT04, LIT05	LIT01, LIT02, LIT03, LIT04, LIT05	LIT02, LIT04, LIT05

MARINE STUDIES

Marine Studies will develop a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. This course provides a scientific educational context linked to our position on the coast and the opportunity for students to develop the necessary knowledge and skills to use and protect the unique marine ecosystem, and at the same time, communicate their appreciation to the community. They will be involved in both practical and theoretical learning through project development, relating to coastal areas and other water-related environments, as well as water-related enterprises and leisure activities.

Please note: All hand-in tasks must be uploaded to the relevant Team course. The Science Faculty does not accept emailed tasks.

Semester 1

Marine Studies	Assessment 1	Assessment 2	Assessment 3
Assessment	Core 1 Practical Water Safety and Swimming Skills	Research	Core 1 and Core 2
Type	Practical Task	Research and Presentation Skills	Quiz
Weighting	Satisfactory/Unsatisfactory	35%	15%
Due Date	Term 1, Week 5	Term 2, Week 3	Term 2, Week 4
Syllabus outcome	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-13, MAR5-14	MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-14	MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-14

Semester 2

Marine Studies	Assessment 1	Assessment 2
Assessment	Skills Test	Semester 2 Exam
Type	Skills Task	Exam
Weighting	20%	30%
Due Date	Term 3, Week 2	Term 4, Week 2 - 3
Syllabus outcome	MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-10, MAR5-11, MAR5-13, MAR5-14

MATHEMATICS ACCELERATED (PATH: ADV, EXT)

At Caringbah High School, the Mathematics 5.3 Accelerated course has been developed to offer interested and capable students the opportunity to study a compacted Stage 5.3 curriculum that covers all Years 9 and 10 content in one year. The course includes challenging concepts in plane geometry, algebra, chance and data, measurement, trigonometry, coordinate geometry and number. Topics, including circle geometry, polynomials, functions and logarithms will be studied, giving our students the necessary background for work in the Mathematics Advanced and Mathematics Extension courses.

Students who have demonstrated thorough knowledge and understanding may be offered the option to study the Preliminary HSC Mathematics Advanced and Extension 1 courses in Year 10, the HSC Mathematics Advanced and Extension 1 courses in Year 11, and the HSC Mathematics Extension 2 course in Year 12.

Formal assessment throughout the year will consist of three common tests, each of which will cover two or more topics, as well as a yearly examination that will cover the entirety of the course studied thus far. Students will be given adequate notice of the content and date of each task.

Semester 1

Mathematics Accelerated	Assessment 1	Assessment 2
Assessment	Common Test 1 (Equations, Financial Mathematics)	Common Test 2 (Right Angled Trigonometry, Linear Relationships, Surface Area and Volume)
Type	Examination	Examination
Weighting	20%	20%
Due Date	Term 1, Week 6-7	Term 2, Week 3-4
Syllabus outcome	MA5-EQU-C-01, P-01, P-02, MA5-ALG-C-01, P-01, P-02, MA5-FIN-C-01, C-02, MA5-MAG-C-01	MA5-TRG-C-01, C-02, P-01, MA5-LIN-C-01, C-02, P-01, MA5-RAT-P-01, MA5-ARE-C-01, P-01, MA5-VOL-C-01, P-01, MA5-MAG-C-01

Semester 2

Mathematics Accelerated	Assessment 1	Assessment 2
Assessment	Common Test 3 (Algebra, Quadratics and Parabolas, Geometry, Probability)	Yearly Examination (Variation and Rates of Change, Indices and Surds, Statistics, Polynomials, Non-Right Angled Trigonometry, and all previous topics)
Type	Examination	Examination
Weighting	20%	40%
Due Date	Term 3, Week 5-6	Term 4, Week 3-4
Syllabus outcome	MA5-ALG-C-01, P-01, P-02, MA5-NLI-C-01, C-02, P-01, MA5-GEO-C-01, P-01, P-02, MA5-CIR-P-01, MA5-PRO-C-01, P-01	All previous and MA5-RAT-P-01, P-02, MA5-IND-C-01, P-01, P-02, MA5-DAT-C-01, C-02, P-01, MA5-NLI-C-01, C-02, P-01, MA5-POL-P-01, MA5-FNC-P-01, MA5-TRG-P-01, P-02

MUSIC

Year 9/10 elective Music course builds upon the foundations established during the Year 7/8 course. It encourages a development of knowledge and skills at the student's personal level and incorporates a variety of group and individual work.

The Year 9/10 course explores a wide variety of topics including Australian Music, Music for Small and Large Ensembles, encompassing Baroque to 21st Century styles and Music of a Culture. It also focuses on Music and Technology, particularly as a medium for composition and creativity. Students will develop a greater understanding of these topics through playing, listening and creative activities that fall under the areas of Performance, Composition, Aural and Musicology. Students in this course should have a main instrument that they play or sing.

Semester 1

Music	Assessment 1	Assessment 2
Assessment	Composition	Performance
Type	Composition	Performance
Weighting	25%	25%
Due Date	Term 2, Week 1	Term 2, Week 6
Syllabus outcome	5.5, 5.6, 5.10	5.1, 5.2

Semester 2

Music	Assessment 1	Assessment 2
Assessment	Theory Exam	Performance
Type	Listening and Musicology Exam	Performance
Weighting	25%	25%
Due Date	Term 3, Week 9	Term 4, Week 3
Syllabus outcome	5.7, 5.8, 5.9	5.1, 5.2, 5.3

PHOTOGRAPHIC AND DIGITAL MEDIA

Assessment in Stage 5 Photographic and Digital Media is an ongoing process and is conducted at the end of each assessment task, with marks awarded and formal feedback given. When there is more than one class or teacher involved, members of the Photographic and Digital Media faculty teaching Stage 5 will participate in the moderation and grading process.

Assessment activities in each semester cover both practical tasks e.g. darkroom/wet Photography or Digital Photography / Film Making, as well as critical and historical writing and the Photographic Process Diary. The assessment procedure is designed to cater for a full range of students through learning opportunities that encourage students to develop autonomy in their practical and theoretical understanding.

Assessment tasks are fully discussed in class, with students made aware of the marking criteria and desired learning outcomes.

Semester 1

Photographic and Digital Media	Assessment 1	Assessment 2
Assessment	Artmaking	Critical and Historical
Type	1: Collection of works: Analogue & Experimental Photography	2: Visual Research Task
Weighting	30%	20%
Due Date	Term 1 Week 10	Term 2 Week 5
Syllabus outcome	5.1, 5.4	5.7, 5.8

Semester 2

Photographic and Digital Media	Assessment 1	Assessment 2
Assessment	Artmaking	Artmaking
Type	3: Collection of works: Digital Media and Film	4a: Independent Project 4b: VAPD
Weighting	30%	4a: 15% 4b: 5%
Due Date	Term 3 Week 6	Term 4 Week 4
Syllabus outcome	5.2, 5.3, 5.5, 5.6, 5.9	5.1, 5.4, 5.10

PHYSICAL ACTIVITY AND SPORTS STUDIES

Assessment of the students has an informal and a formal component. Student performance is assessed continuously on an informal basis during lessons, taking into account team skills, leadership, interaction, communicating and performance. Grades will be allocated using the results from the assessment tasks and the Course Performance Descriptors. The formal component is as follows:

Semester 1

PASS	Assessment 1	Assessment 2
Assessment	Coaching	Coaching
Type	Semester 1 examination & class work	Practical assessment and session plan
Weighting	50% (40% exam and 10% book work)	50% (30% prac coaching, 20% session plan)
Due Date	Term 2, week 3/4	Ongoing term 1
Syllabus outcome	PASS5-6, PASS5-3	PASS5-8, PASS5-9

Semester 2

PASS	Assessment 3	Assessment 4
Assessment	Enhancing Performance, issues in physical activity & sport	Gymnastics / Soft Crosse
Type	Semester 2 examination	Practical skills assessment
Weighting	50%	50%
Due Date	Term 4 Week 3/4	Ongoing assessment during terms 2 and 3
Syllabus outcome	PASS5-6, PASS5-1	PASS5-9, PASS5-5

PSYCHOLOGY

Psychology provides the knowledge and understanding of human nature by asking scientific and philosophical questions and by undertaking studies into the fields of neuroscience, cognitive sciences, and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

The aim of Stage 5 Psychology is to promote understanding and critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

Assessment will be as follows:

Semester 1

Psychology	Assessment 1
Assessment	Psychology in Practice Core 1 and 2
Type	Research Task
Weighting	50% of yearly mark
Due Date	Term 2 Week 2
Syllabus outcome	PSY 5.1, 5.2, 5.4, 5.5, 5.7, 5.8

Semester 2

Psychology	Assessment 2
Assessment	Understanding Social Influences Option 4 and 5
Type	Research Task- hand in
Weighting	50% of yearly mark
Due Date	Term 4, week 2
Syllabus outcome	PSY 5.1, 5.6, 5.7, 5.8.

Throughout this course, students will engage in periodic formative assessments designed to reinforce their understanding of key concepts. Through quizzes and topic-specific tests, these assessments allow students to gauge their progress while providing teachers with valuable insights. This feedback helps ensure an accurate grade that reflects each student's comprehension and understanding of this course.

VISUAL ARTS

Assessment in Stage 5 Visual Arts is an ongoing process and is conducted at the end of each assessment task, with marks awarded and formal feedback given.

Assessment activities in each semester cover at least two artmaking practices, for example, drawing, painting, design, sculpture or printmaking, as well as critical and historical writing and the Visual Arts Process Diary. The assessment procedure is designed to cater for a full range of students through learning opportunities that encourage students to develop autonomy in their practical and theoretical understanding. Assessment tasks are fully discussed in class, with students made aware of the marking criteria and desired learning outcomes.

Semester 1

Visual Arts	Assessment 1	Assessment 2
Assessment	Critical and Historical	Artmaking
Type	1: Research Task - Essay	2: Collection of works (ongoing in-class artmaking)
Weighting	20%	30%
Due Date	Term 1, Week 8	Term 2, Week 6
Syllabus outcome	5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.6

Semester 2

Visual Arts	Assessment 1	Assessment 2
Assessment	Artmaking	Artmaking and Critical and Historical
Type	3: Collection of works (ongoing in-class artmaking)	4a: Independent Project (ongoing in-class artmaking) 15% 4b: Examination 20%
Weighting	15%	35%
Due Date	Term 3, Week 5	Term 4, Week 4
Syllabus outcome	5.5, 5.6	5.1, 5.4, 5.7, 5.8, 5.10

