



**DUBBO  
COLLEGE**

**DELROY CAMPUS**

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DELROY CAMPUS**

**YEAR 9  
ASSESSMENT  
BOOKLET**

**TERM 1**

**2017**





Dubbo College Delroy Campus					
2017	YEAR 9 AGRICULTURE				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	30%	25%	20%	25%	100%
Date Term: Week:	Term 1 Week 1 to 10	Term 2 Week 7/8	Term 4 Week 5	Term 4 Week 5/6	
Task Type	Practical sheep skills	Half Yearly Exam	Alternative enterprises project	Yearly Exam	
Areas Assessed					
<i>Applies animal welfare guidelines</i>	✓ <input type="checkbox"/>			✓ <input type="checkbox"/>	
<i>Evaluate past and current agricultural practices</i>			✓ <input type="checkbox"/>	✓ <input type="checkbox"/>	
<i>Interactions between agricultural economy, culture and society</i>		✓ <input type="checkbox"/>	✓ <input type="checkbox"/>		
<i>Undertakes experiments</i>	✓ <input type="checkbox"/>			✓ <input type="checkbox"/>	

## ***DUBBO COLLEGE DELROY CAMPUS***

2017	Subject				
	9 CHILD STUDIES				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Date Term: Week:	Term 1 Weeks 7-10	Term 2 Various	Term 3 Week 7	Term 4 Week 6	
Task Type	Research task	Baby Think it Over	Exam	Childcare Centre Evaluation	
Areas Assessed					
Preparing for Parenting	✓	✓	✓		
Conception to birth	✓		✓		
Childcare services			✓	✓	
Newborn care	✓	✓	✓		
Family interactions			✓		

2017	YEAR 9/10 DRAMA				
	Task 1	Task 2	Task 3	Task 4	TOTAL
Weighting	20%	25%	25%	30%	100%
Date: Term /Week	Term 1 Week 7	Term 2 Week 5	Term 3 Week 9	Term 4 Week 6	
Task Name/ Description:	Improvisation	Playbuilding	Dramatic Context Topic area	Examination All Topics	
Task Type:	Workshop & Logbook hand-in	Performance & Logbook hand-in	Research Task & Practical workshop or performance presentation	Written Test or Essay and Performance with Logbook hand-in	
Areas for Assessment					
<i>performing</i>	✓	✓	✓	✓	
<i>making</i>	✓	✓	✓	✓	
<i>Appreciating</i>	✓	✓	✓	✓	
<i>Peer &amp; Self Assessment</i>	✓	✓	✓	✓	

- 6 **Appreciating – 5.3.3:** A student analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

### Marking Guidelines for Drama Performance & Logbook tasks

The Student:	Range
<input type="checkbox"/> Demonstrates outstanding performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a highly effective actor- audience relationship. <input type="checkbox"/> Demonstrates an outstanding ability to work with group members in order to devise a theatrical piece containing outstanding dramatic unity and coherence. <input type="checkbox"/> Maintains an outstanding record of the process incorporating valid reflection and evaluation	<b>A</b> 90-100 Outstanding
<input type="checkbox"/> Demonstrates highly developed performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains an effective actor- audience relationship. <input type="checkbox"/> Demonstrates a high ability to work with group members in order to devise a theatrical piece containing strong dramatic unity and coherence. <input type="checkbox"/> Maintain a consistent record of the process incorporating valid reflection and meeting assessment requirements	<b>B</b> 70-89 High
<input type="checkbox"/> Demonstrates sound performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a sound actor- audience relationship. <input type="checkbox"/> Demonstrates a sound ability to work with group members in order to devise a theatrical piece containing sound dramatic unity and coherence. <input type="checkbox"/> Maintain a sound record of the process incorporating valid reflection and meeting assessment requirements	<b>C</b> 50-69 Sound
<input type="checkbox"/> Demonstrates basic performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a basic actor- audience relationship. <input type="checkbox"/> Demonstrates a basic ability to work with group members in order to devise a theatrical piece containing some dramatic unity and coherence. <input type="checkbox"/> Maintain a basic record of the process incorporating valid reflection and meeting assessment requirements	<b>D</b> 30-49 Basic
<input type="checkbox"/> Demonstrates limited performance skills utilising the elements of drama to realise role and character. <input type="checkbox"/> Establishes and maintains a basic actor- audience relationship. <input type="checkbox"/> Demonstrates a limited ability to work with group members in order to devise a theatrical piece containing minimal dramatic unity and coherence. <input type="checkbox"/> Maintain a limited record of the process incorporating valid reflection and meeting assessment requirements	<b>E</b> 10-29 Limited
<input type="checkbox"/> Work not submitted or not meeting minimum requirements <input type="checkbox"/> Evidence of significant plagiarism.	0-9

**ENGLISH**

Advanced and Standard

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**Assessment Task Number 1    Weighting: 15%    Date:    Week 6 Term 1**

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**Syllabus Area:**    Reading, Writing

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**Type of Task:**    Written Task

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**Task Description**

You have been learning about, 'how' to write an outstanding narrative. You have learnt about the major components of a narrative (Orientation, sequence of events, complication, climax, resolution and coda).

You have also learnt that you need to have a specific genre for your story and develop the characters, setting and action.

You are to write a **300 – 600 word** narrative. You will be given FOUR pictures; you must choose **ONE** of them to base your narrative on.

This task is to prepare you for the writing task in NAPLAN.

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**You will be assessed on how well you:**

- Use the features of a narrative. (Orientation, sequence of events, complication, climax, resolution)
  - Develop the setting, characters and plot
  - Write in a specific genre
  - Implement feedback from your English teacher
  - Use figurative language in your writing
  - Write with flair and sophistication
  - Write in clear and logical sentences and paragraphs, use appropriate punctuation and accurate spelling
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**Outcomes being assessed:**

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**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

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**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

**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## FOOD TECHNOLOGY ELECTIVE

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**Assessment Task Number 1    Weighting: 25%    Date: Week 7 Term 1**

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**Syllabus Area:** Core 2 Nutrition and Consumption **Title:** "Living to Eat or Eating to Live"

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**Type of Task:** Hand-in - Research Task

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### Task Description

You are required to create an information page to support Teenagers with Anaemia.

The information page needs to include the following;

- ☐ What is anaemia?
- ☐ What are the symptoms shown by a person who has anaemia?
- ☐ What are the treatments available?
- ☐ Provide a suitable recipe for a person suffering with anaemia.
- ☐ Use the SEAR scaffold to answer this,  
"Teenagers should not follow a vegetarian diet" (vegetables only)
- ☐ Include a bibliography

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### You will be assessed on how well you:

- research and develop your ideas
  - communicate and use ICT
  - create and produce your information page
- 

### Outcomes being assessed:

5.4.1 collect, evaluate and applies information from a variety of sources.

5.4.2 communicate ideas and information using a range of media and appropriate terminology.

5.3.1 – describes the relationship between food consumption, nutritional value of food and the health of individuals and communities.



## HISTORY

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<b>Assessment Task Number</b>	<b>1</b>	<b>Weighting:</b> 15%	<b>Date:</b> Week 3 Term 1
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**Syllabus Area:** The Making of the Modern World - Making a Better World?:  
Movement of peoples

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**Type of Task:** In Class: Literacy

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### Task Description

Students will be asked to answer the following question in class using SEAR paragraph structure.

Question: Explain the experiences of slaves focusing on ONE of the following aspects: departure, their journey abroad, and their reactions on arrival.

### You will be assessed on how well you:

- outline how the ancient society was organised
- outline the everyday life of men, women and children in the ancient society
- use SEAR paragraph structure

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### Outcomes being assessed:

HT5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## **DUBBO COLLEGE DELROY CAMPUS**

2017	Subject 9 / 10 Industrial Technology - Timber				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	15%	35%	35%	15%	100%
Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	
Task Type	Research Work	Practical Project and Portfolio	Practical Project and Portfolio	Yearly Exam	
Areas Assessed					
WHS and Risk Assessment		X	X	X	
Properties and Applications of Materials		X	X	X	
Industrial Technology and Society	X			X	
Designing, Communicating and Evaluating	X	X	X	X	
Producing Quality Projects	X	X	X		

# Year 9 Mathematics 2017

## Non Advanced Classes

	Task 1	Task 2	Task 3	Task 4
Weighting	20%	30%	20%	30%
Date	Week 9 Term 1	Term 2 Week 6	Week 9 Term 3	Term 4 Week 5
Task Type	Class Test	Half Yearly Examination	Open Book Class Test	Yearly Examination

# Year 9 Mathematics 2017

## Advanced Class

	Task 1	Task 2	Task 3	Task 4
Weighting	20%	30%	20%	30%
Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5
Task Type	Class Test	Half Yearly Examination	Open Book Class Test	Yearly Examination

**YEAR 9 MATHEMATICS – 5.1 & 5.2**

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**Assessment Task Number: 1      Weighting: 20 %      Date: Term 1 Week 9**

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**Syllabus Area:**      Stage 5 Mathematics

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**Type of Task:**      In Class Test

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**Task Description**

Complete an in class test assessing your ability to:

- Solve Mathematical Literacy and Numeracy problems.
- Demonstrate knowledge and skill through solving problems that assess understanding of:
  - Algebra
  - Indices
  - Numbers of any Magnitude

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**You will be assessed on how well you:**

- Solve mathematical problems complete with full working out
- 

**Outcomes being assessed:**

- **MA3-7NA:** Compares, orders and calculates with fractions, decimals and percentages
- **MA4-5NA:** Operates with fractions, decimals and percentages
- **MA5.1-5NA:** Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- **MA5.1-9MG:** Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

## MUSIC ELECTIVE

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**Assessment Task Number 1** Weighting: 30% Date: Part A&B Week 8, Part C Week 7

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**Syllabus Area:** Theatre Music

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**Type of Task:** Viva Voce (Research), Performance and Examination

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### Task Description

#### Part A Viva Voce

##### Students will:

- ☐ Present a Viva Voce on the statement below to the class.

Statement:

*Music theatre is an art form that encompasses many genres of music.*

- ☐ Choose TWO different theatre songs that help support the above statement.
- ☐ Discuss TWO of the same Concepts of Music in each song
- ☐ Use PowerPoint to reflect the research and analysis.
- ☐ Provide examples using audio tracks

#### Part B Performance

Students are to perform a piece of music reflecting the topic 'Theatre Music'.

It must feature the soloist

It must not exceed 3 minutes

#### Part C Examination

Students will complete an examination based on the Concepts of Music.

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### You will be assessed on how well you:

- Outline the characteristics of the chosen genre.
- Discuss two elements of music and how they reflect the chosen genre.
- Demonstrate confidence with music literacy.
- Demonstrate an understanding of music technology.
- Perform your chosen piece of music using expressive techniques
- Demonstrate solo or ensemble awareness



## ***DUBBO COLLEGE DELROY CAMPUS***

2017	Subject				
	9PASS Boys and Girls Games				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Date Term: Week:	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4	Term 4 Week 3	
Task Type	Fitness Testing & Journal	Examination	Peer Coaching	Ongoing Practical	
Areas Assessed					
Foundations of Physical Activity	✓	✓			
Physical Activity and Sport in Society		✓			
Enhancing Participation and Performance	✓		✓	✓	

# **DUBBO COLLEGE DELROY CAMPUS**

2017	Subject					
	9PDHPE					
	Task 1	Task 2	Task 3	Task 4	Task 5	Total
Weighting	10 %	10 %	20 %	10%	50%	100%
Date Term: Week:	Term 1 Week 5	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5	Terms 1-4 Ongoing	
Task Type	Harm Minimisation Alcohol (In Class)	Relationships Situational Analysis (In Class)	Examination	Body Image Media Review (In Class)	Practical	
Areas Assessed						
Self and Relationships	✓	✓	✓		✓	
Movement Skill and Performance				✓	✓	
Individual and Community Health	✓	✓	✓	✓	✓	
Lifelong Physical Activity			✓	✓	✓	

DUBBO COLLEGE DELROY CAMPUS					
2017	Year 9 Photography and Digital Media				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Term: Week:	Term 1 Week 8 Week 7	Term 2 Week 8 Week 7	Term 3 Week 9 Week 7	Term 4 Week 7 Week 6	
Task Type	Dark Room Portfolio and Written task	Checklist Portfolio and Written task	Photoshop Portfolio and Research task	Animation Portfolio and Research task	
Areas Assessed:					
Artmaking	15%	15%	15%	15%	
Critical and Historical Study	10%	10%	10%	10%	
Content:					
Material and Conceptual Practice	*	*	*	*	
Frames	*	*			
Conceptual framework			*	*	
Conceptual Strength and Meaning	*	*	*	*	
Representation	*	*	*	*	
Resolution	*	*	*	*	

## DUBBO COLLEGE DELROY CAMPUS

YEAR 9 2017	Science				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	20%	30%	20%	30%	100%
Date: Week: Term:	Week 8 Term 1	Week 6 Term 2	Week 8 Term 3	Week 5/6 Term 4	
Task Type	Greenhouse practical assessment	Semester 1 Examination	Circuits practical assessment	Semester 2 Examination	
Areas Assessed					
Knowledge and Understanding	✓	✓	✓	✓	
Investigating and researching	✓		✓		
Communicating	✓	✓	✓	✓	
Processing and analysing data and information	✓	✓	✓	✓	
Problem solving		✓	✓	✓	

## ***DUBBO COLLEGE DELROY CAMPUS***

2016	Subject 9 Textiles				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	20%	30%	25%	25%	100%
Date Term: Week:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5	
Task Type	<b>Oral Presentation</b> Contemporary Australian Textiles Designers	<b>Practical Project and design Folio</b>	<b>Practical Project and Design Folio</b>	<b>In school - Yearly Exam</b>	
Areas Assessed					
Project Work		X	X	X	
Design	X	X	X	X	
Properties and Performance of Textiles			X	X	
Textiles and Society	X			X	



DUBBO COLLEGE DELROY CAMPUS					
2017	Year 9 Visual Arts Elective				
	Task 1	Task 2	Task 3	Task 4	Total
Weighting	25%	25%	25%	25%	100%
Term: Week:	Term 1 Week 9 Week 7	Term 2 Week 7 Week 7	Term 3 Week 9 Week 7	Term 4 Week 7 Week 6	
Task Type	Portfolio of works and Written task	Sculpture and Research task	Portfolio of works and Written task	Artmaking and Research task	
Areas Assessed:					
Artmaking	15%	15%	15%	15%	
Critical and Historical Study	10%	10%	10%	10%	
Content:					
Material and Conceptual Practice	*	*	*	*	
Frames	*		*		
Conceptual framework		*		*	
Conceptual Strength and Meaning	*	*	*	*	
Representation	*	*	*	*	
Resolution	*	*	*	*	







