



Kandos

HIGH SCHOOL

YEAR 9
ASSESSMENT
BOOKLET
2022



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COURSE REQUIREMENTS

Over the four years covering Years 7 to 10, you need to have studied the following courses:

English - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Mathematics - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Science - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment - studied substantially in each of Years 7 - 10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 - 8 and 100 hours each of Australian History and Australian Geography in Years 9 - 10.

Creative Arts - studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies - studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education - studied in each of Years 7 - 10 with 300 hours to be completed by the end of Year 10.

Languages - studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 and 10 but preferably in Years 7 or 8.

If you think you will not meet these requirements by the end of Year 10, you should speak to your Year 10 Coordinator or your Principal.

ATTENDANCE

Absence during the year

Principals may grant students leave for legitimate reasons such as illness, physical injury or medical procedures. If leave has been granted during the year, there will be no effect on course completion requirements provided that you have completed assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, it may be deemed that it is not feasible to make up the work during the year.

Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the completion of Year 10 course(s).

SATISFACTORY COURSE COMPLETION REQUIREMENTS

For the satisfactory completion of a course, it is your responsibility to:

- a) follow the course developed or endorsed by the NSW Education Standards Authority; (NESA) and
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, etc completed and your level of achievement.

If it is determined 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.

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed' on your Record of School Achievement.

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 NSW Education Standards Authority.

YEAR 9 GRADES

For each course you have studied for Year 9, your achievement will be reported as a grade A - E.

The grade you receive is determined by your school, based on your performance in the course throughout the year.

Some of the courses studied in Year 9 especially electives, run over two years and count towards a Record of School Achievement (RoSA).

NSW Education Standards Authority (NESA) has developed a set of General Performance Descriptors that describe five levels of achievement, A – E.

The table on the next page gives an indication of how these levels help to assess your performance.

For each course, a set of Course Performance Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. You can view the Course Performance Descriptors for each course on the NSW Education Standards Authority (NESA) website.

<http://arc.boardofstudies.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>

Teachers will collect assessment information about your achievement in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to be awarded to you at the end of Year 10.

No grades will be awarded for Life Skills Courses. These are reported through the achievement of outcomes listed on the Student Profile.

RECORD OF SCHOOL ACHIEVEMENT GRADES

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the course content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.

- The RoSA will detail grades for courses a student completes from the end of Year 10 right up until the time they leave school.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Fair allocation of grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade.
- The RoSA details grades using an A to E grading scale and NSW Education Standards Authority will work with teachers to ensure that appropriate standards are developed and applied.
- NSW Education Standards Authority will also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Recording extracurricular achievements

NSW Education Standards Authority recognises that many employers are interested in more than academic results and is currently trialling a website called *up2now - my ongoing learning portfolio*, which allows students to record, organise and share evidence of their extracurricular achievements, such as first-aid qualifications or volunteer work.

Literacy and numeracy tests

Students who leave school after Stage 5 and before they get their HSC, will have the option to undertake the Literacy and Numeracy tests.

- There is one test for literacy and one test for numeracy, with concepts drawn from the *Australian Core Skills Framework (ACSF)* developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- This framework was used to underpin the TAFE NSW Foundation Level Programs and is being incorporated into the Foundation Skills Training Package. This package is being developed on behalf of the National Quality Council as part of a national systemic approach to developing the foundation skills units of competency, qualifications and skill sets.
- The tests are taken at the school and offered online and under teacher supervision. The results are reported separately from the RoSA credential.

- The tests are designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- The tests are not available to all students, only those who indicate that they wish to leave school.
 - The tests will be available on request by the school
- Students will be able to sit the test during the school year as negotiated with NSW Education Standards Authority after completing Year 10.

LIFE SKILLS

Life Skills courses recognise that post-compulsory years of schooling should cater for all students who choose to participate.

NSW Education Standards Authority has developed Life Skills courses in each broad area of learning that can be used to satisfy the mandatory curriculum requirements for the award of the RoSA.

- If students undertake one or more courses based on Life Skills outcomes and content, they will receive a Profile of Student Achievement. The profile will outline the Life Skills outcomes they have achieved in each course.
- The Profile of Student Achievement will be printed and issued by NSW Education Standards Authority to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via *Students Online*.
- Life Skills outcomes will be shown on the profile as:
 - Achieved – for outcomes the student has achieved independently
 - Achieved with support – for outcomes that have been achieved with additional support.

RoSA KEY FACTS

Who will get a RoSA?

By the end of Stage 5 (the end of Year 10), students need to have completed all mandatory requirements 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 students get it?

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

What will the RoSA 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 acknowledgment 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 determined 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 NSW Education Standards Authority 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 NSW Education Standards Authority will support that further by providing workshops and online resources, including student work samples.

Why offer literacy/numeracy tests?

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 to 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?

NSW Education Standards Authority 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?

NSW Education Standards Authority will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. 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.

ASSESSMENT TASK NOTIFICATION

What do I need to know about an Assessment Task?

Students will be informed, *in writing*, of the set dates and details of each assessment task, *at least one week* prior to the task due date.

When a student returns to school from any absence, it is *the student's responsibility* to enquire about any work set during the absence.

If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, to discuss any necessary re-arrangements to the scheduling of each task and to complete a form requesting an Application for Extension (Appendix 2).

What if I don't complete an Assessment task?

All students are expected to undertake all assessment tasks set to meet course requirements.

Where a candidate fails to submit an assessment task specified in the Assessment Program, they might request consideration for Illness/Misadventure (Appendix 3). This form is to be completed and handed to your subject teacher who will discuss an appropriate course of action with their Head Teacher. The teacher will advise the outcome on the same form. If the Subject Teacher considers the student has a valid reason, e.g. illness or approved leave, then a mark will be awarded based on late submission or a substitute task. In exceptional circumstances (e.g. where the completion of a substitute task is not feasible or unreasonable, or where the missed task is difficult to duplicate), the Subject Teacher and Head Teacher will authorise the use of an estimate based on other appropriate evidence.

In all other cases where a candidate fails to complete an assessment task, 15% deduction per day and a zero after three days **MUST** be recorded for that task.

If a student has been given zero marks because of 'non-attempts' or failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal *must* certify that the course has not been studied satisfactorily. This course will not appear on the RoSA.

What if I know I will be absent on the day of an Assessment task or cannot complete a task by its due date?

Students *must* complete an Application for Extension form (Appendix 2) if applying *BEFORE* the due date *OR* an Illness/Misadventure form (Appendix 3) if applying *AFTER* the due date. These forms are to be completed and handed to your subject teacher.

HSC MINIMUM STANDARD

All students will **have the opportunity to sit their HSC exams** regardless of their Year 9 NAPLAN results.

However, students need to demonstrate a minimum standard of reading, writing and numeracy to be awarded their HSC certificate.

New online reading, writing and numeracy tests

There will be **multiple** opportunities for students to do this, by taking short online tests that specifically assess these skills. Students will decide with their teacher when they are ready to attempt each test. Once they pass a test they do not have to sit it again.

More information, is available on the NSW Education Standards Authority (NESA) website: educationstandards.nsw.edu.au

HOME STUDY EXPECTATIONS

At Kandos High School we recommend that our students in years 7-10 should be completing at least 10 minutes of home study per subject daily prior to assessment and exam periods.

To assist parents and students with skills in home study we have paid a subscription to:

www.studyskillshandbook.com.au

Username: kandoshs

Password: 28success

This can be accessed at any time by students and parents. Feel free to contact your child's Year Advisor if you require additional assistance.

SENTRAL PARENT AND STUDENT PORTAL

Our school has undertaken a new initiative, the student and parent portal, to provide both parents and students information about each student's timetable and attendance.

Please log on to the internet to access our Parent Portal here:

<https://kandoshs.sentral.com.au/portal/>

This portal is rolling out in 2022. Please contact the Kandos High School office if you need assistance.

AGRICULTURE	<i>Course Fee</i> \$20.00
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Year 9 Course Content
<p>Agriculture provides students with an opportunity to demonstrate an understanding of Australian agricultural enterprises and the impact of technology on the ongoing development of Australian agriculture. Students recognise that the viability of an agricultural enterprise is dependent on the application and implementation of sustainable agricultural practices.</p> <p>Through a range of learning experiences students demonstrate safe work practices and apply appropriate Work Health and Safety (WHS) guidelines when engaged in practical activities. They use appropriate technologies in conducting simple agricultural experiments and the recording and communication of information and ideas. Students develop awareness of the issues and processes that guide ethical considerations in agricultural production.</p> <p>During Year 9 students will study the following topics:</p> <ul style="list-style-type: none"> • Introduction to Agriculture • Apiary Industry • Sheep Enterprises • Corn Production

Task Number	Task Description	Due	Weight
1	Poultry Research Task	Term 1 Week 10	25%
2	Plant Trials	Term 2 Week 10	30%
3	“We Bought a Farm” Planning Task	Term 3 Week 9	25%
4	Yearly Open Book Examination	Term 4 Week 4/5	20%
TOTAL			100%

COMMERCE

Year 9 Course Content

Students study the following topics in Year 9 Commerce in 2022:

- Topic 1: Consumer and Financial Decisions
- Topic 2: Our Economy
- Topic 3: Law, Society and Political Involvement
- Topic 4: Law in Action
- Topic 5: Promoting and Selling

These topics provide a sound basis in both Commerce and Law, and a solid grounding in practical skills necessary for independence in later life. The aim of this course is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues to make informed and responsible decisions as individuals and as part of the community.

Task Number	Task Description	Due	Weight
1	Investigate a current issue relating to issues within financial management	Term 1 Week 8	20%
2	A business plan which deals with current issues impacting our economy	Term 2 Week 9	25%
3	Investigate a current issue relating to Australia's legal system or political process	Term 3 Week 8	20%
4	Book Mark	Throughout	15%
5	In-class Task	Term 4 Week 4/5	20%
TOTAL			100%

**CREATING LINKS TO INDUSTRY PROGRAM
(CLIP)**

Year 9 Course Content

The Creating Links to Industry Program (CLIP) class has been designed to offer students the opportunity to gain knowledge, hands on experience and qualifications within relevant industry areas. Students in the CLIP Class will have opportunities to explore different career paths through hands on experiences and excursions.

While there is a focus on literacy and numeracy, students' complete outcomes for mandatory Stage 5 Courses. Outcomes are assessed through the completion of project-based tasks, which require students to work cooperatively with peers, manage time and utilise resources effectively. These skills will equip students for a variety of vocational areas in the future.

Year 9 Course Assessment

Assessments in the CLIP Class are formative and based on student participation and application. During each term student knowledge and skills will be assessed through a variety of formative assessment tools such as: Work samples, verbal questioning, student polls, student projects, informal and formal quizzes and student interviews. The CLIP program of study allows students to focus on improving their own abilities and does not rank students. Students are assessed as working towards outcomes, achieving outcomes or working beyond expected outcomes.

Subject	Term	Topic	Weight
English	1	Novel Study - The Happiest Refugee	25%
	2	Non-Fiction Texts - From Kinglake to Kabul	25%
	3	Drama and Shakespeare	25%
	4	Film Study - Rabbit proof fence	25%
Human Society and It's Environment	1	Australians at War	25%
	2	Environmental Change and Management	25%
	3	The Making of the Modern World	25%
	4	Human Wellbeing	25%
Mathematics	1	Number sense and Algebra	25%
	2	Measurement and Geometry	25%
	3	Statistics and probability	25%
	4	Topic Revision	25%
PDHPE	1	Health Action	25%
	2	Active Australians	25%
	3	Critical Consumers	25%
	4	Challenges and Opportunities	25%
Science	1	Living World	25%
	2	Planning and Conducting Investigations	25%
	3	Chemical World	25%
	4	Earth and Space	25%
Literacy and Numeracy	1	Back to Basics	25%
	2	Literacy for Work	25%
	3	Numeracy for Work	25%
	4	Boosting Skills	25%
EACH SUBJECT TOTAL			100%

PLEASE NOTE THAT STUDENTS WILL BE REQUIRED TO FOLLOW THE ASSESSMENT SCHEDULES FOR ELECTIVE COURSES AND WORK EDUCATION.

ENGLISH

Year 9 Course Content

During Year 9, the students will investigate the following topics:

- Shakespeare: Romeo & Juliet - Essay Writing
- War Poetry - Exposition
- Novel Study - Persuasive Writing
- Film Study - Multimodal

Task Number	Topic	Task Description	Due	Weight
1	Shakespeare: Romeo & Juliet	Listening & Responding	Term 1 Week 7	20%
2	War Poetry	Exposition	Term 2 Week 5	20%
3	Novel Study	Persuasive Essay	Term 3 Week 4	20%
4	Film Study	Multimodal Task	Term 4 Week 2	20%
5	In-class Task		Term 4 Week 4/5	20%
			TOTAL	100%

FOOD TECHNOLOGY	<i>Course Fee</i> \$100.00
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Year 9 Course Content
The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Task Number	Task Description	Due	Weight
1	<ul style="list-style-type: none"> • Food selection & Health Research • Practical 	Term 2 Week 1	40%
2	<ul style="list-style-type: none"> • Food Equity • Practical 	Term 3 Week 9	40%
3	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

GEOGRAPHY

Year 9 Course Content

Students study the following topics in Year 9 Geography in 2022:

- Biomes
- Changing Places

In the Biomes topic, students examine the physical characteristics and productivity of biomes, the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to increase agricultural yields to support growing population trends and projections from Australia and across the world. Challenges to food production are explored and management strategies investigated.

In the Changing Places topic, students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

Task Number	Task Description	Due	Weight
1	Investigation of human alterations and impacts on a given biome and the strategies used to deal with them	Term 1 Week 6	30%
2	Report on the impacts of urbanisation on an Asian country	Term 1 Week 10	30%
3	Book Mark	Throughout	15%
4	In-class Task	Term 2 Week 3	25%
TOTAL			100%

HISTORY

Year 9 Course Content

Year 9 History is semesterised this year, and as such students will study the following topics in Year 9 History during Terms 3 & 4:

- Australians at War – World Wars I & II, and
- The Industrial Revolution

Across these two topics the students develop an historical understanding of the economic, social and political changes which took place during this period. The development of the Industrial Revolution in Britain contributed not only to massive economic change, but also contributed to massive population movements through urbanisation, emigration, the slave trade and convict transportation. While this created wealth for some and encouraged capitalism, it also meant that urban workers were often forced to endure poor living and working conditions, giving rise to new political ideas such as socialism. At the end of this period, a build-up of tensions between these powers contributed to the outbreak of World War 1, the first global war.

Over the course of the semester, students will focus on four Key Questions:

- What were the changing features of the movement of peoples from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World Wars I and II?

Task Number	Task Description	Due	Weight
1	World War 1 & 2: Source Analysis or Essay	Term 3 Week 6	30%
2	Analysis of a significant invention or development of the Industrial Revolution	Term 4 Week 1	30%
3	Book Mark	Throughout	15%
4	In-class Task	Term 4 Week 4/5	25%
TOTAL			100%

INDUSTRIAL TECHNOLOGY METAL & ENGINEERINGCourse Fee
\$75.00**Year 9 Course Content**

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Throughout the course students assess risks and apply appropriate WHS practices to all of the hand and machine tools, and materials that they use and follow appropriate procedures in completing processes.

Students apply design processes to modify, develop and produce original design solutions for a range of practical projects. They identify, select and apply appropriate hand and machine tools and processes to produce quality practical projects.

Through experiences in a range of practical activities, students develop an appreciation of the value of working cooperatively in the achievement of common goals and gain personal satisfaction and enjoyment. These skills form a basis that enables students to continue their learning experiences in many lifestyle and leisure activities.

Practical projects will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These include: sheet metal products, metal machining projects and fabricated projects.

Task Number	Task Description	Due	Weight
1	Sheet Metal Project & Portfolio	Term 1 Week 9	25%
2	Fabrication Project & Portfolio	Term 3 Week 9	25%
3	Research Task Metals Industry	Term 4 Week 2	25%
4	Yearly Examination	Term 4 Week 4/5	25%
TOTAL			100%

Note: Assessment for Technology metal is conducted in class and the timing is linked to the completion of various practical projects. As projects are completed they will be assessed according to the guidelines and specifications set out in each particular drawing provided for fabrication of the project.

INDUSTRIAL TECHNOLOGY TIMBER & FURNITURE MAKING	<i>Course Fee</i> \$75.00
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Year 9 Course Content
<p>The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.</p> <p>The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.</p> <p>Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.</p> <p>These may include: decorative timber products, furniture items, small bowls or turned items, storage display units, storage and transportation products</p> <p>Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.</p>

Task Number	Task Description	Due	Weight
1	Step & Portfolio	Term 1 Week 10	20%
2	Dart Board & Portfolio	Term 3 Week 6	30%
3	Coffee Table & CAD Drawing	Term 4 Week 2	25%
4	Yearly Examination	Term 4 Week 4/5	25%
TOTAL			100%

Note: Assessment for Technology Timber is conducted in class and the timing is linked to the completion of various practical projects. As projects are completed they will be assessed according to the guidelines and specifications set out in each particular drawing provided for construction of the project.

**INFORMATION AND COMMUNICATION TECHNOLOGY
(ICT)**

Year 9 Course Content

Computational thinking is the thought processes involved in formulating a problem and expressing its solution(s) in such a way that a computer – human or machine – can effectively carry out.

The Digital Careers organisation says that students need experience and skills in computational thinking and computer programming (coding) to be successful in their future careers.

In response to the need for a higher level of literacy around computer programming (coding) that this will create, the Federal Government has initiated an increased focus on science, technology, engineering and mathematics (STEM) and on innovation in Australian schools. This will aim to provide students with the coding and computational thinking skills that will be essential for their future careers.

Not all resources and activities learnt in this course refer to coding explicitly, but they do aim to develop algorithmic and computational thinking skills to better enable students and teachers to reach a coding goal.

Definitions:

Coding, in this context, refers to computer programming, where a ‘high level’ programming language is used to instruct a computer device to perform certain functions.

Computational thinking is a way of solving problems, designing systems, and understanding human behaviour that draws on concepts fundamental to computer science.

An algorithm is a set of rules that tells you what to do in a given set of circumstances, for instance ‘If the traffic light is red, I stop’. Creating an algorithm simplifies decision-making and increases the efficiency of a procedure. ‘Algorithmic thinking’ is the ability to think in terms of algorithms as a way of creating solutions.

Task Number	Topic	Task Description	Due	Weight
1	Digital System Comic Strip	How data is represented	Term 2 Week 6	20%
2	The Amazing Race 1	Classwork 1	Term 2 Week 6	30%
3	Create an App	App Game Design Pitch	Term 4 Week 6	20%
4	The Amazing Race 2	Classwork 2	Term 4 Week 6	30%
TOTAL				100%

MATHEMATICS 5.1

Year 9 Course Content

Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus. Students work towards completion of at least one sub-stage by the end of year 10.

In the Mathematics 5.1 course, students will consolidate Stage 4 outcomes as well as completing some or all of the topics listed in each strand below.

<p>Number and Algebra</p> <ul style="list-style-type: none"> • Financial Mathematics • Indices • Linear and Non-Linear Relationships 	<p>Statistics and Probability</p> <ul style="list-style-type: none"> • Single Variable Data Analysis • Probability
<p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Area, Surface Area and Volume • Numbers of Any Magnitude • Trigonometry • Properties of Geometrical Figures 	<p>Working Mathematically</p> <ul style="list-style-type: none"> • comprises five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency • is embedded in each of the other 3 strands • is related to specific outcomes for Communicating, Problem Solving and Reasoning

Task Number	Task Description	Due	Weight
1	Assignments/Class Tests	Students will be notified in advance.	20%
2	Book Mark/Homework Mark		5%
3	Half-Yearly Examination	Term 2 Week 5	20%
4	Assignments/Class Tests	Students will be notified in advance.	30%
5	Book Mark/Homework Mark		5%
6	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

In year 9, students will be assessed on the course they are attempting to complete. The grade they receive will be for that course.

MATHEMATICS 5.2/5.3

Year 9 Course Content

Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus. Students work towards completion of at least one sub-stage by the end of year 10.

In the Mathematics 5.2/5.3 course, students will complete 5.1 outcomes as well as some or all of the topics listed in each strand below.

Number and Algebra

- Financial Maths – Compound Interest
- Direct and Indirect Proportion
- Further Algebraic Techniques
- Further Indices
- Equation Solving
- Further Linear and Non-Linear Relationships

Statistics and Probability

- Single Variable Data Analysis
Boxplots
- Bivariate Data Analysis
- Multi Step Probability

Measurement and Geometry

- Area, Surface Area and Volume of Cylinders and composite solids
- Trigonometry involving Bearings
- Further Properties of Geometrical Figures

Working Mathematically

- comprises five components: Communicating, Problem Solving, Reasoning, Understanding and Fluency
- is embedded in each of the other 3 strands
- is related to specific outcomes for Communicating, Problem Solving and Reasoning

Opportunities for the use of a range of technologies are provided throughout the course.

Task Number	Task Description	Due	Weight
1	Assignments/Class Tests	Students will be notified in advance.	20%
2	Book Mark/Homework Mark		5%
3	Half-Yearly Examination	Term 2 Week 5	20%
4	Assignments/Class Tests	Students will be notified in advance.	30%
5	Book Mark/Homework Mark		5%
6	Yearly Examination	Term 4 Week 4/5	20%
TOTAL			100%

In year 9, students will be assessed on the course they are attempting to complete. The grade they receive will be for that course.

MUSIC	<i>Course Fee</i> \$30.00
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Year 9 Course Content
<p>In the Music Elective (stage 5) course, students will study the Concepts of Music through the learning experiences of performing, composing and listening - within the context of a range of styles, periods and genres.</p> <p>The Concepts of Music include:</p> <ul style="list-style-type: none"> • Duration • Dynamics • Pitch • Tone Colour • Expressive Techniques • Structure • Texture <p>The elective course required students to study one compulsory topic - Australian Music - as well as a number of other topics from two defined groups that aim to provide depth and breadth of musical study.</p>

Assessment Components	Weight
Performance (P) – participation in any form of practical music making	25%
Composition (C) – application of the organisation of sounds	25%
Musicology (M) – the study of musical styles and genres	25%
Aural (A) – The ability to classify and discriminate sounds	25%
TOTAL	100%

Task Number	Task Description	Due	Weight
1	a) Australian Musicology (M = 10%) b) Australian Music Performance (P = 10%)	Term 2 Week 2	20%
2	In-class Test (A = 10%, C = 10%)	Term 2 Week 5	20%
3	a) Classical Musicology (M = 10%) b) Classical Music Performance (P = 15%)	Term 3 Week 9	25%
4	a) Film Music Composition (C = 15%)	Term 4 Week 2	15%
5	Yearly Examination (A = 15%, M = 5%)	Term 4 Week 4/5	20%
TOTAL			100%

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
(PDHPE)**

Year 9 Course Content

The Personal Development, Health and Physical Education (PDHPE) course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens.

Students undertake learning from three core content strands;

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Task Number	Task Description	Due	Weight
1	Topic Task 1	Term 1 Week 9	15%
2	Topic Task 2	Term 2 Week 6	15%
3	Topic Task 3	Term 3 Week 7	15%
4	Yearly Examination	Term 4 Week 4/5	15%
5	Practical Assessment (10% per term) <ul style="list-style-type: none"> • Participation • Skill/Technique • Sportsmanship/Teamwork • Overall Improvement 	Terms 1, 2, 3 & 4	40%
TOTAL			100%

**PHYSICAL ACTIVITY AND SPORT STUDIES
(PASS)**

Year 9 Course Content

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course.

The PASS course of study includes one Board-developed module from each of the three Areas of Study below.

Area of Study 1 – Foundations of Physical Activity

Area of Study 2 – Physical Activity and Sport in Society

Area of Study 3 – Enhancing Participation and Performance

In addition, schools may include one school-developed module.

Task Number	Task Description	Due	Weight
1	Area of Study Task 1	Term 1 Week 7	15%
2	Area of Study Task 2	Term 2 Week 7	15%
3	Area of Study Task 3	Term 3 Week 6	15%
4	Yearly Examination	Term 4 Week 4/5	15%
5	Practical Assessment (10% per term) <ul style="list-style-type: none"> • Participation • Skill/Technique • Sportsmanship/Teamwork • Overall Improvement 	Terms 1, 2, 3 & 4	40%
TOTAL			100%

SCIENCE

Year 9 Course Content

During Year 9, the students will investigate the following topics:

- Electrical Energy
- Movement of Energy
- Atomic Structure
- Ecosystems
- Plate Tectonics
- Body Systems

Task Number	Topic	Task Description	Due	Weight
1	Electrical Energy	Skills Assessment	Term 1 Week 6	20%
2	Movement of Energy	Bookwork	Term 2 Week 2	20%
3	Atomic Structure	Topic Test	Term 2 Week 8	20%
4	Ecosystems	Project	Term 3 Week 7	20%
5	Yearly Examination		Term 4 Week 4/5	20%
			TOTAL	100%

VISUAL ARTS	<i>Course Fee</i> \$40.00
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Year 9 Course Content

OBJECTIVES

Students will develop knowledge, understanding and skill:

- to make artworks informed by their understanding of practice, the conceptual Framework and the Frames
- to critically and historically interpret art informed by their understanding of Practice, the Conceptual Framework and the Frames.

Task Number	Task Description	Due	Weight
1	Critical and Historical Studies (Case Study 1 ALARM focus)	Term 2 Week 2	20%
2	Art Making 1 & VAPD	Term 2 Week 6	30%
3	Practice (Art Project 2 & VAPD)	Term 3 Week 9	30%
4	In-class Task	Term 4 Week 4/5	20%
TOTAL			100%

INFORMATION FOR PARENTS AND STUDENTS

Information for Parents and Students:

Great news!

Our school has subscribed to the ELES Online Study Skills Handbook.

The ELES Online Study Skills Handbook provides a comprehensive and interactive online guide for the school community (students, parents and teachers) as to the study skills needed for success in high school studies. This approach taps into students' affinity with technology to create a new and effective way to improve students' study skills.

This is a great online resource for parents and students to address all their study skills issues and concerns and enable students to learn new ways to improve their results at school. The handbook has a huge amount of information for both students and parents as well as a large number of interactive activities.

To access the handbook, go to www.studyskillshandbook.com.au and login as a subscriber with these details:

Username:
Password:

The topics currently covered by the handbook are:

WORKING BETTER AT HOME UNITS

1. Home Study Environment
2. Organisation and Filing
3. Time Management Skills
4. Managing Workload
5. Dealing with Distractions
6. Overcoming Procrastination
7. Developing Motivation
8. Goal Setting
9. Lifestyle and Balance
10. Managing Stress

WORKING BETTER AT SCHOOL UNITS

1. Will we ever use this?
2. Using Classtime
3. Asking for Help
4. Dealing with Conflict
5. Groupwork Skills

IMPROVING YOUR SKILLS UNITS

1. Reading Skills
2. Writing Skills
3. Mathematical Skills
4. Language Skills
5. Research Skills
6. Presentation Skills
7. Science Skills
8. Assignment Skills

IMPROVING HOW YOU STUDY UNITS

1. Summarising
2. Active Studying
3. Preparing for Exam Blocks
4. Test-Taking Techniques
5. After Tests & Exams

EXTRA GENERAL MINI-UNITS

1. Starting Secondary School
2. Becoming a Senior Student
3. Bullying: Issues and Strategies
4. Managing Part-Time Jobs
5. Your Brain and Memory
6. Live Your Best Life
7. Educational Kinesiology
8. Living Across 2 Houses
9. Travel: A Motivator to Learn
10. University: A New Adventure

EXTRA TECHNOLOGY MINI-UNITS

1. Technology Tools
2. Basic Computer Skills
3. Be CyberSmart
4. Apps for iPhone, iPad or Android
5. Microsoft OneNote



We encourage all parents and students to take advantage of this opportunity to further develop their students' study skills abilities through this online resource.

www.studyskillshandbook.com.au

Please note:

The above user name and password is for the use of the secondary school parents and students AT OUR SCHOOL ONLY. Please do not pass our school's details onto students or parents from other schools or other individuals or organisations as this is a prosecutable breach of copyright and also will result in frequent password changes for our school. Please also ensure you read through the terms of use the first time you access the handbook.

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**Enhanced Learning
Educational Services**
"the study skills specialist"

KANDOS HIGH SCHOOL

ASSESSMENT FORMS

The following **Cover Sheet Appendix 1** must be used by students to accompany every assessment task. **Appendix 2** and **3** may be used where necessary to accompany requests or by teachers to advise students:

APPENDIX 1	Student to Teacher	COVER SHEET - This form should accompany every assessment task. STUDENT RECEIPT - Students should sign a notification sheet for every task handed in.
APPENDIX 2	Student to Teacher then to Head Teacher	APPLICATION FOR EXTENSION - This form should be completed by the student: <ol style="list-style-type: none">1) then handed to the Course Teacher.2) the Course Teacher must send it to the Head Teacher.3) both Course Teacher and Head Teacher should retain their copies.
APPENDIX 3	Student to Teacher then to Head Teacher	ILLNESS/MISADVENTURE FORM - This form must be completed if: <ol style="list-style-type: none">1) you know you will be absent from an assessment task with a valid reason2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination.

APPENDICES



KANDOS HIGH SCHOOL

ASSESSMENT TASK COVER SHEET

COURSE _____

STUDENT NAME _____

SCHOOL _____

DATE DUE _____

ASSESSMENT TITLE/QUESTION _____

NUMBER OF PAGES (Not including coversheet) _____

DATE HANDED IN _____

(Signed by Teacher)

RESULT: GRADE _____

RANK _____

(Optional)

COMMENTS _____

MARKER'S SIGNATURE _____

✂-----

KANDOS HIGH SCHOOL

RECEIPT of an ASSESSMENT TASK

(Student's Copy)

Student's Name: _____

Course: _____

Teacher: _____

Assessment Task received
by: _____

Signature: _____

Date: _____

Time: _____

**Please detach this receipt if the Assessment Task has been handed
in to the office and give to Student to keep for their own records.**



ILLNESS/MISADVENTURE FORM

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Name _____ Date _____

This form must be submitted if you:

1. Know you will be absent from an assessment task with a valid reason or
2. Had an illness or a misadventure that **prevented** you from doing the task or examination, or that **impacted** on your performance during the examination.

This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Deputy Principal).

I, _____ hereby apply on consideration of the following factor(s) which affected my performance in this assessment task.

- Only list the examinations/assessment tasks that you are appealing
- Do not list the examination/assessment tasks in which you were not affected by illness or misadventure

Year 7

Year 8

Year 9

Assessment Task: _____ **Teacher:** _____

Outline of Reason/s for misadventure/illness: _____

Note: Documentary evidence from Parent/Doctor must be provided.

Evidence of illness/misadventure: Doctors Certificate Parent Note

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

I declare that all the information I have supplied is true:

Student Signature _____ Date _____

Parent Signature _____ Date _____

✂-----

RECOMMENDATION AND DECISION

Extension

Penalty applied

No penalty for lateness

Estimate to be used

Other _____

Signatures: _____

Head Teacher

Class Teacher

Deputy Principal Signature: _____

Head Teacher informs student of Decision

Date: _____

Signatures: _____

Head Teacher

Student

ASSESSMENT TASK CALENDAR

Schedule of Assessment Task for Year 9 2022																		
Week	Agriculture	Commerce	Creating Links to Industry Program (CLIP)	English	Food Technology	Geography	History	Ind Technology Metal	Ind Technology Timber	Information & Communication Technology (ICT)	Mathematics 5.1	Mathematics 5.2/5.3	Music	PDHPE	PASS	Science	Visual Arts	
Term 1 2022	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
	11																	
Term 2 2022	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 3 2022	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 4 2022	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
	11																	

Examination period

Assessment task to be submitted

PLANNING TIMETABLE

PLEASE DETACH THIS SHEET FOR YOUR OWN USE

Planning Timetable 6 – WEEK WORK PLAN FOR YOUR ASSIGNMENTS							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							