

KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

Year 9 2023 Assessment Overview

Principal:
Deputy Principal: Year 9 2023:
Year 9 2023 Adviser:

Mr M Hensley
Mr D Matthias
Ms C Wright

Stage 5 (Years 9 and 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 NSW Education Standards Authority (NESA) requirements for the satisfactory completion of Stage 5 are available on the Kingscliff High School 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:

For further information, please refer to the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

To qualify for the award of The Record of School Achievement (RoSA), a student must have:

- Attended a government school, or a recognised 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 NESA.
- 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 NESA 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 NESA 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?**

NESA 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.

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 NESA
- 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 and Technology) and a minimum of 300 hours Personal Development, Health and Physical Education (PDHPE).

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 NESA.

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

ENTRY INTO EXAM VENUE	<ul style="list-style-type: none"> Should be in class groups as instructed by teachers
LATE ARRIVAL	<ul style="list-style-type: none"> Students should be on time for all exams No entry to the exam will be allowed 30 minutes or more after exam start time No extra time will be granted for students who arrive late
NO TALKING AND NOISE	<ul style="list-style-type: none"> No talking upon entering the exam venue No talking during the exam No talking at the completion of the exam
EQUIPMENT	<ul style="list-style-type: none"> It is the student's responsibility to bring all necessary equipment needed for each exam No borrowing is permitted in the exam venue
REMAIN SEATED	<ul style="list-style-type: none"> Students should be seated and facing the front whilst in the exam venue
LEAVING EARLY	<ul style="list-style-type: none"> Years 7 – 11 students are not permitted to leave an exam before the stated finish time Year 12 students are not permitted to leave during the first hour of an exam or the last fifteen minutes
TOILETS	<ul style="list-style-type: none"> Students should visit the toilet before each exam Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam
CHEATING	<ul style="list-style-type: none"> Any form of cheating or "non-serious attempt" will result in a student receiving a zero mark for that exam
MOBILE PHONES, SMART WATCH AND DATA STORAGE DEVICES	<ul style="list-style-type: none"> Any student who is caught in the possession of a mobile phone, smart watch, or data storage device in the exam venue may receive a ZERO mark for that exam

CONSEQUENCES FOR BREACHING EXAM RULES:

1. General warning is the final warning
2. First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper
3. Second personal warning will result in receiving a "zero" for that exam and will be noted on the exam paper
4. No personal warnings will be issued for cheating or mobile phones

APPEALS:

Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Deputy Principal within five school days.

ILLNESS AND MISADVENTURE:

Students unable to attend exam/s due to illness or misadventure should:

1. Inform the school ASAP, preferably prior to the exam
2. Submit written reason for absence (such as a doctor's certificate, note from parent/care provider etc) to your class teacher on the first day back at school;
3. When no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school event), a zero will be awarded for the examination missed

Mandatory**Year 9****English****Head Teacher: Mrs K Rose**

Term 1		
Imaginary Worlds	Assessment	Approx. due date
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.	Extended Creative Response and Rationale	Week 9
Term 2		
Voices of Protest	Assessment	Approx. due date
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.	Oral Presentation	Week 5-6
Term 3		
Conflict and Context	Assessment	Approx. due date
This unit builds on the Year 7 Evolution of Theatre unit, using student prior knowledge and extending understanding of the elements of drama and the forms' use of conflict as a vehicle for statements about society.	Discursive Essay	Week 8-9
Term 4		
Everybody was Kung Fu Fighting	Assessment	Approx. due date
This unit uses the medium of film to develop and extend student understanding of cultural representation and expression in texts. Students explore the relationship between texts and the world and continue to apply and extend their knowledge of genre. Students will explore texts from various cultural perspectives to develop understanding, empathy and appreciation for cultures beyond their own experiences.	Examination	Week 6

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 six nights a week
- Assist students in time management in completion of homework and assessment tasks

Year 9

Stage 5.1 Mathematics

Rel. Head Teacher: Mr C Wilson

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics	Integers, Decimals, Fractions, Ratios and Rates Exam	Week 7
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Expressions and Equations, Right Angled Triangles	Half Yearly Exam (Financial Mathematics, Expressions and Equations)	Week 5
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Linear Relationships, Area, Surface Area and Volume, Indices	STEM Assignment	Week 5
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Properties of Geometric Figures, Algebra, Probability and Single Variable Data Analysis	Yearly Exam (Indices, Properties of Geometric Figures, Algebra)	Week 5

Note: Students may also have additional in class topic tests that will form part of their assessment

Year 9

Stage 5.2 Mathematics

Rel. Head Teacher: Mr C Wilson

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics, Expressions and Equations	Financial Mathematics Exam	Week 7
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Right Angled Triangles, Linear Relationships, Length and Area	Half Yearly Exam (Expressions and Equations, Right Angled Triangles)	Week 5
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Surface Area and Volume, Indices, Properties of Geometric Figures	Area, Surface Area and Volume Assignment	Week 5
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Quadratic Expressions and Algebraic Fractions, Probability & Single Variable Data Analysis	Yearly Exam (Properties of Geometric Figures, Quadratic Expressions & Algebraic Fractions)	Week 5

Note: Students may also have additional in class topic tests that will form part of their assessment

Year 9

Stage 5.3 Mathematics

Rel. Head Teacher: Mr C Wilson

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Computation and Financial Mathematics, Expressions, Equations & Inequalities	Computation and Financial Mathematics Exam	Week 7
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Right Angled Triangles, Linear Relationships, Length, Area, Surface Area and Volume	Half Yearly Exam (Expressions, Equations and Inequalities, Right Angled Triangles)	Week 5
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Indices and Surds, Properties of Geometric Figures, Quadratic Expressions and Algebraic Fractions	STEM Assignment	Week 5
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Probability and Single Variable Data Analysis, Quadratic Equations and Graphs of Parabolas	Yearly Exam (Quadratic Expressions and Algebraic Fractions, Probability and Single Variable Data Analysis)	Week 5

Note: Students may also have additional in class topic tests that will form part of their assessment

Year 9

Science

Head Teacher: Mrs J O'Keeffe

Term 1 – Assessment Task 1		
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	Weeks 7 Tue 7/3/2023
Term 2 – Assessment Task 2		
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 examination	Week 6
Term 3 – Assessment Task 3		
Topic: Scientific Investigations and Science Skills Depth Study Theme: Scientific Report	Assessment:	Approx. due date:
Students will plan and conduct a primary scientific investigation in lessons. Students will prepare will prepare and submit a scientific report of the investigation in lessons.	Scientific Report / Depth Study	Week 5 Mon 14/8/2023 to Fri 25/8/2023
Term 4 – Assessment Task 4		
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 examination	Week 5
Equipment required: <ul style="list-style-type: none"> • Pens, pencils, ruler, protractor, calculator and eraser for every lesson and for exams • Science Workbook How Can Parents help? <ul style="list-style-type: none"> • Assist students to time manage homework and assessment activities and tasks set by their teachers 		

Year 9

Geography

Head Teacher: Mr W Smith

Term 1		
Topics / Theme Description: Sustainable Biomes	Assessment Research Assignment	Approx. due date Week 6 Term 1
Term 2		
Topics / Theme Description: Changing Places	Assessment Research Assignment	Approx. due date Week 6 Term 2
Term 3		
Topics / Theme Description: Environmental Change and Management	Assessment Fieldwork	Approx. due date Week 8 Term 3
Term 4		
Topics / Theme Description: Human Wellbeing	Assessment Exam	Approx. due date Week 6 Term 4
Equipment required for Geography A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters Equipment may vary slightly for individual classes How Can Parents help? 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.		

Year 9

Personal Development, Health and Physical Education (PDHPE)

Head Teacher: Mr K Bassingthwaite

SEMESTER 1 (for report convert to a mark out of 100)			
Topic / Theme Description	Assessment		Approx due date
Happy and healthy	AT1 – Written task	30%	Term 2
Movement skill and performance	AT2 a, b (2 of step, volleyball, touch, softball)	40%	Term 1
Movement skill and performance	AT3 – Athletics	20%	Term 2
SEMESTER 2 (for report convert to a mark out of 100)			
Relationships and sexual health	AT1 – Written task	30%	Term 4
Movement skill and performance	AT2 c (1 of either of step, volleyball, touch, softball)	20%	End Term 2
Movement skill and performance	AT5 a, b, c (3 of either cricket, basketball, soccer, netball)	60%	Term 3, Term 4
Equipment Required for Personal Development, Health and Physical Education <ul style="list-style-type: none"> • Change of clothes and hat for practical lessons • Book and pen for theory lessons 			

ELECTIVES:**Year 9****Dance****Rel. Head Teacher: Ms L Thompson-Long****INTRODUCTION:**

The course consists of the following modules of study:

1. Performance
2. Composition
3. Appreciation

STAGE 5 ASSESSMENT SCHEDULE:

Semester 1

100 Hour Course

Term 1

Unit	Component	Task Due	Weighting
Arts As Stimulus	Composition	Week 5	10%
Musical Theatre	Performance/Appreciation	Week 10	20%

Term 2

Unit	Component	Task Due	Weighting
Choreographic Forms (with a focus on incorporating the Elements of Dance)	Composition	Week 4	10%
Pioneers of Modern Dance	Performance/Appreciation	Week 9	20%

Term 3

Unit	Component	Task Due	Weighting
Jazz	Performance/ Appreciation	Week 6	10%
Unpacking Alignment	Performance/Appreciation	Week 9	15%

Term 4

Unit	Component	Task Due	Weighting
Constructing A Composition Work	Composition	Week 5	15%

Year 9**Drama 100hr and 200hr COURSE****Rel. Head Teacher: Ms L Thompson-Long****Drama Assessment Tasks**

Please note: the timing of the following assessment tasks is approximate and may change without notification. Students will be notified in writing of the requirements and timing of all assessment task events in advance of the due date.

Assessment Task 1		Semester Two Course
Topic / Theme Description	Assessment	Due Date:
Topic: Elements of Drama and Improvisation		
Introduction to elements of drama and the principals of improvisation and group work.	Teaching the Elements of Drama ang Logbook Reflections (25%)	Term 1, Week 6
Assessment Task 2		
Topic: Play building and Devising	Assessment	Due Date:
Learn the processes of playbuilding, devising within groups and using theatrical techniques and structures to develop an original group-devised performance.	Group-Devised Performance and Written Rationale (25%)	Term 2, Week 7
Assessment Task 3		
Topic: Comedy and Melodrama	Assessment	Due Date:
Students learn how to apply the techniques of satire in performance as well as the role of stock characterization	Performance Parody (10%) Promotional Poster and Design (15%)	Term 3, Week 4 Term 3, Week 8
Assessment Task 4		
Topic: Political Theatre	Assessment	Due Date:
Students learn about the theatrical styles of Theatre of the Oppressed and Brechtian theatre to employ these styles in devising an original political theatre performance	Group-Devised Political Theatre Performance (15%) Written reflection (10%)	Term 4, Week 4

Equipment required for Drama

- Log Book (this can be in the form of a visual art diary or an exercise book)
- Students will be required to keep either an electronic or hardcopy of a logbook, creating a portfolio of practical and classwork completed

Drama Elective Fees: \$10**How Can Parents help?**

- Encourage and support practical performance opportunities made available at Kingscliff High School. Ensure student is making regular log-book entries that detail classroom experiences. Ensure that course fees are paid to cover project consumables such as masks, costumes and props.

Year 9

Music 100hr and 200hr COURSE

Rel. Head Teacher: Ms L Thompson-Long

Term 1		
Topic	Assessment	Due Date:
Australian Music – students learn about a variety of Australian music including art music, jazz, and popular music	Solo performance of an Australian song	Term 1, Week 9
Term 2		
Topic	Assessment	Due Date:
Music Technology – students learn about the history of music technology including digital recording and how to make music using a DAW (Digital Audio Workstation)	Compose and record a song using Garageband or another DAW (Digital Audio Workstation)	Term 2, Week 7
Term 3		
Topic	Assessment	Due Date:
Music of a Culture – Students study the history of Jamaican Music including Ska and Reggae	Group/ensemble performance of a Reggae Song	Term 3, Week 8
Term 4		
Topic	Assessment	Due Date:
Popular Music - Students study the history of popular music, common structure of pop songs and trends over various time periods	Theory/Listening/Topic Test	Term 4, Week 5

2023 Year 9 & 10 Assessment Schedule – 100hr course

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 3	Term 4
		Australian Music Solo performance of an Australian song (Due Term 1, Week 9 – 20 Mar 2023)	Music Technology Composition task (Due Term 2, Week 7 – 6 Jun 2023)	Music of a Culture Group/Ensemble performance of a Reggae song (Due Term 3, Week 8 – 6 Sept 2023)	Popular Music Theory/Listening/Topic test (Due Term 4, Week 5 – 10 Nov 2023)
	Syllabus Outcomes	5.1, 5.2	5.3, 5.11, 5.12	5.5, 5.8	5.4, 5.6, 5.10
Performing	50	25		25	
Composing	25		25		
Listening	25				25
TOTAL	100	25	25	25	25

2023 Year 9 Assessment Schedule – 200hr course

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 3	Term 4
		Australian Music Solo performance of an Australian song (Due Term 1, Week 9 – 20 Mar 2023)	Music Technology Composition task (Due Term 2, Week 7 – 6 Jun 2023)	Music of a Culture Group/Ensemble performance of a Reggae song (Due Term 3, Week 8 – 6 Sept 2023)	Popular Music Theory/Listening/Topic test (Due Term 4, Week 5 – 10 Nov 2023)
		Syllabus Outcomes			
		5.1, 5.2, 5.12	5.4, 5.5, 5.6, 5.10	5.2, 5.3, 5.11	5.7, 5.8, 5.9, 5.10
Performing	50	25		25	
Composing	25		25		
Listening	25				25
TOTAL	100	25	25	25	25

Year 9**Visual Arts****Rel. Head Teacher: Ms L Thompson-Long****INTRODUCTION:**

The course consists of the following modules of study:

1. Artmaking
2. Critical and Historical Studies

Students study art making, critical and historical studies through a use of the conceptual framework and a variety of frames. The elective course allows students to further develop their critical understanding of artists and different points of view of the visual arts. They also expand on their art making practice, using a variety of materials and techniques.

ASSESSMENT SCHEDULE:

Task Number	Task Description	Topic	Syllabus Outcomes	Weighting	Due Date
1	Critical/Historical Investigation	Art Synetics	5.7 – 5.10	25%	Term 1 Week 9 24/03/2023
	Portfolio of Works & VAPD		5.1 – 5.6		
2	Critical/Historical Investigation	Figurative Sculpture: Anthropomorphism	5.7 – 5.10	25%	Term 2, Week 9 23/06/2023
	Portfolio of Works & VAPD		5.1 – 5.6		
3	Critical/Historical Investigation	Framing Portraiture	5.7 – 5.10	25%	Term 3, Week 9 15/09/2023
	Portfolio of Works & VAPD		5.1 – 5.6		
4	Critical/Historical Investigation	Product of Your Environment / Still Life	5.7 – 5.10	25%	Term 4, Week 7 24/11/2023
	Portfolio of Works & VAPD		5.1 – 5.6		

Elective Fees: \$40

Equipment required for Visual Arts

- An A3 size Visual Arts Process Diary (VAPD - available from the Front Office)
- 2B, 4B and a set of coloured pencils
- Ruler, eraser, sharpener, glue stick, scissors
- Fully charged iPad

How Can Parents help?

- Provide students with access to the internet for research and planning.
- Provide a sketchbook and pencils for students to develop ideas and skills at home.
- Provide positive encouragement to students.

Year 9**Visual Design****Rel. Head Teacher: Ms L Thompson-Long****INTRODUCTION:**

In the stage 5 elective subject of visual design, students gain an understanding of the design world through the areas of print, object and space-time design in art making, critical and historical studies, the conceptual framework and the frames. Students have the opportunity to produce real-world design products and develop a Visual Design portfolio of work.

ASSESSMENT SCHEDULE:

Task Number	Task Description	Topic	Syllabus Outcomes	Weighting	Due Date
1	Critical/Historical Investigation	<ul style="list-style-type: none"> Anatomy of Type Ampersand - the 27th letter 	5.6 – 5.10	25%	Term 1 Week 9 24/03/2023
	Portfolio of Works & VDPD	<ul style="list-style-type: none"> Ligatures Graffiti type & symbols 	5.1 – 5.6		
2	Critical/Historical Investigation	<ul style="list-style-type: none"> Emojis 	5.7 – 5.10	25%	Term 2, Week 9 23/06/2023
	Portfolio of Works & VDPD	<ul style="list-style-type: none"> Illuminated manuscripts Illustration & Text 	5.1 – 5.6		
3	Critical/Historical Investigation	<ul style="list-style-type: none"> Grids, rules, roles and zines Design Synetics 	5.7 – 5.10	25%	Term 3, Week 9 15/09/2023
	Portfolio of Works & VDPD		5.1 – 5.6		
4	Critical/Historical Investigation	<ul style="list-style-type: none"> Individual/Collaborative Design Project 	5.7 – 5.10	25%	Term 4, Week 7 24/11/2023w
	Portfolio of Works & VDPD	<ul style="list-style-type: none"> Critical/Historical Designer Study 	5.1 – 5.6		

Elective Fees: \$40**Equipment required for Visual Design**

- An A3 size Visual Design Process Diary (VDPD - available from the Front Office)
- An A3 display portfolio
- 2B, 4B and a set of coloured pencils
- Archival FineLine pens
- Ruler, eraser, sharpener, glue stick, scissors
- Fully charged iPad

How Can Parents help?

- Provide students with access to the internet for research and planning.
- Provide a sketchbook and pencils for students to develop ideas and skills at home.
- Provide positive encouragement to students.

Year 9**PHOTOGRAPHIC AND DIGITAL MEDIA****HEAD TEACHER (Rel.): Ms L Thompson-Long****INTRODUCTION:**

In the stage 5 the elective subject of photographic & digital media students explore the world through artistic practice, conceptual knowledge, the frames, and technological procedures.

The course consists of the following modules of study:

1. Making
2. Critical and historical interpretations

ASSESSMENT SCHEDULE:

Task Number	Task Description	Topic	Syllabus Outcomes	Weighting	Due Date
1	Critical/Historical Investigation	Elemental	5.7 – 5.10	25%	Term 1 Week 9 24/03/2023
	Portfolio of Images and Process Diary				
2	Critical/Historical Investigation	Macro Viewpoints	5.7 – 5.10	25%	Term 2, Week 9 23/06/2023
	Portfolio of Images and Process Diary				
3	Critical/Historical Investigation	Portrait Stories	5.7 – 5.10	25%	Term 3, Week 9 15/09/2023
	Portfolio of Images and Process Diary				
4	Critical/Historical Investigation	The Harris and Droste effects	5.7 – 5.10	25%	Term 4, Week 7 24/11/2023
	Portfolio of Images and Process Diary				

Year 9

Marine and Aquaculture Technology (Semester 1 Course)

Head Teacher: Mrs J O'Keeffe

Term 1 – Assessment Task 1		
Topic: Water Safety and Basic Snorkeling	Assessment:	Approx. due date:
<ul style="list-style-type: none"> ○ 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 ○ Increase water confidence thereby increasing chances of survival if faced with difficulty in the water 	Practical and Quiz	Ongoing assessment throughout Term 1
Term 2 – Assessment Task 2		
Topic: Rock Platforms	Assessment:	Approx. due date:
Introduces the harshness of the rock platform habitat and the animals and plants that live there. Students will explore the adaptations that organisms living on it need for survival.	Research Task	Week 3
Term 2 – Assessment Task 3		
Students will demonstrate knowledge and understanding, practical skills and safety practices for the marine environment	Assessment:	Approx. due date:
	Examination	Week 6
Equipment required: <ul style="list-style-type: none"> • Mask, fins, snorkel and a red rash shirt • Pens, pencils, ruler, and eraser for every lesson and for examinations • Marine workbook How Can Parents help? <ul style="list-style-type: none"> • Assist students to time manage homework and assessment activities and tasks set by their teachers 		

Year 9

Marine and Aquaculture Technology (Semester 2 Course)

Head Teacher: Mrs J O'Keeffe

Term 3 – Assessment Task 1		
Topic: Rock platforms	Assessment:	Approx. due date:
Introduces the harshness of the rock platform habitat and the animals and plants that live there. Students will explore the adaptations that organisms living on it need for survival.	Research Task	Week 6
Terms 3 and 4 – Assessment Task 2		
Topics: Water Safety and Basic Snorkeling	Assessment:	Approx. due date:
<ul style="list-style-type: none"> o Introduces the theory and practice of snorkeling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water o Increase water confidence thereby increasing chances of survival if faced with difficulty in the water 	Practical and Quiz	Ongoing assessment throughout Terms 3 and 4
Term 4 – Assessment Task 3		
Students will demonstrate knowledge and understanding, practical skills and safety practices for the marine environment	Assessment:	Approx. due date:
	Examination	Week 5
Equipment required: <ul style="list-style-type: none"> • Mask, fins, snorkel and a red rash shirt • Pens, pencils, ruler, and eraser for every lesson and for examinations • Marine workbook How Can Parents help? <ul style="list-style-type: none"> • Assist students to time manage homework and assessment activities and tasks set by their teachers 		

Year 9

Agriculture

Head Teacher: Mrs J O'Keeffe

Semester One Course		
Term 1 – Assessment Task 1		
Topic: Vegetables	Assessment:	Approx. due date:
Practical skills and theory of vegetable growth	Research and Practical task	Week 10
Term 2 – Assessment Task 2		
Topics: Introduction to Agriculture, Vegetables, Poultry Practical skills and theory of the units	Assessment:	Approx. due date:
	Examination	Week 6
Semester Two Course		
Term 3 – Assessment Task 1		
Topic: Vegetables	Assessment:	Approx. due date:
Practical skills and theory of vegetable growth	Research and Practical task	Week 9
Term 4 – Assessment Task 2		
Topics: Introduction to Agriculture, Vegetables, Poultry Practical skills and theory of the units	Assessment:	Approx. due date:
	Examination	Week 5
Equipment required: <ul style="list-style-type: none"> Pens, pencils, ruler, calculator and eraser for every lesson and for exams Agriculture workbook How Can Parents help? <ul style="list-style-type: none"> Assist students to time manage homework and assessment activities and tasks set by their teachers 		

Year 9

Industrial Technology – Engineering

Head Teacher: Mr M Wiggins

Assessment Task 1	Assessment	Approx. Due Date
Engineered Structures – Core Module 1: Earthquake Shaker Table Experiment or Alternative	Practical engineering challenge and report	Week 6, Term 1
Assessment Task 2		
Engineered Structures – Core Module 1: Bridge Building Challenge	Practical engineering challenge and report (30%)	Week 3, Term 2
Assessment Task 3		
Engineered Structures – Research Assignment	Assignment (20%)	Week 9, Term 2
Assessment Task 4		
Engineered Mechanisms – Core Module 1: Trebuchet	Practical engineering challenge and report (30%)	Week 7, Term 3
Engineered Mechanisms – Core Module 1: Hydraulic Robotic Arm	Practical engineering challenge	Week 3, Term 4
Assessment Task 5		
Exam	Yearly Exam (20%)	Week 5, Term 4
<p>Equipment required for Industrial Technology - Metal</p> <ul style="list-style-type: none"> • Apron – available at school office • Pencils, Eraser, Sharpener, Exercise Book • Sturdy fully covered footwear • School diary • Hair restraint • USB stick <p>How Can Parents help? Ensure that course fees are paid to cover project consumables such as metal, welding consumables, timber, glue and nails</p>		

Year 9

Industrial Technology – Metal

Head Teacher: Mr M Wiggins

Assessment Task 1	Assessment	Approx. Due Date
Skills Exercise & Tool Box	Project and Drawing Exercises	Week 7, Term 1
Assessment Task 2		
Research Assignment	Research Assignment (20%)	Week 9, Term 1
Assessment Task 3		
Beach Rod Holder and Camping Stool (Folio)	Project and Folio - Including: material/construction research, concept sketches, working drawing, finance plan, production sequencing and evaluation. (30%)	Week 5, Term 2
Assessment Task 4		
F Clamp and Spinning Top	Project and Folio (30%)	Week 7, Term 3
Welding Art Project or Sculpture	Metal Lathe Project	Week 4, Term 4
Assessment Task 5		
Yearly Exam	Exam (20%)	Week 5, Term 2 & 4
Equipment required for Industrial Technology - Metal <ul style="list-style-type: none"> • Apron – available at Front Office • Pencils, Eraser, Sharpener, Exercise Book • Sturdy fully covered footwear • School diary • Hair restraint • USB stick How Can Parents help? Ensure that course fees are paid to cover project consumables such as metal, rivets, welding and turning consumables		

Year 9

Industrial Technology – Timber

Head Teacher: Mr M Wiggins

Assessment Task 1	Assessment	Approx. Due Date
Skills Project and Jewellery Box	Project and Drawing Exercises	Week 7, Term 1
Core Module 1 – Timber 1 :Project: Mantle Clock	Project (Progress Mark) and Design Folio (30%) Project Folio – Including: material/construction research, concept sketches, working drawing, finance plan, production sequencing and evaluation.	Week 4, Term 2
Assessment Task 2		
Research Assignment	Research Assignment (20%)	Week 9, Term 1
Assessment Task 3		
Core Module 1 – Turning Project & Light Design Project Core Module 1 – Wood Design Project	Project and Design Folio (30%) Project	Week 7, Term 3 Week 8, Term 4
Assessment Task 4		
Yearly Exam	Exam (20%)	Week 5, Term 4
Equipment required for Industrial Technology - Timber <ul style="list-style-type: none"> • Apron – available at Front Office • Pencils, Eraser, Sharpener, Exercise Book • Sturdy fully covered footwear • School diary How Can Parents help? Ensure that course fees are paid to cover project consumables such as timber, glue, nails and clock mechanism		

Year 9

Food Technology

Head Teacher: Mrs S Cowell

Term 1/3		
Food in Australia	Design Project Prac and Research Task Multicultural Food in Australia Research	Week 7 (approx.)
	Marketta Follow and Marketta Prac experience	Week 8 (approx.)
Term 2/4		
Food Service and Catering	Design Project Prac and Folio	Week 6 (approx)
	Practical Task	Week 8 (approx)
<p>Equipment required for Food Technology</p> <ul style="list-style-type: none"> • Pens, pencils, apron for practical lessons, covered shoes • Books, ingredients for food preparation provided through subject fees - \$40 <p>How Can Parents help? Assisting students with research work as required</p>		

Year 9

Textiles and Design

Head Teacher: Mrs S Cowell

Terms 1 / 3		Approx due date
Apparel	Design Project and Folio	Approx Week 8
Terms 2 / 4		
Soft Furnishing	Design Project and Folio	Approx Week 8
<p>Equipment required for Textiles & Design</p> <ul style="list-style-type: none"> • Pens, pencils • Exercise book, sample fabrics provided through subject fees <p>Note</p> <ul style="list-style-type: none"> • Fabrics for major practical projects to be supplied by students <p>How can Parents help? Assisting students with purchasing fabrics as required</p>		

Year 9

Japanese

Head Teacher: Mrs S Cowell

Topic/theme description	Assessment	Approx. due date
Term 1		
Greetings, Numbers and Nationality	Topic test (Listen, read, write, speak)	Week 7
Term 2		
Family and Pets	Family album assignment	Week 5
Term 3		
Food	Topic test (Listen, read, write, speak)	Week 7
Term 4		
Days, dates and hobbies	Topic test (Listen, read, write, speak)	Week 5
Writing Japanese		
Throughout the course students will read and write hiragana, katakana and learn a number of relevant kanji	Incorporated into other assessments Hiragana and katakana quiz	Hiragana quiz Term 1, Week 5 Katakana quiz Term 3, Week 3
Equipment required for Japanese <ul style="list-style-type: none"> • IPAD. • Apple pen (highly recommended), • Display folder /A4 folder with loose paper and sleeves • at least 2 pens of different colours • Pencils, eraser, ruler How Can Parents help? Be supportive of language learning Share own travel experiences Ensure that course fees are paid to cover project consumables		

Year 9

Physical Activity and Sports Studies (PASS)

Head Teacher: Mr K Bassingthwaite

SEMESTER 1 (for report convert to a mark out of 100)			
Topics / Theme Description	Assessment		Approx. due date
FMS and Traditional Indigenous Games (TIG)	AT1 Create a game	20%	Term 2
Movement Skill and Performance	AT3a, b (2 of either Badminton, OzTag or TIG games)	40%	Term 1, Term 2
SEMESTER 2 (for report convert to a mark out of 100)			
FMS and Traditional Indigenous Games (TIG)	AT2 CLC Indigenous Games	20%	End Term 2
Movement Skill and Performance	AT3c (1 of either Badminton, OzTag or TIG games)	20%	End Term 2
Fitness testing	AT4 Physical fitness analysis	20%	Term 3
Movement Skill and Performance	AT5a, b (Sofcrosse, Ultimate Frisby)	40%	Term 3, Term 4
<p>This subject is studied in Semester 1 or 2</p> <p>Equipment required:</p> <ul style="list-style-type: none"> • Change of clothes and hat for practical lessons • Book and pen for theory lessons 			

Year 9

Child Studies

Head Teacher: Mr K Bassingthwaite

Topics / Theme Description	Assessment	Approx. due date
Module 1: Preparing for parenthood	Preparing for parenthood (40%)	Term 1
Module 2: Conception to birth	Family planning method (30%)	Term 2
Module 3: Family interactions	Issues in parenting (30%)	Term 3
Module 4: Newborn care		
<p>This subject is studied in Semester 1 or 2</p> <p>Equipment required:</p> <ul style="list-style-type: none">• Book and pen for theory lessons		