

**KINGSCLIFF  
HIGH SCHOOL**



**ACHIEVEMENT THROUGH ENDEAVOUR**

# **Year 9 Assessment Overview 2016**

**Year Adviser: Mr Ella**

**Principal: Michael Hensley**

## School Philosophy

Kingscliff High School has established a reputation for outstanding achievement in all areas of school life. The school enjoys an enviable reputation in the local and wider community. The school's motto, **"Achievement through Endeavour"** provides the philosophy upon which all areas of our school life are based.

The School endeavours to set the highest standards for our students in all areas. This is reflected in the policies under which we operate.

- Academic quality and achievement are corner-stones of the School's philosophy, along with strong programs in sport, the creative and performing arts and community service.
- All students are assisted and encouraged to acquire skills, knowledge and positive attitudes, enabling each individual to achieve to his/her own highest potential.
- Kingscliff High School is a "uniform" school with a strong commitment to dress code.
- The School is proud of our extensive program of student care and welfare. This centres on things such as our Head Teacher Welfare, an active Welfare Team, Year Advisers, School Counsellor and a range of programs for students with specific needs.
- We have a commitment to physical fitness. Sport is compulsory in Years 7-11. All students are encouraged to take part in regular physical activity.
- The Arts are seen as a valuable and rewarding part of the curriculum. Music, Drama, Dance and Art have valued roles in the life of the School.
- The School provides excellent facilities and opportunities for all practical subjects along with innovative programs in information technology and communication.
- The school offers many co-curricular activities and programs aimed at developing high levels of maturity and leadership amongst all students.

As the school motto states  
**"Achievement through Endeavour"**

## Stage 5 (Years 9 & 10)

Assessment is continuous throughout each semester. This means that student progress is monitored on a regular basis using a variety of tasks and assessment methods in each course including tests, regular marking of books, assignment work, practical work, spelling and class contributions.

Such a variety of assessment types gives students a chance to demonstrate a wide variety of skills and also ensures that each student will be recognised and commended for talents or skills at which he or she is adept.

The assessment schedule and the Board of Studies requirements for the satisfactory completion of Stage 5 are available on the KHS website. Students will be informed of any alterations to the policy or schedule prior to the alteration to ensure no student is disadvantaged by the alteration.

In order to allow students to display their full skills and knowledge, all tasks used for assessment purposes should have a published marking criteria explaining to students how the task will be assessed prior to their attempting the task.

### Record of School Achievement:

Link to BOS: <http://www.boardofstudies.nsw.edu.au/rosa/>

The Record of School Achievement or RoSA is the Board of Studies replacement for the NSW School Certificate. With no external test, schools will have additional time in Term 4 to complete year 10 course requirements.

To qualify for the award of a RoSA, a student must have:

- Attended a government school, or a recognized non-government school.
- Undertaken and completed courses of study that satisfy the Board's curriculum on assessment requirements for the RoSA.
- Complied with any other regulations or requirements (such as attendance) imposed by the Department of Education and Communities or the Board of Studies.
- Completed year 10.

Until a student has qualified for the RoSA, that is, they have successfully met all four (4) criteria outlined above, they will not move into stage 6 courses. Students may be required to repeat year 10 to complete the criteria.

### Key Facts About The RoSA:

- **Who will get it?**

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

- **When will they get it?**

A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

- **What will it show?**

A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

- **Why give grades?**

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students.

Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

- **How will students get grades?**

A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the Board of Studies NSW for inclusion on the RoSA if required.

- **How can we be sure that grades are awarded consistently?**

It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the Board of Studies NSW will support that further by providing workshops and online resources, including student work samples.

- **Why offer literacy/numeracy tests?**

When the RoSA is fully implemented, students will be offered the opportunity to complete on-line literacy and numeracy tests, with particular emphasis on work readiness.

Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

- **How will literacy/numeracy tests be developed and delivered?**

The Board of Studies NSW will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests.

Schools will be asked to provide two 'windows' each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however they can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

- **Why record extra-curricular activities?**

Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

- **How will extra-curricular activities be recorded?**

The Board of Studies NSW will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. This tool will be developed and piloted in schools in 2012. It is intended that, certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

## **Satisfactory course completion requirements:**

### **1. How do I satisfactorily complete a course?**

You will satisfactorily complete a course if there is sufficient evidence that you have:

- followed the course developed or endorsed by the Board of Studies;
- applied yourself 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

***This means that it is your responsibility to:***

- attend lessons in that course for the required number of hours, bringing the correct equipment and books;
- make a genuine effort in all class activities including assignments and homework;
- make a serious attempt at all your assessment tasks.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

**2. Course Requirements during Years 7 - 10**

You will have needed to have studied English, Mathematics, Science, History (Civics and Citizenship), Geography (Civics and Citizenship), Creative Arts (100 hours Visual Arts and 100 hours Music), Technological and Applied Studies (200 hours Design & Technology) and a minimum of 300 hours PD/H/PE.

**3. Attendance Requirements**

You must have an approved pattern of attendance. Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. Any extensive period of unapproved absence may result in unsatisfactory completion of a course(s) and may impact on your eligibility for the award of the School Certificate.

**4. The 'N' Determination**

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed'. An 'N' Award in one of the elective subjects means that the elective subject will not appear on your RoSA. An 'N' Award in any of your "core" subjects means that you will **NOT** qualify for a RoSA in that year.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your Principal. Appeals against 'N' determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to the Board of Studies.

**ASSESSMENT PROCEDURES YEAR 9**

**Examination Attendance**

- Examinations are compulsory assessment tasks and, in all but exceptional circumstances, should be completed on the day timetabled. Examination timetables will be made available at least one week in advance;
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending an exam must see the Head Teacher of the exam being missed to reschedule the exam;
- Any absence from an exam should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the **class** teacher on the next day of attendance so that a time for the exam can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending non-school events) a zero will be awarded for the examination missed;
- In exceptional circumstances where a legitimate absence extends for a significant period of time an estimate for the exam may be considered.

### Examination Rules

- Rules governing the conduct of an examination will be attached to the examination timetable. These rules will be explained prior to the examination period;
- Any conduct that is deemed to disturb the orderly conduct of an exam will result in a deduction of 20% of marks awarded for the first personal warning. Any further infringements and a zero will be awarded for that examination;
- No personal warnings will be issued for cheating or using mobile/data devices. In such cases a zero will be awarded for that examination.

### Assessment Tasks

- Students will be given a minimum of one week's notice for an assessment task.
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending a class assessment task or not being able to meet an assessment deadline must see the Head Teacher of the subject to negotiate a new due date;
- Students who hand in assessment tasks late should not be advantaged by the extra time they have available to them. Therefore late submissions will incur the following penalties:

- 1 day after the due date= deduct 10% of the marks awarded
- 2 days after the due date= deduct 20% of the marks awarded
- 3 day after the due date= deduct 30% of the marks awarded
- 4 days after the due date= deduct 40% of the marks awarded
- 5 days after the due date= deduct 50% of the marks awarded

Work not handed in or handed in after 5 days will receive zero for that task.

- Any absence on the day an assessment task is due should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance along with the task.
- In exceptional circumstances where a legitimate absence extends for a significant period of time an extension of the due date can be negotiated with the Head Teacher of that faculty.

## EXAM RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING &amp; NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the students responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>Years 7 – 11 students are not permitted to leave an exam before the stated finish time</li> <li>Year 12 students are not permitted to leave during the first hour of an exam or the last fifteen minutes</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a Dr Cert. has been supplied to Mr Cowell prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or “non serious attempt” will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, MP3 PLAYERS &amp; DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, MP3 or data storage device in the exam venue will receive a zero MARK for that exam</li> </ul>
<p><b>CONSEQUENCES FOR BREACHING EXAM RULES:</b></p> <ol style="list-style-type: none"> <li>General warning is the final warning</li> <li>First personal warning will result in the loss of 20% of marks awarded and will be noted on the exam paper</li> <li>Second personal warning will result in receiving a “zero” for that exam and will be noted on the exam paper</li> <li>No personal warnings will be issued for cheating or mobile phones</li> </ol>	
<p><b>APPEALS:</b></p> <p>Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the a Deputy Principal within 5 school days from the date of the exam.</p>	
<p><b>ILLNESS &amp; MISADVENTURE:</b></p> <p>Students unable to attend exam/s due to illness or misadventure should:</p> <ol style="list-style-type: none"> <li>Inform the school ASAP, preferably prior to the exam;</li> <li>Submit written reason for absence (such as Dr Certificate, note from parent/care provider etc) to your class teacher on the first day back at school;</li> <li>Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school events) a zero will be awarded for the examination missed;</li> </ol>	

**Mandatory****Year 9****English****Head Teacher: Ms Z Tiernan**

<b>Term 1</b>		
<b>Unit: Imaginary Worlds</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit uses narrative and genre to extend student understanding of narrative conventions. Students evaluate narrative conventions and integrate their knowledge to respond to and examine literature, and compose a range of imaginative texts and informative texts that present a point of view. Students explore the relationships between texts and between texts and 'reality'. Students are challenged to demonstrate their understanding of intertextuality through writing and speaking.	Formative: In class textual analysis	Week 6
	Summative: Essay	Week 11
<b>Term 2</b>		
<b>Unit: Floating Lives Film Festival</b>	<b>Assessment</b>	<b>Approx. due date</b>
In this unit students develop a film festival for a specific audience. Students engage with a range of films from the Asian region using film as the medium for exploring cultural representations.	Formative: Viewing test	Week 6
	Summative: Film Festival promotional package	Week 10
<b>Term 3</b>		
<b>Unit: Protest Poetry &amp; Song</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit introduces students to a range of protest songs and poetry by a variety of composers to critically focus on the use of language features, text forms and music to convey meanings and ideas. The social issues that motivate social protest, the history of social protest, poems and poetry as forms of effective non-violent protest and individual representation and agency are investigated.	Summative: Speech exploring representations of issues	Week 9
<b>Term 4</b>		
<b>Unit: Contemporary Drama</b>	<b>Assessment</b>	<b>Approx. due date</b>
The concept of transformation underpins this stage 5 unit which focuses on social and environmental sustainability. Students engage with play scripts that explore social justice, human rights, social conscience and environmental concerns. Students learn about the metalanguage of drama and consider how scripts are transformed into plays. A focus is placed on how concepts, ideas and issues addressed in specific textual forms can be transformed into a range of modes.	Summative: Scriptwriting	Week 5



### **Equipment required for English**

- A4 book (must have separate one for English)
- display folder
- blue, black and red pen,
- rulers
- USB
- Glue
- scissors
- highlighters
- novels for wide reading throughout the year

Equipment may vary slightly for individual classes.

### **How Can Parents help?**

Students always have work to complete in English:

- Ensure 20 minutes – half an hour of reading occurs 6 nights a week.
- Assist students in time management in completion of homework and assessment tasks.

<b>Term 1</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Integers, Decimals, Fractions, Rates and Ratios Financial Mathematics	Class test Assignment	Week 7 Week 11
<b>Term 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Right Angled Triangles	Semester 1 Exam Class test	Week 6 Week 10
<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Linear Relationships Length, Area, Surface Area and Volume Indices	Class test Class test Class test	Week 2 Week 7 Week 10
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Properties of Geometric Figures	Class test Semester 2 Exam	Week 3 Week 5
<p><b>Equipment required</b></p> <ul style="list-style-type: none"> <li>• Pens</li> <li>• Lead Pencil</li> <li>• Eraser</li> <li>• Ruler</li> <li>• Geometry Set</li> <li>• Calculator (School purchased)</li> <li>• 2 lined exercise books</li> </ul> <p><b>How Can Parents help?</b></p>		

<b>Term 1</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Integers, Decimals, Fractions, Rates and Ratios Financial Mathematics Expressions and Equations	Class test Assignment Class test	Week 6 Week 9 Week 11
<b>Term 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Linear Relationships	Semester 1 Exam Class test	Week 6 Week 9
<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Length, Area, Surface Area and Volume Indices Properties of Geometric Figures	Class test Class test Class test	Week 3 Week 7 Week 10
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
	Semester 2 Exam	Week 5
<p><b>Equipment required</b></p> <ul style="list-style-type: none"> <li>• Pens</li> <li>• Lead Pencil</li> <li>• Eraser</li> <li>• Ruler</li> <li>• Geometry Set</li> <li>• Calculator (School purchased)</li> <li>• 2 lined exercise books</li> </ul> <p><b>How Can Parents help?</b></p>		

<b>Term 1</b>		
Computation and Financial Mathematics Expressions, Equations and Inequalities	Assignment Class test	Week 6 Week 10
<b>Term 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Right Angled Triangles	Class test	Week 3
Length, Area, Surface Area and Volume	Semester 1 Exam Class test	Week 6 Week 10
<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Indices and Surds	Class test	Week 4
Properties of Geometric Figures	Assignment	Week 7
Quadratic Expressions and Algebraic Fractions	Class test	Week 10
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
	Semester 2 Exam	Week 5
<p><b>Equipment required</b></p> <ul style="list-style-type: none"> <li>• Pens</li> <li>• Lead Pencil</li> <li>• Eraser</li> <li>• Ruler</li> <li>• Geometry Set</li> <li>• Calculator (School purchased)</li> <li>• 2 lined exercise books</li> </ul> <p><b>How Can Parents help?</b></p>		

**Year 9****Science****Head Teacher: Kelly Todoroska**

<b>Term 1 – Assessment Task 1</b>		
Topic: Physics - Waves Theme: Properties of Waves and Light	Assessment:	Approx. due date:
Students will demonstrate process and science skills competency, and knowledge and understanding of the investigations conducted during the topic.	Practical Test	Week 6
<b>Term 2 – Assessment Task 2</b>		
Topics: Physics – Waves, Biology – Coordination, Chemistry, Science Skills	Assessment:	Approx. due date:
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half-yearly exam	Week 6
<b>Term 3 – Assessment Task 3</b>		
Topic: Scientific Investigations and Science Skills Theme: Planning a Scientific Investigation	Assessment:	Approx. due date:
Using a supplied scaffold, students will plan and design a scientific investigation. Students will submit the scaffolded investigation plan. (Students can use the investigation plan to complete Year 10 - Assessment Task 1)	Scientific Investigation Plan	Week 9
<b>Term 4 – Assessment Task 4</b>		
Topics: Physics – Waves, Biology – Coordination, Chemistry, Geology, Biology – Disease, Physics - Astronomy	Assessment:	Approx. due date:
Students will demonstrate knowledge and understanding, and process and science skills competency.	Yearly exam	Week 5
<b>Equipment required:</b> Pens, pencils, ruler, protractor, calculator and eraser for every lesson and for exams.		

Year 9

Geography

Head Teacher: W. Smith

<b>Term 1</b>		
<b>Topics / Theme Description: Investigating Australia's Physical Environment</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 3 Term 1
<b>Term 1/2</b>		
<b>Topics / Theme Description: Natural Hazards</b>	<b>Assessment</b> Research Assignment Skills Test	<b>Approx. due date</b> Week 2 Term 2 Week 3 Term 2
<b>Term 2</b>		
<b>Topics / Theme Description: Changing Australian Communities</b>	<b>Assessment</b> End of Course Exam	<b>Approx. due date</b> Week 8 Term 2
<p><b>Equipment required for English</b></p> <ul style="list-style-type: none"> <li>A 4 book , blue, black and red pen, rulers, USB, glue, scissors and highlighters.</li> </ul> <p>Equipment may vary slightly for individual classes.</p> <p><b>How Can Parents help?</b> Geography is a subject which deals with contemporary issues. Therefore, having discussions with students around current issues in world politics, environments and social trends can help with background knowledge.</p>		

Year 9

History

Head Teacher: W. Smith

Term 1		
Topics / Theme Description: The Making of a Nation	Assessment Source Analysis	Approx. due date Week 5 Term 1
Term 1/2		
Topics / Theme Description: Australians at War – World War I	Assessment Writing Task	Approx. due date Week 3 Term 2
Term 2		
Topics / Theme Description: Australians at War – World War II	Assessment End of Course Exam	Approx. due date Week 8 Term 2
<p><b>Equipment required for English</b></p> <ul style="list-style-type: none"> <li>A 4 book , blue, black and red pen, rulers, USB, glue, scissors and highlighters.</li> </ul> <p>Equipment may vary slightly for individual classes.</p> <p><b>How Can Parents help?</b></p> <p>By investigating the past History helps us understand other people's viewpoints and develops skills in thinking, questioning, analysing, interpreting, explaining and arguing. Therefore, having discussions with your child about significant events in current world events and in your own personal history can help with important background knowledge.</p>		

## Year 9 Personal Development, Health and Physical Education

Head Teacher: Ken Bassingthwaighte

Topics / Theme Description	Assessment	Approx. due date
Theory Units: Health Discovery, Party Without Pain	Lifestyle Project: Written report, partner presentation and billboard	Week 2 Term 2
Practical Units: Volleyball, Step Aerobics, Touch, Athletics, Cricket, Softball and Netball	Movement Skill and Performance Unit 1	Week 6 term 1
	Movement Skill and Performance Unit 2	Week 11 term 1
	Movement Skill and Performance Athletics	Week 5 term 2
<p><b>***This subject is only studied for 2 Terms (Semester 1)</b></p> <p><b>Equipment Required For Personal Development Health Physical Education</b></p> <ul style="list-style-type: none"> <li>- <b>Change of clothes and hat for practical lessons</b></li> <li>- <b>Book and pen for theory lessons</b></li> </ul>		



**Electives:****Year 9****Dance****Head Teacher: K Boyd**

<b>Topic 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Performance, Composition and Appreciation.	Pair presentation and demonstration on chosen dance type. Performance progress assessment on technique Log Book	Week 8
What is Dance?		Week 10
Safe dance		Week 5 and 10
<b>Topic 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Compositional Process	Exploring shape, Log Book	Week 4&7
Jazz - Now and Then	Performance	Week 7
<p><b>Equipment required for Dance</b></p> <ul style="list-style-type: none"> <li>• Change of clothes (must be comfortable and appropriate)</li> </ul> <p><b>How Can Parents help?</b></p> <p>Encourage and support performance opportunities made available at Kingscliff High School.</p>		

## Year 9

## Drama

Head Teacher: K.Boyd

Terms 1	Assessment	Approx. due date
Topics / Theme Description		
Making, Performing and Appreciating Focus on <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Play Building &amp; Body Image</li> </ul>	Collaborate with group members to plan and perform an <b>improvised scene</b>  In groups of 4-5 students are to create a <b>play</b> based around the idea of 'Body Image'.  Log Book	Week 5  Week 10  Week 5 and 10
Term 2	Assessment	Approx. due date
Topics / Theme Description		
<ul style="list-style-type: none"> <li>• Scriptwriting</li> <li>• Monologue</li> </ul>	In pairs write a <b>script</b> for 4-8 characters In class and perform  Select, practice and perform a 4-6 minute <b>monologue</b>  Log Book	Week 5  Week 7  Week 5 and 7
<b>Equipment required for Drama</b>  Log Book (this can be in the form of a visual art diary or an exercise book)		
<b>How Can Parents help?</b>  Encourage and support performance opportunities made available at Kingscliff High School. Ensure student is making regular log-book entries that detail classroom experiences.		

**Year 9**

**Music**

**Head Teacher: K.Boyd**

Term 1		
<b>Australian Art Music</b>	Practical assessment – Speckled Grasshoppers & own choice	Week 5 and Week 9
	Musicology Assessment Task -	Week 7
	Musicianship development – Aural tests	Every week
	End of term written and aural exam	Week 7-8
Term 2		
<b>Popular Music</b>	Composition assessment task: Group work (compose, record and film video clip & edit submit on DVD)	Week 7
	End of term written and aural exam	Week 8
<p><b><u>Equipment required for Year 9 Elective Music</u></b></p> <p>Plastic display folder and basic stationery (pen, pencil &amp; highlighter)</p> <p><b><u>Music Elective Fees:</u> \$15</b></p> <p><b>How Can Parents help?</b></p> <p>KHS CAPA department run a whole school production in Terms 2 and 3. It is an amazing opportunity for our talented students to showcase their outstanding performance ability. Your attendance and support is greatly appreciated.</p>		

## Year 9

## Visual Arts

Head Teacher: K.Boyd

Term 1	Assessment	Approx. due date
Topics / Theme Description		
<p><b>Landscape: places and spaces</b>            An investigation of drawing and painting conventions to make artworks representing relationships between humankind and their environment. Students make artworks responding to issues about their environment informed by their understanding of practice, the conceptual framework and the frames.            Students develop knowledge, understanding and skills to critically and historically interpret how artists' relationships to and ideas about their environment are represented in artworks, informed by their understanding of practice, the conceptual framework and the frames.</p>	<p><b>Art Making 70%</b></p> <ul style="list-style-type: none"> <li>• <i>Observation drawings</i></li> <li>• <i>Experimental drawings using different media</i></li> <li>• <i>'Plein air' impressionistic style painting</i></li> <li>• <i>Artist studies: landscape painting and collage techniques</i></li> </ul> <p><b>Critical &amp; Historical Studies 30%</b></p> <ul style="list-style-type: none"> <li>• Ensure students have the required equipment.</li> <li>• <i>Artist studies (Glover, Cezanne, Manet, Monet, Vincent Van Gogh and Imant Tillers)</i></li> </ul>	<p>Ongoing during class. Tasks submitted between weeks 5-10.</p> <p>Ongoing during class.</p>
<p><b>Elective Fees: \$40</b></p> <p><b>Equipment required for Visual Arts:</b></p> <ul style="list-style-type: none"> <li>• An A3 size Visual Arts Sketch Book (available from the school office)</li> <li>• 2B/4B Pencil</li> <li>• Ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional).</li> </ul> <p><b>How Can Parents help?</b></p> <ul style="list-style-type: none"> <li>• Provide students with access to the internet for research and planning</li> <li>• Provide positive encouragement to students</li> </ul>		

## Year 9 Marine and Aquaculture Technology (Semester 1 Course)

Head Teacher: Kelly Todoroska

Term 1 – Assessment Task 1		
Topic: Basic Snorkelling	Assessment:	Approx. due date:
Introduces the theory and practice of snorkelling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water	Practical	Ongoing assessment throughout term 1
Term 1 – Assessment Task 2		
Topics: Water Safety	Assessment:	Approx. due date:
Increase water confidence thereby increasing chances of survival if faced with difficulty in the water	Quiz	Week 6
Term 2 – Assessment Task 3		
Topic: Fish harvesting	Assessment:	Approx. due date:
Introduces methods used to catch fish. Students will be required to relate each method to the behavior and physiology of the animals being caught	Research task	Week 5
Term 2 – Assessment Task 4		
	Assessment:	Approx. due date:
	Exam	Week 6
<b>Equipment required:</b> Mask, fins, snorkel and a red rash shirt. Pens, pencils, ruler, and eraser for every lesson and for exams.		

# Year 9 Marine and Aquaculture Technology (Semester 2 Course) Head Teacher: Kelly Todoroska

<b>Term 3 – Assessment Task 1</b>		
Topic: Fish harvesting	Assessment:	Approx. due date:
Introduces methods used to catch fish. Students will be required to relate each method to the behavior and physiology of the animals being caught	Research task	Week 9
<b>Term 3 – Assessment Task 2</b>		
Topics: Water Safety	Assessment:	Approx. due date:
Increase water confidence thereby increasing chances of survival if faced with difficulty in the water	Quiz	Week 10
<b>Term 4 – Assessment Task 3</b>		
Topic: Basic Snorkelling	Assessment:	Approx. due date:
Introduces the theory and practice of snorkelling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water	Practical	Ongoing assessment throughout term 4
<b>Term 2 – Assessment Task 4</b>		
	Assessment:	Approx. due date:
	Exam	Week 5
<b>Equipment required:</b> Mask, fins, snorkel and a red rash shirt. Pens, pencils, ruler, and eraser for every lesson and for exams.		

# Year 9 Agriculture

Head Teacher: Kelly Todoroska

Semester One Course		
Term 1 – Assessment Task 1		
Topic: Vegetables	Assessment:	Approx. due date:
Practical skills and theory of vegetable growth	Research task	Week 10
Term 2 – Assessment Task 2		
Topics: Poultry	Assessment:	Approx. due date:
	Practical	Ongoing assessment throughout term 1
	Exam	Week 6
Semester One Course		
Term 3 – Assessment Task 1		
Topic: Vegetables	Assessment:	Approx. due date:
Practical skills and theory of vegetable growth	Research task	Week9
Term 4 – Assessment Task 2		
Topics: Poultry	Assessment:	Approx. due date:
	Practical	Ongoing assessment throughout term 1
	Exam	Week 5
<b>Equipment required:</b> Pens, pencils, ruler, calculator and eraser for every lesson and for exams.		

## Year 9

## Graphics Technology

Head Teacher: Mr Connelly

<b>Assessment Task 1</b>		
Topic / Theme Description	Assessment	Approx. due date
Sketching (freehand)	Practical Skills 20%	Week 4 (of Sem)
<b>Assessment Task 2</b>		
Topics / Theme Description	Assessment	Approx. due date
Orthogonal drawing	Practical Skills 30%	Week 8 (of Sem)
<b>Assessment Task 3</b>		
Topics / Theme Description	Assessment	Approx. due date
Pictorial drawing	Practical Skills 30%	Week 15 (of Sem)
<b>Assessment Task 4</b>		
Topics / Theme Description	Assessment	Approx. due date
Cad/3D printing	Practical 20%	Week 19 (of Sem)
<p><b>Equipment required for Graphics Technology</b></p> <ul style="list-style-type: none"> <li>• Drawing Equipment <ul style="list-style-type: none"> <li>○ 2H/3H pencil</li> <li>○ Soft eraser</li> <li>○ Clips</li> <li>○ A4 folder</li> <li>○ USB stick</li> </ul> </li> <li>• School Diary</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables.</p>		



**Year 9****Industrial Technology - Electronics**

Head Teacher: Mr M Connelly

<b>Assessment Task 1</b>		Semester One Course	Semester Two Course
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Kit Project 1-10	Project construction and workbook	Week 10 term 1	Week 10 term 3
<b>Assessment Task 2</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Power Generation	Research assignment	Week 3 term 2	Week 3 term 4
<b>Assessment Task 3</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Soldered Project	Practical construction skills	Week 6 term 2	Week 6 term 4
<b>Assessment Task 4</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
	Exam	Week 6 term 2	Week 5 term 4
<b>Equipment required for Industrial Technology - Metal</b> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Pencil</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> </ul>			
<b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as timber, glue, nails and clock mechanism.			

<b>Assessment Task 1</b>		Semester One Course	Semester Two Course
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Straw Tower	Practical engineering challenge and report	Week 8 term 1	Week 8 term 3
<b>Assessment Task 2</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Plant Hanger	Design and workshop skills	Week 5 term 2	Week 5 term 4
<b>Assessment Task 3</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Bridge Building	Practical engineering challenge	Week 9 term 2	Week 9 term 4
<b>Assessment Task 4</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
	Exam	Week 6 term 2	Week 5 term 4
<b>Equipment required for Industrial Technology - Metal</b> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Pencil</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> </ul>			
<b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as timber, glue, nails and clock mechanism.			

<b>Assessment Task 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Carry all	Workshop Skills	Week 4 (of Sem)
<b>Assessment Task 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Nutcracker	Workshop Skills	Week 7 (of Sem)
<b>Assessment Task 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Hacksaw	Machining Skills	Week 15 (of Sem)
<b>Equipment required for Industrial Technology - Metal</b> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Pencil</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> <li>• Hair restraint</li> <li>• USB stick</li> </ul>		
<b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as timber, glue, nails and clock mechanism.		

**Year 9 Industrial Technology - Timber****Head Teacher:** Mr M Connelly

<b>Assessment Task 1</b>		Semester One Course	Semester Two Course
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Clock carcass and joint construction	Workshop Skills	Week 10 term 1	Week 10 term 3
<b>Assessment Task 2</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Finished Clock	Workshop Skills	Week 7 term 2	Week 7 term 4
<b>Assessment Task 3</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
Project summary	Portfolio	Week 6 term 2	Week 6 term 4
<b>Assessment Task 4</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>	<b>Approx. due date</b>
	Exam	Week 6 term 2	Week 5 term 4
<p><b>Equipment required for Industrial Technology - Metal</b></p> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Pencil</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as timber, glue, nails and clock mechanism.</p>			

**Year 9**

**Food Technology**

**Head Teacher: Ms D. Shea**

Term 1/3		
Food Selection and Health	Design Project Prac and Research Task – “Special Nutritional Needs”	Week 6
	Unit Test	Week 9
Term 2/4		
Foods in Australia	Design Project Prac and Research Task – “Multicultural Foods in Australia”	Week 6
	Unit Test	Week 8
Term		
Topics / Theme Description	Assessment	Approx. due date
Term		
Topics / Theme Description	Assessment	Approx. due date
<p><b>Equipment required for Food Technology</b></p> <p><b><u>Pens, pencils, apron for practical lessons, covered shoes, exercise book or display folder.</u></b></p> <p><b><u>Ingredients for food preparation provided through subject fees - \$40</u></b></p>		
<p><b>How Can Parents help?</b></p> <p><b><u>Assisting students with research work as required</u></b></p>		

## Year 9

## Textile Technology

Head Teacher: Ms D. Shea

Term 1/3		
Pyjama Party	Design Project "Pyjama Party"	Approx. due date
	Practical – Pyjama Pants with accompanying design folio and research	Last week of term
Term 2/4		
Wrapt in Colour	Research Task	Week 6
	Revision Test	Week 8
	Practical – Patchwork Cushion	Last week of term
<p><b>Equipment required for</b> Textile Technology</p> <p>Pens, pencils, exercise book or display folder, fabrics required for each project; pyjama pants and patchwork cushion. Other items provided by subject fees - \$20</p> <p><b>How Can Parents help?</b></p> <p>Assisting students with purchasing fabrics as required.</p>		

## Year 9

## Japanese

Head Teacher: Dieter Opfer

Course: Unit 1		
Topic / Theme Description	Assessment	Approx. due date
Greetings, Numbers, Nationality	Small tests and then larger read, write, listen speak at end of unit.	End Term 1
Course: Unit 2		
Topics / Theme Description	Assessment	Approx. due date
Family and Pets	Small tests and then larger read, write, listen speak at end of unit.	End of Term 2
Course: Writing Japanese		
Topics / Theme Description	Assessment	Approx. due date
Throughout the course students will read and write hiragana and learn a number of relevant kanji.	Incorporated into other assessments.	

**Equipment required for Japanese**

At least 2 pens of different colours.  
 An exercise book.  
 Ruler, eraser, led pencil, coloured pencils.

**How Can Parents help?**

Be supportive of language learning.  
 Share own travel experiences.  
 Talk to the teachers if you have any questions.  
 Learning a language is important because: It helps better understand our native tongue, it improves our ability to manipulate English, it gives an appreciation of Australian culture and our place within Asia, it can help make us more employable.

Ensure that course fees are paid to cover project consumables.