

# KINGSCLIFF HIGH SCHOOL



ACHIEVEMENT THROUGH ENDEAVOUR

## Year 9 2025 Assessment Overview

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## ASSESSMENT AND REPORTING POLICY

### 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 NSW 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 NESAs 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 NESAs 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 NESAs
- 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 NESAs.

## 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.

## EXAMINATION 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 AND 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 student's 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>No students are allowed to leave the examination room early. All available time should be used to complete and review answers</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 doctor's certificate has been supplied to the Deputy Principal 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, SMART WATCH OR DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>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 or 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 exam marks and will be noted on the exam paper</li> <li>Second personal warning will result in receiving a zero mark 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 Principal within five (5) school days from the date of the exam. Appeal forms are available from the Deputy Principal</p>	
<p><b>ILLNESS AND 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 as soon as possible, preferably prior to the exam;</li> <li>Submit written reason for absence (such as a medical 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 mark will be awarded for the examination missed.</li> </ol>	

**MANDATORY****English – Year 9****Head Teacher (Rel): Mr M Anderson**

<b>Term 1</b>		
<b>Imaginary Worlds - Novel</b>	<b>Assessment</b>	<b>Approx. due date</b>
An exploration of what speculative fiction can tell us about our future.	Imaginative writing	Term 1, Week 8
<b>Term 2</b>		
<b>Rebel. Rebel. Voices of Social Struggle</b>	<b>Assessment</b>	<b>Approx. due date</b>
How can poetry and song be used to reveal social struggle and the battle to change the status quo?	Extended writing	Term 2, Week 5-6
<b>Term 3</b>		
<b>The whole world's a stage</b>	<b>Assessment</b>	<b>Approx. due date</b>
Why does Shakespeare still matter in the 21st Century? How does what happens on stage reflect the world we live in?	Multimodal	Term 3, Week 6
<b>Term 4</b>		
<b>Internal Conflict and Coming of Age in Film – Bildungsroman</b>	<b>Assessment</b>	<b>Approx. due date</b>
An investigation of the Bildungsroman form and the ways in which composers use the medium of film to reveal stories of personal growth and change.	Examination	Week 4
<b>Smoke and Mirrors - Ghost Stories</b>		
Also studied in Term 4, but not included in the formal assessment, is Smoke and Mirrors, a unit in which students explore ghost stories across time (Victorian, gothic and contemporary) by comparing older texts with modern adaptations and focusing on the elements of genre and creative writing.		

**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



## MANDATORY

### MATHEMATICS

Head Teacher: Ms G Engel Pryer

**INTRODUCTION:** The course consists of topics drawing from three modules of study:

1. Number & Algebra
2. Probability & Statistics
3. Measurement & Geometry

### ASSESSMENT SCHEDULE:

Approximate Timing	Task Type	Assessment Area	Weighting
Term 1, Week 8	Topic Test	Knowledge	20%
Term 2, Week 5	Half Yearly Examination	Knowledge	30%
Term 3, Week 8	STEM Assignment	Working Mathematically	15%
Term 4, Week 5	Yearly Examination	Knowledge	35%

**Equipment required:**

- A Casio or Abacus scientific calculator
- A grid book
- Pens, pencils, ruler, and eraser for every lesson and for exams

**How Can Parents help?**

- Encourage students to bring the required materials to school everyday
- Review your child Mathematics workbook regular to view/provide feedback
- Assist students to time manage homework and assessment activities and tasks set by their teachers

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

**Science – Year 9**

Head Teacher: Mrs J O’Keeffe

<b>Term 1 – Assessment Task 1</b>		
<b>Topic: Physics - Waves</b> <b>Theme: Properties of Waves and Light</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate process and science skills competency, and knowledge and understanding of the investigations conducted during the topic.	Practical Test	Week 10
<b>Term 2 – Assessment Task 2</b>		
<b>Topics: Physics – Waves, Biology – Coordination, Chemistry, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half Yearly examination	Week 5
<b>Term 3 – Assessment Task 3</b>		
<b>Topic: Scientific Investigations and Science Skills Depth Study</b> <b>Theme: Scientific Report</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
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 6
<b>Term 4 – Assessment Task 4</b>		
<b>Topics: Physics – Waves, Biology – Coordination, Chemistry, Geology, Biology – Disease, Physics - Astronomy</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding, and process and science skills competency.	Yearly examination	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, protractor, calculator and eraser for every lesson and for exams</li> <li>• Science Workbook</li> </ul> <b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

**Note: Students may also have additional in-class topic tests**

## Geography – Year 9

Head Teacher: Mr W Smith

<b>Term 1</b>		
<b>Topics / Theme Description: Sustainable Biomes</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 6 Term 1
<b>Term 2</b>		
<b>Topics / Theme Description: Changing Places</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 6 Term 2
<b>Term 3</b>		
<b>Topics / Theme Description: Environmental Change and Management</b>	<b>Assessment</b> Fieldwork	<b>Approx. due date</b> Week 8 Term 3
<b>Term 4</b>		
<b>Topics / Theme Description: Human Wellbeing</b>	<b>Assessment</b> Exam	<b>Approx. due date</b> 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.

**Personal Development, Health and Physical Education (PDHPE) – Year 9**  
**Head Teacher (Rel.): Ms L Fitzhugh**

<b>SEMESTER 1 (for report convert to a mark out of 100)</b>			
<b>Topic / Theme Description</b>	<b>Assessment</b>		<b>Approx due date</b>
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
<b>SEMESTER 2 (for report convert to a mark out of 100)</b>			
Relationships and sexual health	AT4 – 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
<p><b>Equipment Required for Personal Development, Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Change of clothes and hat for practical lessons</li> <li>• Book and pen for theory lessons</li> </ul>			

## ELECTIVES:

### Agricultural Technology – 100 hour and 200 hour – Year 9

Head Teacher: Mrs J O’Keeffe

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

**Child Studies – Year 9**  
**Head Teacher (Rel.): Ms L Fitzhugh**

Topics / Theme Description	Assessment	Approx. due date
1. Preparing for parenthood	Preparing for parenthood (25%)	Term 1
2. Conception to birth	Family planning method (25%)	Term 2
3. Newborn care	Issues in parenting (50%)	Term 3
4. Family Interactions		
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• iPad</li> </ul>		

**Dance – Year 9**

Head Teacher (Rel.) : Mr A Holliday

**INTRODUCTION:**

The course consists of the following modules of study:

1. Performance
2. Composition
3. Appreciation

**Term 1**

Topic	Component	Task Due	Weighting
Arts As Stimulus	Group Composition	Week 5	10%
Musical Theatre	Group Performance Written Appreciation Task	Week 10	20%

**Term 2**

Topic	Component	Task Due	Weighting
Pioneers of Modern Dance	Group Performance Written Appreciation Task	Week 9	30%

**Term 3**

Unit	Component	Task Due	Weighting
Jazz	Group Performance Research Task	Week 6	10%
Unpacking Alignment	Performance discussion	Week 9	15%

**Term 4**

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

**Drama - 100hr and 200hr Course – Year 9 and Year 10**

Head Teacher (Rel.) : Mr A Holliday

**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.

<b>Assessment Task 1</b>		<b>Semester Two Course</b>
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Due Date:</b>
<b>Topic: Elements of Drama and Improvisation</b>		
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
<b>Assessment Task 2</b>		
<b>Topic: Play building and Devising</b>	<b>Assessment</b>	<b>Due Date:</b>
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
<b>Assessment Task 3</b>		
<b>Topic: Comedy and Melodrama</b>	<b>Assessment</b>	<b>Due Date:</b>
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
<b>Assessment Task 4</b>		
<b>Topic: Political Theatre</b>	<b>Assessment</b>	<b>Due Date:</b>
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.



### Food Technology – 100 Hours Course – Assessment Schedule – Stage 5 (Years 9 and 10)

Head Teacher: Mrs S Cowell

<b>Semester 1</b>		
<b>Unit of Work</b>	<b>Assessment</b>	
Food for Special Needs	Research Task (20%) and Practical (20%)	Term 2, Week 3 (approx.)
<b>Semester 2</b>		
Food in Australia	Folio (20%) and Practical (15%)	Term 3, Week 4-5 (approx)
Food Service and Catering	Examination (25%)	Term 3, Week 4-5 (approx)
<b>Equipment required for Food Technology</b> <ul style="list-style-type: none"> <li>• Pens, pencils, apron for practical lessons, covered shoes</li> <li>• Books, ingredients for food preparation provided through subject fees - \$40</li> </ul>		
<b>How Can Parents help?</b> Assisting students with research work as required		

### Food Technology – 200 Hours Course – Assessment Schedule – Year 9

Head Teacher: Mrs S Cowell

<b>Semester 1</b>		
<b>Unit of Work</b>	<b>Assessment</b>	
Food in Australia	Folio (20%) and Practical (15%)	Term 1, Week 8/9 (approx.)
Food Service and Catering	Food Styling Presentation Theory (15%) and Practical Skills Test (20%)	Term 2, Week 6/7 (approx.)
<b>Semester 2</b>		
Food for Special Needs and Food Equity	Examination (25%)	Term 4, Week 5 (approx.)
<b>Equipment required for Food Technology</b> <ul style="list-style-type: none"> <li>• Pens, pencils, apron for practical lessons, covered shoes</li> <li>• Books, ingredients for food preparation provided through subject fees - \$40</li> </ul>		
<b>How Can Parents help?</b> Assisting students with research work as required		

**Industrial Technology – Metal – Year 9**  
**Head Teacher: Mr M Wiggins**

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

## Industrial Technology – Timber – Year 9

Head Teacher: Mr M Wiggins

Assessment Task 1	Assessment	Approx. Due Date
Core Skills Exercise	Project and Drawing Exercises	Week 5, Term 1
Core Module – Timber 1: Project: Jewellery Box with timber inlay/marquetry	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 – Mantle Clock and Turning 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
<p><b>Equipment required for Industrial Technology - Timber</b></p> <ul style="list-style-type: none"> <li>• Apron – available at Front Office</li> <li>• Pencils, Eraser, Sharpener, Exercise Book</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>		

**Japanese – Year 9**  
**Head Teacher: Mrs S Cowell**

Topic / Theme Description	Assessment	Approx. due date
<b>Term 1</b>		
<b>Greetings, Numbers and Nationality</b>		Week 8
<b>Term 2</b>		
<b>Family and Pets</b>	Family album assignment	Week 5
<b>Term 3</b>		
<b>Food</b>	Restaurant role play	Week 8
<b>Term 4</b>		
<b>Days, dates and hobbies</b>	Yearly exam	Week 5
<b>Writing Japanese</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Throughout the course students will read and write hiragana, katakana and learn a number of relevant kanji	Incorporated into other assessments. Hiragana and katakana reading and writing quizzes	Hiragana quiz Term 1, Week 5 Katakana quiz Term 3, Week 3
<p><b>Equipment required for Japanese</b></p> <ul style="list-style-type: none"> <li>• iPad</li> <li>• Apple pen (highly recommended)</li> <li>• At least 2 pens of different colours</li> <li>• Display folder/A4 folder with loose paper and sleeves</li> <li>• Ruler, eraser, lead pencil</li> </ul> <p><b>How Can Parents help?</b>                      Be supportive of language learning                      Share own travel experiences                      Ensure that course fees are paid to cover project consumables</p>		

## Marine and Aquaculture Technology – 100 hour and 200 hour – Year 9

Head Teacher: Mrs J O’Keeffe

<b>Term 1 – Assessment Task 1</b>		
<b>Topic: Water Safety and Basic Snorkeling</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<ul style="list-style-type: none"> <li>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</li> <li>Increase water confidence thereby increasing chances of survival if faced with difficulty in the water</li> </ul>	Practical and Quiz	Ongoing assessment throughout Term 1
<b>Term 2 – Assessment Task 2</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding, practical skills and safety practices for the marine environment	Examination	Week 6
<b>Term 3 – Assessment Task 3</b>		
<b>Topic: Rock Platforms</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
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 10
<b>Term 4 – Assessment Task 4</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding, practical skills and safety practices for the marine environment	Examination	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>Mask, fins, snorkel and a red rash shirt</li> <li>Pens, pencils, ruler, and eraser for every lesson and for examinations</li> <li>Marine workbook and iPad</li> </ul>		
<b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

**Music - 100hr and 200hr Course – Year 9**

Head Teacher (Rel.) : Mr A Holliday

Term 1		
Topic	Assessment	Due Date:
<b>Australian Music</b> – 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:
<b>Music Technology</b> – 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:
<b>Music of a Culture</b> – 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:
<b>Popular Music</b> - 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

**Music: Assessment Schedule – 100hr course – Year 9 and Year 10**

Head Teacher (Rel.) : Mr A Holliday

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 3	Term 4
		<b>Australian Music</b> Solo performance of an Australian song (Due Term 1, Week 9)	<b>Music Technology</b> Composition task (Due Term 2, Week 7)	<b>Music of a Culture</b> Group/Ensemble performance of a Reggae song (Due Term 3, Week 8)	<b>Popular Music</b> Theory/Listening/Topic test (Due Term 4, Week 5)
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
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

**Music: Assessment Schedule – 200hr course – Year 9**

Head Teacher (Rel.) : Mr A Holliday

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 3	Term 4
		<b>Australian Music</b> Solo performance of an Australian song (Due Term 1, Week 9)	<b>Music Technology</b> Composition task (Due Term 2, Week 7)	<b>Music of a Culture</b> Group/Ensemble performance of a Reggae song (Due Term 3, Week 8)	<b>Popular Music</b> Theory/Listening/Topic test (Due Term 4, Week 5)
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
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## Photographic and Digital Media – Year 9

Head Teacher (Rel.) : Mr A Holliday

### 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
	Portfolio of Images and Process Diary				
2	Critical/Historical Investigation	Macro Viewpoints	5.7 – 5.10	25%	Term 2, Week 9
	Portfolio of Images and Process Diary				
3	Critical/Historical Investigation	Portrait Stories	5.7 – 5.10	25%	Term 3, Week 9
	Portfolio of Images and Process Diary				
4	Critical/Historical Investigation	The Harris and Droste effects	5.7 – 5.10	25%	Term 4, Week 7
	Portfolio of Images and Process Diary				



**Physical Activity and Sports Studies (PASS) – Year 9**  
**Head Teacher (Rel.): Ms L Fitzhugh**

<b>SEMESTER 1 (for report convert to a mark out of 100)</b>			
<b>Topics / Theme Description</b>	<b>Assessment</b>		<b>Approx. due date</b>
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
<b>SEMESTER 2 (for report convert to a mark out of 100)</b>			
FMS and Traditional Indigenous Games (TIG)	AT2 CLC In class Indigenous Games Task	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><b>This subject is studied in Semester 1 or 2</b></p> <p><b>Equipment required:</b></p> <ul style="list-style-type: none"> <li>• Change of clothes and hat for practical lessons</li> <li>• Book and pen for theory lessons</li> </ul>			

## Smart Thinking: Unlocking Your Potential (Critical Thinking) – Year 9

Head Teacher: Mrs J O’Keeffe

<b>Term 1 – Assessment Task 1</b>		
<b>Topic: Core 1 Understanding critical thinking</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will be keeping a journal of their learning as they work through the topic which will include reflections on their ability to be a critical thinker.	Journal – An ongoing reflection of student learning of, and experiences with, critical thinking	Week 10
<b>Term 2 – Assessment Task 2</b>		
<b>Topic: Core 2 Research skills to support the critical thinker</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students to research the impact of the quality of sources on the ability to form ideas and make judgements	Research Task	Week 10
<b>Term 3 – Assessment Task 3</b>		
<b>Topic: Option 1 – Strategies used in business and war</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Application of learning – evaluation of strategies used in business and war	Debate	Week 6
<b>Term 4 – Assessment Task 4</b>		
<b>Topic: Advertising: Have they got your attention?</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will study marketing strategies and provide a case study on a business and their use of marketing strategies	Case study and presentation	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, calculator and eraser for every lesson</li> <li>• Workbook and iPad</li> </ul> <b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

**Textiles and Design – Year 9**

**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

**Equipment required for Textiles & Design**

- Pens, pencils
- Exercise book, sample fabrics provided through subject fees

**Note**

- Fabrics for major practical projects to be supplied by students

**How can Parents help?**

Assisting students with purchasing fabrics as required

## Visual Arts – Year 9

Head Teacher (Rel.) : Mr A Holliday

### 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	Surrealism	5.7 – 5.10	25%	Term 1 Week 9
	Portfolio of Works & VAPD		5.1 – 5.6		
2	Critical/Historical Investigation	Figurative Sculpture: Anthropomorphism	5.7 – 5.10	25%	Term 2, Week 9
	Portfolio of Works & VAPD		5.1 – 5.6		
3	Critical/Historical Investigation	Framing Portraiture	5.7 – 5.10	25%	Term 3, Week 9
	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
	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.

## Visual Design – Year 9

Head Teacher (Rel.) : Mr A Holliday

### 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"> <li>Anatomy of Type</li> <li>Ampersand - the 27th letter</li> <li>Ligatures</li> <li>Graffiti type and symbols</li> </ul>	5.6 – 5.10	25%	Term 1 Week 9
	Portfolio of Works & VDPD		5.1 – 5.6		
2	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Emojis</li> <li>Illuminated manuscripts</li> <li>Illustration and Text</li> </ul>	5.7 – 5.10	25%	Term 2, Week 9
	Portfolio of Works & VDPD		5.1 – 5.6		
3	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Grids, rules, roles and zines</li> <li>Design Synetics</li> </ul>	5.7 – 5.10	25%	Term 3, Week 9
	Portfolio of Works and VDPD		5.1 – 5.6		
4	Critical/Historical Investigation	<ul style="list-style-type: none"> <li>Individual/Collaborative Design Project</li> <li>Critical/Historical Designer Study</li> </ul>	5.7 – 5.10	25%	Term 4, Week 7
	Portfolio of Works and VDPD		5.1 – 5.6		

**Elective Fees:** \$30

#### **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.