



HOMework AND ASSESSMENT GUIDE

YEAR 9 - 2019

NEWCASTLE HIGH SCHOOL

"Remis Velisque"

160-200 Parkway Avenue Hamilton South NSW 2303

Telephone: (02) 4969 3177 Fax: (02) 4961 2912

email : newcastle-h.school@det.nsw.edu.au

website : <https://newcastle-h.schools.nsw.gov.au>

CONTENTS

KEY TERMS	1
STAGE 5 CURRICULUM	2
RECORD OF SCHOOL ACHIEVEMENT (RoSA)	3
ELIGIBILITY FOR THE RoSA	3
CRITERIA FOR SATISFACTORY COMPLETION OF A COURSE	3
SUPPORTING YOUR CHILD’S LEARNING.....	4
HOMEWORK.....	4
ASSESSMENT	5
SUBMITTING YOUR OWN WORK	5
ASSESSMENT TASKS.....	6
APPEALING A ZERO MARK.....	7
STAGE 5 ASSESSMENT TASK NOTIFICATION TEMPLATE.....	8
STAGE 5 APPEAL FORM	9
SUBMITTING ASSESSMENTS AT NEWCASTLE HIGH SCHOOL STAGE 5.....	10
OFFICIAL WARNING SAMPLE LETTER	11
YEAR 9 ASSESSMENT CALENDAR – 2019.....	13
ENGLISH (MANDATORY).....	14
HSIE – (HISTORY).....	15
HSIE (GEOGRAPHY)	15
MATHEMATICS	16
PDHPE (MANDATORY)	16
SCIENCE (MANDATORY)	17
CHILD STUDIES (ELECTIVE).....	18
COMMERCE (ELECTIVE)	19
DRAMA (ELECTIVE).....	19
FOOD TECHNOLOGY (ELECTIVE).....	20
HISTORY (ELECTIVE)	20
INDUSTRIAL TECHNOLOGY – METAL (ELECTIVE)	21
INDUSTRIAL TECHNOLOGY – TIMBER (ELECTIVE).....	21

ISTEM (ELECTIVE)	22
IST (ELECTIVE)	22
JAPANESE (ELECTIVE)	23
MARINE & AQUACULTURE (ELECTIVE)	23
MUSIC (ELECTIVE)	24
PHOTOGRAPHY & DIGITAL MEDIA (ELECTIVE)	24
PHYSICAL ACTIVITY & SPORT STUDIES (ELECTIVE)	25
VISUAL ARTS (ELECTIVE).....	25

KEY TERMS

The NSW Education Standards Authority (NESA)

This is the NSW government body responsible for the curriculum in all schools from Kindergarten to Year 12.

Key Learning Areas (KLAs)

These are broad categories of subjects. The Years 7–10 curriculum is organised into eight key learning areas:

- English
- Mathematics
- Science
- Human Society & Its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Creative and Performing Arts (CAPA)
- Technological & Applied Studies (TAS)
- Languages other than English (LOTE)

Stage

This is a period of learning, typically of two years' duration.

Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.

Core Curriculum

The Core Curriculum is the group of subjects studied by all students in a particular year level.

Elective Subject

An elective subject is a subject that a student may choose to do.

100 Hour Elective

A Stage 5 elective subject that is studied in one year only.

200 Hour Elective

A Stage 5 elective subject that is studied in both Years 9 & 10.

Record of School Achievement (RoSA)

The Certification students receive if they leave school prior to completing the HSC.

“N” Determination

Failure to satisfactorily meet the requirements of a course.

STAGE 5 CURRICULUM

In Stage 5 there are five compulsory Key Learning Areas (KLAs). They are:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Human Society & its Environment (History and Australian Geography)

All students must take courses in these KLAs, and these form the core curriculum in Stage 5.

In addition, students in Stage 5 will study three elective courses in both Year 9 and Year 10.

Stage 5 VET courses

Newcastle High School also offers early entry VET courses in Hospitality and Metals & Engineering. Students who undertake these courses will only study one other elective course in Year 10.

Satisfactory completion of a VET course is based on demonstrating a number of competencies. The specific requirements of each course will be provided by the teacher.

Mandatory Requirements

The NESA sets mandatory requirements for the award of the Record of School Achievement (RoSA).

These requirements are listed below. All time allocations are indicative.

COURSE	HOURS
English	400 hours to be completed by the end of Year 10
Mathematics	400 hours to be completed by the end of Year 10
Science	400 hours to be completed by the end of Year 10
Human Society and Its Environment (HSIE)	400 hours are to be completed by the end of Year 10 and must include 100 hours of each of History and Geography in Stage 4 and 100 hours of each of Australian History and Australian Geography in Stage 5
Languages	100 hours to be completed in one language over one continuous 12 month period between Years 7 – 10 but preferably in Years 7 – 8
Technological and Applied Studies (TAS)	200 hour mandatory course in Technology
Creative and Performing Arts (CAPA)	100 hour mandatory courses in each of Visual Arts and Music
Personal Development Health & Physical Education (PDHPE)	300 hour mandatory integrated course in Personal Development, Health and Physical Education

The curriculum at Newcastle High School is organised to ensure students meet the NESA requirements.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a credential that shows a student's school achievement from Year 10 up to the HSC. It is issued to students who leave school prior to completing the HSC.

Students who do not meet the requirements for the RoSA by the end of Year 10 may not be permitted to commence the Preliminary HSC.

Eligibility for the RoSA

To qualify for the RoSA, a student must have:

- satisfactorily completed the following mandatory Year 10 courses:
 - English
 - Mathematics
 - Science
 - Australian Geography
 - History
 - PDHPE
- attended until the last official date for Year 10

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- **followed the course developed or endorsed by the Board;**
- **applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
- **achieved some or all of the course outcomes.**

The NESA does not set a minimum attendance for the satisfactory completion of a course. HOWEVER, the principal may determine that, because of absence, the above course completion criteria might not be met.

At Newcastle High School, we have found that once a student's attendance falls below 85%, they are at risk of not being able to meet the requirements for satisfactory course completion.

'N' Determinations

'N' determinations are issued for the non-completion of requirements in a course.

Warning letters will be issued to students who are in danger of not meeting course completion criteria. Warnings will be given in time for the problem to be corrected and will provide advice about the consequences of an 'N' determination in a course.

Students, who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades, cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

Where an 'N' determination is received in an elective, the course will not appear on the RoSA.

SUPPORTING YOUR CHILD'S LEARNING

Many parents/carers seek to support their children's progress and achievement at school. We hope this information offers some guidance and suggestions to assist students to organise and prepare for school.

Our school has a key focus on Respect, Responsibility and Participation for all school members in all aspects of their schooling. Homework is a key aspect of participation.

All students are encouraged to be fully prepared for school each day, having organised:

- A copy of their current timetable (an extra copy at home as well)
- An appropriate bag and the necessary books/equipment for that day
- Writing materials
- Lunch, snacks, fruit and drink

Where families are having financial difficulty in helping students prepare for the day, a confidential application for student welfare may be made after consulting the Head Teacher Wellbeing.

To help students organise their day, it is vital that students build into their daily routine the packing and unpacking of their school bag. Assessment tasks, homework and communications from school should be kept and placed in an accessible location. Parents/carers involvement in this step emphasises its importance and increases the chances of students completing homework tasks and communicating important information to parents/carers.

The Newcastle High School website <https://newcastle-h.schools.nsw.gov.au/> is regularly updated and contains information about upcoming events, activities and assessment information. It provides additional information which may help you support your child's education.

Students are also invited to access the Sentral Student Portal at <http://web1.newcastle-h.schools.nsw.edu.au/portal> and log in using their regular Department of Education username and password. Class teachers will guide students in the use of the Canvas and the Sentral Student Portal, which can provide ongoing support for learning beyond the classroom.

All students are provided with free access Microsoft Office 365 where they may store all their documents and files safely and securely in the cloud. This may be accessed at home or at school using the same DoE login. Access to the Office 365 account is easy via the Sentral Student Portal.

EXTRA LEARNING SUPPORT

Newcastle High School offers two initiatives, in addition to the curriculum, to support student learning:

Maths Breakfast Club – every Wednesday morning between 7:45am and 8:40am. Bring along any mathematic work with which you need assistance.

The Learning Hub – every Tuesday and Thursday, Periods 1 and 2. Bring along any tasks with which you need assistance.

HOMEWORK

Homework is an opportunity for students to build on learning skills and reinforce concepts encountered at school. It may be formally set by class teachers or initiated by students in the form of revision and review of target areas. Tasks set for homework by individual subjects and teachers vary throughout the year and between subject areas.

THERE IS NO DESIGNATED AMOUNT OF HOMEWORK FOR A PARTICULAR SUBJECT OR SCHOOL YEAR. It is advised that all students review their daily classwork after each school day. This helps identify areas of need for consolidation or assistance and students should seek teacher guidance to resolve any issues.

A priority for all students should be refining their literacy and numeracy skills. A program of thirty minutes reading at home is recommended to broaden comprehension and vocabulary. All students have been registered with Mathsonline which has a comprehensive range of tutorials and worksheets that students can use to review and practise their numeracy skills. We encourage parents to support these initiatives, particularly on occasions when students suggest they have no homework.

In addition to tasks set by class teachers, Canvas is the primary learning management system Newcastle High School will use to allow students to receive assignments and worksheets, submit work, access videos, quizzes, collaboration tools, discussions, etc... virtually anything delivered online.

The Canvas address for all staff and students is <https://nhs.instructure.com/>. Students are automatically enrolled into their respective Canvas courses from Sentral.

ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

At Newcastle High School, students will undertake formal assessment of their performance in all Key Learning Areas throughout the school year. These assessment tasks will vary in nature, both within each course studied and between courses.

Student progress and achievement will be reported formally, in the written school reports distributed at the end of Semester 1 and Semester 2, and informally, at the parent/teacher evenings in Term 1 and Term 3. Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisors if they would like to organise feedback on current progress or specific areas of concern.

Disability Provisions

Disability provisions are used to ensure students with a disability can complete exams and assessments on the same basis as their peers. They may assist students to read examination questions and write their answers.

Provisions help students to show the markers what they know and can do.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or other injury
- an intermittent condition, such as back pain when sitting for long periods.

Students with a disability must not be disadvantaged by the school's assessment procedures.

If you are unsure if you are eligible for provisions, please discuss with Mrs Durie.

SUBMITTING YOUR OWN WORK

A number of assessment tasks completed by students at home will require research and the use of sources of information. At Newcastle High School, we promote responsible scholarship and strive to ensure that the work submitted can be directly attributable to the student who submits it. In all cases, our school is working to eliminate plagiarism.

"Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results."

Plagiarism is cheating, it is unethical and it is dishonest. It may stop you developing the skills and knowledge intended in the task and is unfair to the original authors who "own" their ideas. Common forms of plagiarism include:

- Copying and pasting information from the internet
- Using the ideas of others as if they were your own
- Copying and pasting information from the internet, then changing the words

Students who are found plagiarising work risk having no marks awarded for their submitted task.

ASSESSMENT TASKS

This handbook has an outline of the assessment tasks for each course (see overview on pg. 13)

Students will be given an orange Assessment Task Notification at least two weeks before the due date for each task (see template on pg. 8). This notification should provide all relevant information regarding the task. If a student still has any questions regarding the task, they should speak with their teacher as soon as possible. When students receive a Notification, they will sign an Assessment Task Register.

Assessment Tasks fall into two categories:

In-class Task = conducted during the lesson indicated on the Notification

Submitted Task = completed over a period of time and due on the date indicated on the Notification

If a student is **experiencing difficulty** completing an assessment task:

- discuss with their teacher as soon as possible
- utilise the Learning Hub for assistance
- submit an Appeal form to HT of Faculty, at least one week before due date, requesting an extension of time/reschedule of task

If a student has **prior knowledge of absence** on the due date of a **Submitted Task**:

- discuss with their teacher as soon as they know
- submit the task before the due date, or arrange for someone to submit the task on their behalf

If a student has **prior knowledge of absence** on the due date of an **In-class Task**:

- discuss with their teacher as soon as they know
- submit an Appeal form to HT of Faculty, before due date, requesting a reschedule of the task

If a student is **absent** on the date of an assessment task:

- contact school
- complete/submit task next lesson
- zero mark applied (this can be overturned if correct process is followed)
- submit Appeal form within three days of return to school

If a student **does not submit** the task, or makes a non-serious attempt on a task, **without valid explanation**:

- zero mark applied
- a letter of concern will be sent to parents

Please refer to the flowchart on pg. 10.

APPEALING A ZERO MARK

Grounds for Appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

Serious

The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

Illness – short term sickness or physical injuries suffered directly by the student.

Misadventure – an event beyond the student's control.

Substantiated

Independent documentation supporting the reason for absence/lateness must be provided with the Appeal form e.g. medical certificate for illness or accident.

Limitations for Appeal

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.

You cannot submit an application based on:

- Technology malfunction
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Absence due to suspension

Processing an Appeal Form

The Faculty will consider the application and documentation provided and will respond in writing to the student within two days of receiving the form.

Newcastle High School

Stage 5 (insert year level) Assessment Task Notification

COURSE: (insert course name)

TEACHER: (insert names)



Task Number: **TASK** (insert number)

Task Type: (insert 'in-class task' or 'submitted')

Weighting: (insert weighting)

Due Date: (insert day, date, week, term, year)

Time: (insert time or period and location)

Outcomes to be Assessed:

(from NESA documents)

Task Description:

(brief description about the nature of the task)

Resources / Reference suggestions:

To prepare for this task, you may wish to refer to:

(insert resources and references to be used)

Assessment Criteria

(Explanation about how the task will be assessed. for example: Break down of marks; marking rubric; grade descriptions)

If you are experiencing difficulty completing or preparing for the task:

- Discuss with your teacher **before** the due date
- Utilise the Learning Hub
- Submit an Appeal Form to the HT Faculty, requesting an extension of time/reschedule of task

To Avoid a Zero Mark:

In-class task

- Submit an Appeal Form **prior to the due date**, if you know in advance that you will not be able to attend on that date.
- Contact the school **on the day** of the task, if you are unable to attend.
- Collect an Appeal Form from YA or DP, on the **first day** you attend following the task due date.

Submitted task

- If you are unable to attend on the due date of submission, hand it in prior to the date, or arrange for someone else to submit the task on your behalf.
- If the task is not submitted on the due date, collect an Appeal Form from YA or DP, on the **first day** you attend following the task due date.

Class Teacher signed:

HT signed:

Date:

Date:

NEWCASTLE HIGH SCHOOL STAGE 5 APPEAL FORM

PART A – to be completed by STUDENT

Student name

Subject Teacher

Task Details
(title) (due date) (weighting)

Appeal Category (tick one)

- ☐ Unable to sit task on due date (prior knowledge). Requesting task reschedule.
- ☐ Did not/cannot submit task on due date (illness/misadventure). Requesting extension of time.

Justification for Appeal (explain your reasons)

.....
.....

Documentation provided (please attach evidence)

- ☐ Medical certificate ☐ Other

Student signature Parent/carer signature

Date Date

PART B – to be completed by CLASS TEACHER

Comment/Recommendation:

.....
.....

Teacher signature: Date

PART C – to be completed by FACULTY HEAD TEACHER

DECISION OF FACULTY

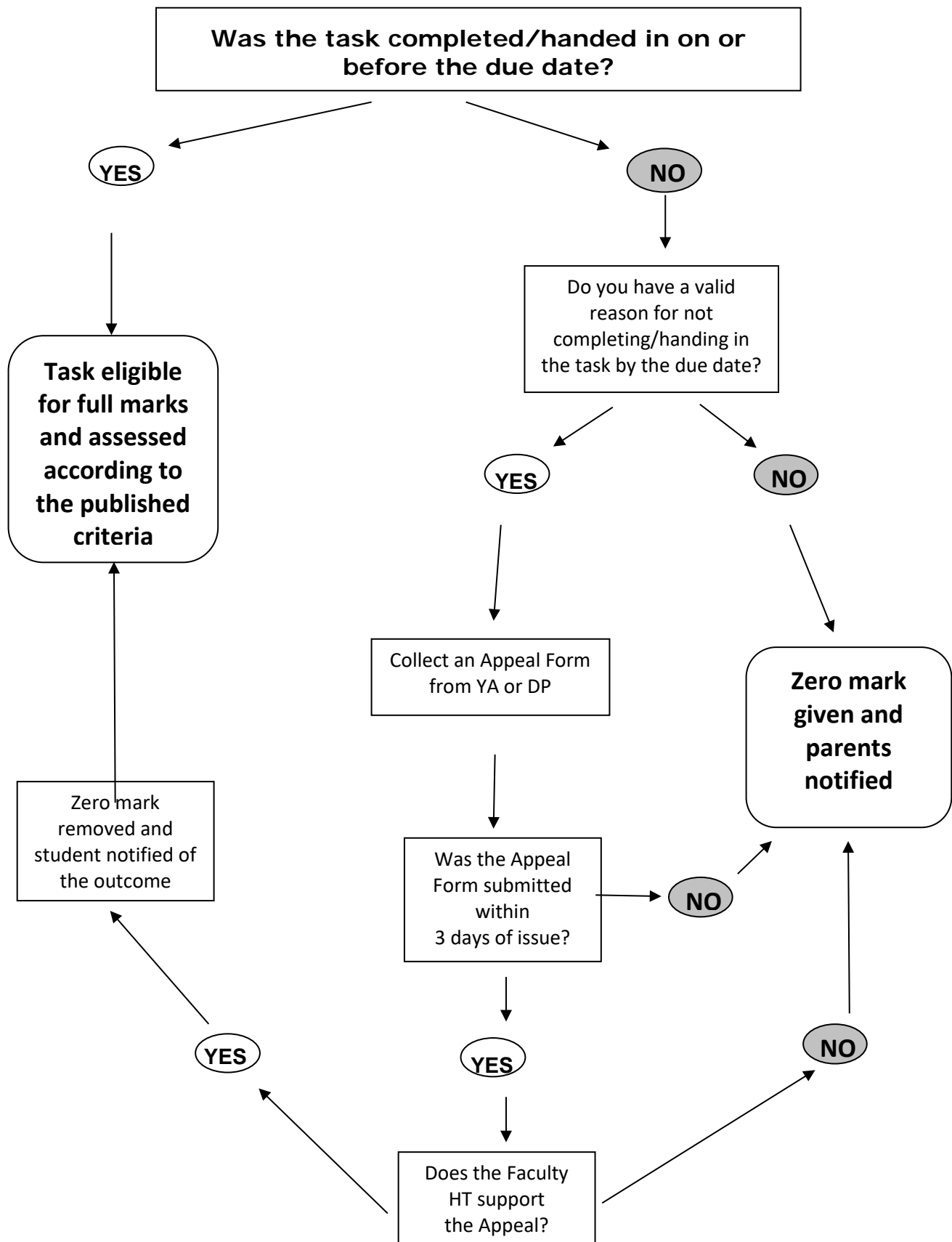
- ☐ Task rescheduled (without penalty) to:
- ☐ Extension of Time granted (without penalty) to:
- ☐ ZERO Mark to be upheld
- ☐ Other

Signature Date

Student notified of Panel decision

Student Signature Date

**SUBMITTING ASSESSMENTS AT NEWCASTLE HIGH SCHOOL
STAGE 5**





OFFICIAL WARNING

Non-completion of a Stage 5 Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the course completion criteria for the following mandatory Stage 5

Course _____

The Board of Studies requires schools to issue students with official warnings in order to give

them the opportunity to redeem themselves.

Please regard this letter as the _____ (specify no.) official warning issued concerning

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board; and/or
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and/or
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination.

An 'N' determination will mean that the course will not be listed on the student's Record of Achievement.

To date, _____ has not satisfactorily met _____ (a/b/c) of the course completion criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made.

In order for _____ to satisfy the course completion criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is required.

Yours sincerely,

Class Teacher

Head Teacher

Principal

To satisfy course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed _____

Task Name/Course requirements	Date Task(s) Course requirements initially due	Action Required by student	Date to be completed (if applicable)



PLEASE DETACH THIS SECTION AND RETURN TO THE SCHOOL

Requirements for the Satisfactory Completion of a Stage 5 Course

I have received the letter dated _____ indicating that my child _____ is in danger of not having satisfactorily completed the Stage 5 course: _____

I am aware that this course may not appear on his/her Record of School Achievement.

I am also aware that an 'N' determination may make him/her ineligible to progress to the Preliminary HSC

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT/CARER'S SIGNATURE _____ DATE: _____

YEAR 9 ASSESSMENT CALENDAR – 2019

	TERM 1	TERM 2	TERM 3	TERM 4
1		PDHPE (weeks 1-5) FOOD TECH VISUAL ARTS	MATHEMATICS FOOD TECH	FOOD TECH
2		MARINE	MARINE	MARINE VISUAL ARTS
3	MARINE	HISTORY SCIENCE IT-METAL IT-TIMBER IST PHOTOGRAPHY		MATHEMATICS HORRIBLE HISTORIES IT-METAL IT-TIMBER IST ISTEM PHOTOGRAPHY JAPANESE
4	IT-METAL IT-TIMBER	MATHEMATICS HORRIBLE HISTORIES ISTEM VISUAL ARTS JAPANESE PASS (weeks 4-6)		GEOGRAPHY ENGLISH COMMERCE MUSIC PASS
5	MATHEMATICS	MUSIC	MATHEMATICS SCIENCE	IT-METAL IT-TIMBER
6	PDHPE (weeks 6-8)		PDHPE (weeks 6-8) COMMERCE HORRIBLE HISTORIES JAPANESE	DRAMA
7	MUSIC FOOD TECH	COMMERCE DRAMA FOOD TECH	IST MUSIC PASS	
8	HISTORY DRAMA IST		FOOD TECH IT-TIMBER PHOTOGRAPHY VISUAL ARTS Wednesday Sept 11 P/T Interviews	
9	ENGLISH COMMERCE FOOD TECH ISTEM JAPANESE PASS	ENGLISH IT-METAL IT-TIMBER MARINE PASS	GEOGRAPHY DRAMA	
10	HORRIBLE HISTORIES CHILD STUDIES PHOTOGRAPHY Tue, Apr 2 P/T Interviews Yr 8, 9, 10	CHILD STUDIES	ENGLISH SCIENCE CHILD STUDIES ISTEM MARINE	
11				

ENGLISH (MANDATORY)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Is the truth real? Ted Talks and Documentaries Persuasive digital presentation	25%
2	9	Australian Landscapes Novel and Poetry essay	25%
Semester 1		Total	50%
TERM	WEEK		
3	10	Genre study: Horror Creative Writing portfolio	30%
4	4	Shakespeare: discursive response	20%
Semester 2		Total	50%
		TOTAL	100%

GEOGRAPHY (MANDATORY)
YEAR 9 - 2019

		TASK	WEIGHTINGS
TERM	WEEK		
3	9	Sustainable Biomes Research task (submitted)	40%
4	4	Changing Places and Geographical Skills Topic Test (in class)	60%
			100%

HISTORY (MANDATORY)
YEAR 9 - 2019

		TASK	WEIGHTINGS
TERM	WEEK		
1	8	Movement of Peoples Source analysis task (in class)	50%
2	3	Australia and World War One Propaganda poster (submitted)	50%
			100%

MATHEMATICS (MANDATORY)

YEAR 9 - 2019

TERM	WEEK	TASK	WEIGHTINGS
1	5	Task 1 – Algebraic Expressions test	20%
2	4	Task 2 – Financial Mathematics task	20%
3	1	Task 3 – Measurement task	20%
3	5	Task 4 – Trigonometry test	20%
4	3	Task 5 – Data project	20%
		TOTAL	100%

PDHPE (MANDATORY)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK	THEORY	
1	6 - 8	In Class Assessment /Task – <i>Unsociable Media</i>	20%
3	6 - 8	In Class Assessment / Task – <i>Power in Relationships</i>	20%
4	TBA	<i>Yearly Examination</i>	20%
TERM	WEEK	PRACTICAL	
1 2	6 - 10 G 1 – 5 B	In Class Practical Assessment – <i>Gymnastics</i>	20%
3	6	In Class Practical Assessment – <i>Field Games</i>	20%
		TOTAL	100%

SCIENCE (MANDATORY)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
In Class on-going Assessment		Working Scientifically Skills (30), Values and Attitudes (10)	40%
2	3	Half Yearly Examination Knowledge and Understanding (40), Working Scientifically Skills (20)	60%
		Semester 1 TOTAL	100%
In Class on-going Assessment		Working Scientifically Skills (30), Values and Attitudes (10)	40%
3	5	Guided Practical Project All working Scientifically areas assessed	30%
3	10	Yearly Examination Knowledge and Understanding (30), Working Scientifically Skills (10)	30%
		Semester 2 TOTAL	100%

CHILD STUDIES (ELECTIVE)
YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Research Task- Planning a Nursery	30%
1	10	Bookwork	10%
1	10	Unit Test	20%
1 & 2	1-20	Practical Skills- Textiles/Food	40%
Semester 1		TOTAL	100%
2	10	Research Task- Planning a Baby Shower	20%
3	10	Research Task- Caring for a Newborn	20%
3	10	Bookwork	10%
3 & 4	1-20	Practical Skills- Textiles/Food	50%
Semester 2		TOTAL	100%

COMMERCE (ELECTIVE)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Promoting and Selling – Assessment Task	25%
2	7	Consumer Choice – Test	25%
3	6	Personal Finance – Test	25%
4	4	Investing – Assessment	25%
		TOTAL	100%

DRAMA (ELECTIVE)

YEAR 9 - 2019

DATE			WEIGHTINGS
TERM	WEEK		
1	8-9	Commedia Dell'arte series of mini performances, interview and portfolio	25%
2	7	Theatre Sports Competition and Peer teaching lesson and portfolio	25%
3	9	Musical performance, choreography stage plan and portfolio	25%
4	6	Self-Devised Individual Solo Performance/Duologue and portfolio	25%
TOTAL			100%

FOOD TECHNOLOGY (ELECTIVE)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	Research Assignment – Pizza	30%
1	9	Bookwork/Folio- Licence to Cook	10%
2	1	Unit Test- Licence to Cook	20%
1&2	1-20	Practical Application	40%
Semester 1		TOTAL	100%
2	7	Research Assignment – Master Chef	30%
3	1	Unit Test- Eat Well, Live Well	10%
3	8	Digital Presentation- Bush Foods	10%
4	1	Unit Test- Bush Tucker	10%
3&4	1-20	Practical Application	40%
Semester 2		TOTAL	100%

HORRIBLE HISTORIES (ELECTIVE)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Crime and Punishment: Research task	30%
2	4	Ancients behaving badly: Biography assessment	25%
3	6	Conspiracy theories and mysteries: Digital presentation	30%
4	3	Making History: Source analysis	15%
		TOTAL	100%

INDUSTRIAL TECHNOLOGY – METAL (ELECTIVE)**YEAR 9 - 2019**

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	4	Safety assessment	20%
2	3	Portfolio	30%
2	9	Practical project 1	50%
Semester 1		TOTAL	100%
TERM	WEEK		
4	3	Portfolio	40%
4	5	Practical Project	60%
Semester 2		TOTAL	100%

INDUSTRIAL TECHNOLOGY – TIMBER (ELECTIVE)**YEAR 9 - 2019**

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	4	Safety assessment	20%
2	3	Portfolio	30%
2	9	Practical project	50%
Semester 1		TOTAL	100%
TERM	WEEK		
3	8	Research Task	20%
4	3	Portfolio	20%
4	5	Practical Project	60%
Semester 2		TOTAL	100%

ISTEM (ELECTIVE)
YEAR 9 – 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Mechatronics Project	30%
2	4	ISTEM Folio	20%
3	10	Design For Space Project	30%
4	3	Aerodynamics Project	20%
		TOTAL	100%

INFORMATION & SOFTWARE TECHNOLOGY (ELECTIVE)
YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	8	Folio	20%
2	3	Internet and Website Development Project	30%
Semester 1		Total	50%
3	7	Robotics Project	30%
4	3	Folio	20%
Semester 2		Total	50%
		TOTAL	100%

JAPANESE (ELECTIVE)**YEAR 9 - 2019**

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Digital presentation	25%
2	4	Bilingual manga	25%
3	6	Digital poster	25%
4	3	Survey	25%
TOTAL			100%

MARINE & AQUACULTURE (ELECTIVE)**YEAR 9 - 2019**

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	3	Water Safety	10
2	2	Dangerous Creature Identification and Injury Treatment Task	20
2	9	Rock Platforms Task	20
3	2	Module 3 Task	20
3	10	Personal Interest Project	30
4	2	Module 4 Task	20
TOTAL			100%

MUSIC (ELECTIVE)**YEAR 9 - 2019**

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	7	Aural/Musicology Music Theory	25%
2	5	Performance PORTFOLIO Ensemble techniques	25%
3	7	Composition Australian music	25%
4	4	Performance PORTFOLIO Technology/20th Century music	25%
TOTAL			100%

PHOTOGRAPHY & DIGITAL MEDIA (ELECTIVE)**YEAR 9 - 2019**

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	10	Critical/Historical	20%
2	3	Practical Portfolio	20%
3	8	Critical/Historical	20%
4	3	Practical Portfolio	40%
TOTAL			100%

PHYSICAL ACTIVITY & SPORT STUDIES (ELECTIVE)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
1	9	Body Systems – Topic Test	25%
2	4-6	Coaching Session	25%
3	7	Battery of fitness tests & analysis	20%
4	4	PED Presentation	30%
		TOTAL	100%

VISUAL ARTS (ELECTIVE)

YEAR 9 - 2019

DATE		TASK	WEIGHTINGS
TERM	WEEK		
2	1	Critical/Historical	20%
2	4	Practical Portfolio	20%
3	8	Critical/Historical	20%
4	2	Practical Portfolio	40%
TOTAL			100%



NEWCASTLE HIGH SCHOOL

“Remis Velisque”

160-200 Parkway Avenue, Hamilton South 2303

Telephone: (02) 4969 3177

Facsimile: (02) 4961 2912

e-mail: newcastle-h.school@det.nsw.edu.au

Website: <https://newcastle-h.schools.nsw.gov.au>

