



Kandos
HIGH SCHOOL

Year 9



Assessment Schedule 2024

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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:

- follow the course developed or endorsed by the NSW Education Standards Authority; (NESA) and
- apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- 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.

EXAM PROCEDURES Stage 5

Equipment: It is your responsibility to ensure that you have the correct equipment for each exam.

Items you may bring to exams:

- Pens
- Pencils
- Highlighters
- Ruler
- Sharpener
- Eraser
- Calculator

Items you must not bring to exams

- Mobile phone. Your phone must be switched off and left in your bag.
- Other electronic devices, e.g.: smart watch, organiser, tablet, iPad, iPod, earphones, pagers
- Liquid paper

Communication

- *Under no circumstances* is it acceptable for you to communicate with other students during an exam. This includes speaking, making eye-contact, hand gestures, notes or noises designed to attract attention.
- If you have an urgent need to speak to somebody, raise your hand, wait for the supervisor to come to you and consult with them quietly.
- If you attempt to communicate with other students during an exam it will be considered exam misconduct and penalties will apply.

Exam Misconduct

- A breach of the above conditions will be considered misconduct and the supervisor will speak to you and/or record the misconduct.
- The supervisor shall note any misconduct during exams and this will be passed onto the Head Teacher of the subject. The HT will make a determination about the penalty that will be applied.

This may include a deduction of marks or a mark of Zero.

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 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 the NSW Education Standards Authority will work with teachers to ensure that appropriate standards are developed and applied.
- The 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

The 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 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 (NESA) 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 the NSW Education Standards Authority (NESA) 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 the 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 the 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?

The NSW Education Standards Authority (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.

How will extra-curricular activities be recorded?

The NSW Education Standards Authority (NESA) 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.

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.

An extension may be granted in genuine cases of illness or misadventure.

To be considered, an application for extension must be requested in writing before the due date.

Hand in your assessment task even if it is late.

A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

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

STUDY EXPECTATIONS

At Kandos High School we recommend that our students should be completing at least 20-30 mins of home study per subject daily prior to assessment and exam periods.

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/>

PARENT/TEACHER INTERVIEWS

At Kandos High School, our main Parent/Teacher evening is held within the first three weeks of Term 3. This is a chance to meet with your child's teachers and discuss their progress along with ways to assist your child at home. It is, however, advisable that you book in to see your child's teachers using the Sentral booking sheet through the Parent Portal. Parents will be notified when the booking sheet is available.

Parents who have concerns prior to or after this event are encouraged to contact either their students' Year Advisor or Teacher/s directly so that measures can be taken to alleviate these concerns.

AGRICULTURE

\$20.00

Course Content

Agriculture provides students with an opportunity to demonstrate an understanding of Australian agricultural enterprises and the impact of technology. Students recognise that the viability of an agricultural enterprise is dependent on the application and implementation of sustainable agricultural practices.

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.

| Topic | Task | Weight % | Due | Outcomes |
|------------------|-----------------------|----------|------------------|--|
| Busy Bee | Analysis of Bee Movie | 35% | Term 2 Week 2 | AG5-1, AG5-2, AG5-3, AG5-9 |
| Golden Grains | Plant Trial | 35% | Term 3 Week 7 | AG5-1, AG5-2, AG5-4, AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-14 |
| Reflection Diary | Diary entries | 30% | Term 4 Week 4 | AG5-2, AG5-3, AG5-7, AG5-10, AG5-13, AG5-14 |

Outcomes A student:

- AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2 explains the interactions within and between agricultural enterprises and systems
- AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4 investigates and implements responsible production systems for plant and animal enterprises
- AG5-5 investigates and applies responsible marketing principles and processes
- AG5-6 explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7 explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12 collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

COMMERCE

Course Content

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

| Topic | Task | Weight % | Time | Outcomes |
|----------------------------------|--------------------|----------|---------------------------------------|---|
| Consumer and Financial Decisions | Scam Investigation | 20% | Term 1 Week 8 | COM5-2, COM5-5, COM5-7, COM5-9 |
| Our Economy | Business Plan | 25% | Term 2 Week 8 | COM5-1, COM5-2, COM 5-5, COM5-7, COM5-8 |
| Law in Action | Information File | 20% | Term 3 Week 8 | COM5-3, COM5-4, COM 5-5, COM5-7, COM5-8 |
| All Topics | Yearly Examination | 25% | Term 4 Week 4 | COM 5-1, COM 5-2, COM5-5, COM5-8 |
| All Topics | Bookwork | 10% | Ongoing, prior to Term 4 Week 4 | COM 5-8, COM 5-9 |

Outcomes A student:

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

CLIP: Creating Links to Industry Program

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.

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 | Hunger Games | 25% |
| | 2 | Poetry | 25% |
| | 3 | Drama | 25% |
| | 4 | Creative Writing | 25% |
| Human Society and it's Environment | 1 | Vietnam War | 25% |
| | 2 | WW1 & WW2 | 25% |
| | 3 | Human Wellbeing | 25% |
| | 4 | Changing Place | 25% |
| Mathematics | 1 | Measurement and Geometry | 25% |
| | 2 | Algebra | 25% |
| | 3 | Trigonometry | 25% |
| | 4 | Topic Revision | 25% |
| PDHPE | 1 | Building Resilience | 25% |
| | 2 | Road Safety | 25% |
| | 3 | Relationships Rights & Responsibilities | 25% |
| | 4 | Drugs, Reality & Risk | 25% |
| Science | 1 | Biology | 25% |
| | 2 | Physics | 25% |
| | 3 | Chemistry | 25% |
| | 4 | Earth Science | 25% |
| Work Education | 1 | What is Work | 20% |
| | 2 | Preparing for the Workplace | 30% |
| | 3 | Transition and Wellbeing | 30% |
| | 4 | Community Participation | 20% |
| TOTAL per Course | | | 100% |

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

ENGLISH

Course Content

In Year 9 English, students will analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of a range of representations in war stories. Students will develop understanding of how texts create powerful ideas about, and understanding of, war.

They shall see how narratives vary across modes, media and contexts and how they can be used to represent ideas and values. They see how these narratives, in particular narratives of love, can shape personal and shared identities, enduring throughout time.

They will come to understanding of how themes underpin contextual meaning in texts. Through exploring a range of Indigenous texts, students will explore the role of the audience in perceiving themes and gain insights into the perspective of the authors of those texts.

Finally, students will explore how elements of genre shape the way ideas and values are presented and perceived. The evolution, adaptation, subversion and hybridity of genre will be explored through a range of performance poetry from a variety of time periods and cultural contexts.

Throughout the year, Year 9 will also undertake a program of self-selected wide reading and explore a wide range of writing styles for varied audiences and contexts in order to deepen their appreciation of the power and art of English. As well, students will apply this understanding in the creation of their own written texts, taking influence from their own personalised reading.

| Topic | Task | Textual Concept | Due | Outcomes |
|---|------------|-----------------|------------------|--|
| Questioning What is Real (War Poetry) | Essay | Representation | Term 1 Week 9 | EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01 |
| Powerful Narratives that shape our culture (Romeo and Juliet) | Visual | Narrative | Term 2 Week 8 | EN5-RVL-01 EN5-URA-01 EN5-ECA-01 |
| Portraying Indigenous Lives (Occupation Native) | Multimodal | Theme | Term 3 Week 8 | EN5-RVL-01 EN5-URB-01 EN5-ECA-01 |
| Poetic Purpose (Slam Poetry) | Speaking | Genre | Term 4 Week 5 | EN5-RVL-01 EN5-URC-01 EN5-URB-01 |

Outcomes A student:

| | |
|------------|--|
| EN5-RVL-01 | uses a range of personal, creative and critical strategies to interpret complex texts |
| EN5-URA-01 | analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures |
| EN5-URB-01 | evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes |
| EN5-URC-01 | investigates and explains ways of valuing texts and the relationships between them |
| EN5-ECA-01 | crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning |
| EN5-ECB-01 | uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts |

HSIE: History & Geography

Course Content

HISTORY: Students will study the following topics in Year 9 History in 2024:

- Topic 1: Australians at War: Australian involvement in World Wars 1 & 2
- Topic 2: Making a Better World? The Industrial Revolution

GEOGRAPHY: Students will study the following topics in Year 9 Geography in 2024:

- Topic 1: Sustainable Biomes: biomes and their capacity to support agricultural production
- Topic 2: Changing Places: The patterns and trends in population movements

| Topic | Task | Weight % | Due | Outcomes |
|-----------------------------------|-------------------------|----------|-------------------|---------------------------------------|
| HISTORY: World Wars I and II | Speech and Presentation | 25% | Term 1 Week 10 | HT5-1, HT5-3, HT5-7, HT5-9, HT5-10 |
| HISTORY: Industrial Revolution | Source Analysis | 25% | Term 2 Week 8 | HT5-2, HT5-5, HT5-6, HT5-8, HT5-9 |
| GEOGRAPHY: Sustainable Biomes | Research Task | 25% | Term 3 Week 8 | GE5-1, GE5-2, GE5-3, GE5-7, GE5-8 |
| GEOGRAPHY: Changing Places | Yearly Examination | 25% | Term 4 Week 5 | GE5-1, GE5-2, GE5-3, GE5-4, GE5-6 |

| History Outcomes A student: | | Geography Outcomes A student: | |
|-----------------------------|--|-------------------------------|--|
| HT5-1 | explains and assesses the historical forces and factors that shaped the modern world and Australia | GE5-1 | explains the diverse features and characteristics of a range of places and environments |
| HT5-2 | sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia | GE5-2 | explains processes and influences that form and transform places and environments |
| HT5-4 | explains and analyses the causes and effects of events and developments in the modern world and Australia | GE5-3 | analyses the effect of interactions and connections between people, places and environments |
| HT5-5 | identifies and evaluates the usefulness of sources in the historical inquiry process | GE5-4 | accounts for perspectives of people and organisations on a range of geographical issues |
| HT5-6 | uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia | GE5-5 | assesses management strategies for places and environments for their sustainability |
| HT5-7 | explains different contexts, perspectives and interpretations of the modern world and Australia | GE5-7 | acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry |
| HT5-8 | selects and analyses a range of historical sources to locate information relevant to an historical inquiry | GE5-8 | communicates geographical information to a range of audiences using a variety of strategies |
| HT5-9 | applies a range of relevant historical terms and concepts when communicating an understanding of the past | | |
| HT5-10 | selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences | | |

INDUSTRIAL TECHNOLOGY: Metal & Engineering

\$80.00

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 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.

| Topic | Task | Weight % | Due | Outcomes |
|------------------------|---------------------|----------|--------------------|---|
| Sheetmetal Fabrication | Project 1 Portfolio | 25% | Term 1 Week 9 | IND5.1, IND5.2, IND5.3, IND5.4, IND5.6 |
| BBQ Fabrication | Project 2 Portfolio | 30% | Term 3 Week 2 | IND5.1, IND5.2, IND5.5, IND5.7, IND5.8 |
| Metals Industry | Research Task | 20% | Term 3 Week 8 | IND5.5, IND5.10 |
| Yearly Examination | Knowledge Test | 25% | Term 4 Week 4/5 | All Outcomes |

Outcomes A student:

- IND5.1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5.2 applies design principles in the modification, development and production of projects
- IND5.3 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5.4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5.5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5.6 identifies and participates in collaborative work practices in the learning environment
- IND5.7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5.8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5.9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5.10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

INDUSTRIAL TECHNOLOGY: Timber & Furniture Making \$80.00

Course Content

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

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.

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.

These may include decorative timber products, furniture items, small bowls or turned items, storage display units, storage, and transportation products. Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

| Topic | Task | Weight % | Due | Outcomes |
|--------------------|---------------------|----------|--------------------|---|
| Joint Construction | Project 1 Portfolio | 30% | Term 1 Week 9 | IND5.1, IND5.2, IND5.3, IND5.4, IND5.6 |
| Storage Cabinet | Project 2 Portfolio | 30% | Term 3 Week 6 | IND5.1, IND5.2, IND5.5, IND5.7, IND5.8 |
| CAD Drawings | Communication Task | 20% | Term 4 Week 2 | IND5.5, IND5.10 |
| Yearly Examination | Knowledge Test | 20% | Term 4 Week 4/5 | All Outcomes |

Outcomes A student:

- IND5.1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5.2 applies design principles in the modification, development and production of projects
- IND5.3 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5.4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5.5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5.6 identifies and participates in collaborative work practices in the learning environment
- IND5.7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5.8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5.9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5.10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

ICT: Information & Communication Technology

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 provide students with the coding and computational thinking skills essential for their future careers.

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

Topics

Digital Comic Strip, Data Representation and Transmission, Creating an App

| Topic | Task | Weight % | Due | Outcomes |
|--|-------------------------|----------|------------------|------------------------------|
| Digital Comic Strip | How data is represented | 20% | Term 2 Week 4 | TE4-7DI |
| Data Representation and Transmission 1 | Classwork 1 | 30% | Term 2 Week 4 | TE4-7DI |
| Creating an App | App Game | 20% | Term 4 Week 2 | TE4-1DP, TE4-2DP, TE4-4DP |
| Data Representation and Transmission 2 | Classwork 2 | 30% | Term 4 Week 2 | TE4-7DI |

Outcomes A student:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

TE4-2DP plans and manages the production of designed solutions

TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language

TE4-7DI explains how data is represented in digital systems and transmitted in networks

MATHEMATICS (Core)

Focus Areas

During Year 9, the students will investigate the following:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Indices • Algebraic Techniques • Equations • Linear and Non-Linear Relationships • Pythagoras • Length, Area, Surface Area and Volume • Properties of Geometrical Figures | <ul style="list-style-type: none"> • Data Analysis • Probability • Introduction to networks • Financial Mathematics • Numbers of any magnitude • Trigonometry |
|---|---|

Half-Yearly and Yearly exams could contain some content from all focus areas. Working Mathematically will be incorporated into all assessments.

| Topic | Task | Weight % | Due | Outcomes |
|---|-------------------------|----------|--------------------|---|
| Financial Mathematics, Numbers of any magnitude, Area, Surface Area & Volume. | End of Topic Quiz | 25% | Throughout | MA5-FIN-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01 |
| All Topics-Semester 1 | Half-Yearly Examination | 20% | Term 2 Week 4 | All Outcomes |
| Algebraic Techniques, Equations, Trigonometry, Indices | End of Topic | 25% | Throughout | MA5-ALG-C-01, MA5-EQU-C-01, MA5-TRG-C-01, MA5-IND-C-01 |
| All Topics- Semester 2 | Yearly Examination | 30% | Term 4 Week 4/5 | All Outcomes |

Outcomes A student:

| | |
|--------------|--|
| MA5-ALG-C-01 | simplifies algebraic fractions with numerical denominators and expands algebraic expressions |
| MA5-FIN-C-01 | solves financial problems involving simple interest, earning money and spending money |
| MA5-MAG-C-01 | solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures |
| MA5-EQU-C-01 | solves linear equations of up to 3 steps, limited to one algebraic fraction |
| MA5-TRG-C-01 | applies trigonometric ratios to solve right-angled triangle problems |
| MA5-GEO-C-01 | identifies and applies the properties of similar figures and scale drawings to solve problems |
| MA5-ARE-C-01 | solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids |
| MA5-VOL-C-01 | solves problems involving the volume of composite solids consisting of right prisms and cylinders |
| MA5-PRO-C-01 | solves problems involving probabilities in multistage chance experiments and simulations |
| MA5-IND-C-01 | simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| MAO-WM-01 | develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |

MATHEMATICS (Core & Path)

Focus Areas

During Year 9, the students will investigate the following:

- Indices
- Algebraic Techniques
- Equations
- Linear and Non-Linear Relationships
- Pythagoras
- Length, Area, Surface Area and Volume
- Properties of Geometrical Figures
- Data Analysis
- Probability
- Introduction to networks
- Financial Mathematics
- Numbers of any magnitude
- Trigonometry

Half-Yearly and Yearly exams could contain some content from all focus areas. Working Mathematically will be incorporated into all assessments.

| Topic | Task | Weight % | Due | Outcomes |
|---|-------------------------|----------|--------------------|---|
| Algebraic techniques, Equations, Area & Surface Area, Volume, Linear Relationships. | End of Topic Quiz | 25% | Throughout | MA5-ALG-C-01, MA5-ALG-P-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-ARE-P-01, MA5-VOL-P-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01 |
| All Topics-Semester 1 | Half-Yearly Examination | 20% | Term 2 Week 4 | All Outcomes |
| Probability, Indices, Data, Non-Linear Relationships, Introduction to Networks | End of Topic | 25% | Throughout | MA5-PRO-C-01, MA5-PRO-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-DAT-C-01, MA5-DAT-C-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MA5-NET-P-01 |
| All Topics- Semester 2 | Yearly Examination | 30% | Term 4 Week 4/5 | All Outcomes |

Outcomes A student:

| | |
|--------------|--|
| MA5-ALG-C-01 | simplifies algebraic fractions with numerical denominators and expands algebraic expressions |
| MA5-ALG-P-01 | simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv) |
| MA5-EQU-C-01 | solves linear equations of up to 3 steps, limited to one algebraic fraction |
| MA5-EQU-P-01 | solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=k$ (Path: Adv) |
| MA5-ARE-P-01 | applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv) |
| MA5-VOL-P-01 | applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv) |
| MA5-LIN-C-01 | determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools |
| MA5-LIN-C-02 | graphs and interprets linear relationships using the gradient/slope-intercept form |
| MA5-LIN-P-01 | describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv) |
| MA5-PRO-C-01 | solves problems involving probabilities in multistage chance experiments and simulations |
| MA5-PRO-P-01 | solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv) |
| MA5-IND-C-01 | simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| MA5-IND-P-01 | applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv) |
| MA5-DAT-C-01 | compares and analyses datasets using summary statistics and graphical representations |
| MA5-DAT-C-02 | displays and interprets datasets involving bivariate data |
| MA5-NLI-C-01 | identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts |
| MA5-NLI-C-02 | identifies and compares features of parabolas and exponential curves in various contexts |
| MA5-NLI-P-01 | interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv) |
| MA5-NET-P-01 | solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn) |
| MAO-WM-01 | develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |

MUSIC

\$30.00

Course Content

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.

The Concepts of Music include:

- Duration
- Dynamics
- Pitch
- Tone Colour
- Expressive Techniques
- Structure
- Texture

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.

Topics

Australian Music, Irish Music, Medieval Music

| Topic | Task | Weight % | Due | Outcomes |
|-------------------------|---|----------|------------------|--------------------------------------|
| Australian Music | a) Aural 10% b) Performance 10% | 20% | Term 1 Week 9 | 5.7, 5.8, 5.9, 5.1, 5.2, 5.3 |
| Half-Yearly Examination | a) Aural 10% b) Composition 10% | 20% | Term 2 Week 4 | 5.7, 5.8, 5.9, 5.5 |
| Classical Music | a) Musicology 20% b) Performance 15% | 35% | Term 2 Week 9 | 5.7, 5.8, 5.9, 5.10 5.1, 5.2, 5.3 |
| Film Music | Composition | 15% | Term 3 Week 9 | 5.4, 5.6 |
| Yearly Examination | a) Aural 5% b) Composition 5% | 10% | Term 4 Week 4 | 5.7, 5.8, 5.9 5.7, 5.9 |

Outcomes A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 4.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music

PDHPE: Personal Development, Health & Physical Education

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

| Topic | Task | Weight % | Due | Outcomes |
|---|--|----------|---------------------|----------------------|
| Building resilience | Challenges / Resilience Research Task | 20% | Term1 Week 9 | 5.3, 5.9, 5.10 |
| Road Safety | Road Safety and risk taking Research Task | 20% | Term 2 Week 7 | 5.2, 5.9, 5.10 |
| Relationships - Rights and Responsibilities | Healthy Relationships Research Task | 20% | Term 3 Week 7 | 5.3, 5.9, 5.10 |
| Practical Assessment (10%per term) | <ul style="list-style-type: none"> • Participation • Skill/Techniques • Sportsmanship/Teamwork • Overall Improvement | 40% | Terms 1, 2, 3, 4 | 5.4, 5.5, 5.8, 5.11, |

Outcomes A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9 assesses and applies self-management skills to effectively manage complex situations.
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

PASS: Physical Activity & Sport Studies

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 state endorsed 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

| Topic | Task | Weight % | Due | Outcomes |
|---|--|----------|----------------------|-----------------------------|
| Fundamentals of movement Skill development | Fundamentals of movement Quiz | 20% | Term 1 Week 9 | 5.1, 5.2, 5.10 |
| Lifestyle, Leisure and Recreation | Designing recreational activities | 20% | Term 2 Week 7 | 5.3, 5.4, 5.5, 5.6, 5.10 |
| Event management | Planning a sporting event | 20% | Term 4 Week 2 | 5.5, 5.6, 5.8, 5.10 |
| Practical Assessment (10%per term) | <ul style="list-style-type: none"> • Participation • Skill/Techniques • Sportsmanship/Teamwork • Overall Improvement | 40% | Terms 1, 2, 3 & 4 | 5.7, 5.8, 5.9, 5.10 |

Outcomes A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform.

PASS5-2 analyses the benefits of participation and performance in physical activity and sport.

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport.

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives.

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance.

PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport.

PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance.

PASS5-8 displays management and planning skills to achieve personal and group goals.

PASS5-9 performs movement skills with increasing proficiency.

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

SCIENCE

Course Content

During Stage 5 students engage in a variety of topics to increase their scientific understanding of the world around them and to begin to consider how scientific advances are entwined with the values and needs of society.

Students engage in a variety of scientific enquiries to use and apply the processes of Working Scientifically in an increasingly comprehensive manner, including; formulating questions or hypotheses to be investigated scientifically; suggesting solutions to identified problems; planning and undertaking investigations; assessing and communicating scientific ideas and processes; assessing risk, and; considering ethical issues.

Content covered in Year 9 includes:

- Infectious Disease
- Energy
- Universe
- Plate Tectonics

| Topic | Task | Weight % | Due | Outcomes |
|--------------------|--------------------|----------|--------------------|--|
| Infectious Disease | Research Report | 25% | Term 1 Week 9 | SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW |
| Energy | IRP/ Depth Study | 25% | Term 2 Week 7 | SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW, SC5-16PW |
| Universe | Practical | 25% | Term 3 Week 8 | SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW |
| All Topics | Yearly Examination | 25% | Term 4 Week 4/5 | All Outcomes |

Outcomes A student:

- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

VISUAL ARTS

\$40.00

Course Content

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

The aim of the Visual Arts course is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts
- understand and value the different beliefs that affect meaning and significance.

Visual Arts fosters interest and enjoyment in the making, and studying, of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

| Topic | Task | Weight % | Due | Outcomes |
|-------------------|----------------------|----------|--------------------|----------------|
| Living Art | 1. Artmaking Project | 20% | Term 2 Week 2 | 5.1, 5.5, |
| Globe Scope | 2. VAPD | 30% | Term 2 Week 6 | 5.7, 5.8 |
| Modernism | 3. Artmaking Project | 30% | Term 3 Week 9 | 5.4, 5.6 |
| After Afghanistan | 4. Examination | 20% | Term 4 Week 4/5 | 5.7, 5.9, 5.10 |

Outcomes A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

WORK EDUCATION- CLIP

Course Content

The world and the communities in which we live are continually evolving. Changes in work, technology, training, education and the community mean that new skills and knowledge are required in order to succeed in these environments. For young people moving through the early transition stages of their lives, this is particularly the case. All young people need a range of knowledge, skills, values and attitudes that enables them to participate in their local community and the wider Australian community as active and informed citizens.

| Topic | Task | Weight % | Due | Outcomes |
|-----------------------------|--|----------|-------------------|---|
| What is Work? | Bookwork | 20% | Term 1 Week 10 | WE4-1, WE4-3, WE4-4, WE4-5, WE4-6, WE4-9, WE4-10 |
| Preparing for the Workplace | Resume Portfolio Mock Interviews | 30% | Term 2 Week 6 | WE5-2, WE5-5, WE5-6, WE5-7, WE5-8, WE5-9, WE5-10 |
| Transitions and Wellbeing | Work Experience Report Bookwork | 30% | Term 3 Week 10 | WE5-4, WE5-5, WE5-6, WE5-8, WE5-9, WE5-10 |
| Community Participation | Volunteering- Practical | 20% | Term 4 Week 6 | WE5-4, WE5-5, WE5-6, WE5-8, WE5-9, WE5-10 |

Outcomes A student:

- WE4-1 describes different types of work and employment options
- WE4-3 identifies the range of organisations within their local community
- WE4-4 describes the roles and responsibilities of individuals within the local community
- WE4-5 describes the purpose of education, employment and training organisations
- WE4-6 explains personal goals, attributes and values to inform choices and career pathway plans
- WE4-9 uses relevant information from a variety of sources
- WE4-10 selects and uses appropriate forms to communicate information about the world of work
- WE5-2 analyses current workplace issues and their implications
- WE5-4 evaluates the roles and responsibilities of individuals within the Australian community
- WE5-5 explains the roles of education, employment and training organisations
- WE5-6 assesses personal goals, attributes and values in the context of education, training and employment
- WE5-7 explains skills, attributes and entrepreneurial behaviours in a range of contexts
- WE5-8 assesses options for career development and managing transitions
- WE5-9 selects and analyses relevant information from a variety of sources
- WE5-10 selects and uses appropriate forms to communicate information about the world of work for different audiences

ASSESSMENT FORMS

The following forms may be used by students 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 reason 2) had an illness or misadventure that <u>prevented</u> you from or impacted your ability to complete an assessment task or examination. |



ASSESSMENT TASK COVER SHEET

Appendix 1

Course _____

Student Name _____

School _____

Date Due _____

Assessment Title/Question _____

Number of Pages (Not including coversheet) _____

Date Handed In _____

Signature of Teacher _____

Result Grade _____
(Optional)

Rank _____

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 NOTE:

***Students: Detach and keep this receipt for your own record of handing in an assessment task to a staff member other than your teacher.**

***Please ensure that you KEEP this RECEIPT for your own records.**



APPLICATION FOR EXTENSION

Appendix 2

Name _____ School _____

Subject _____ Teacher _____

Assessment No _____

Title _____ Due _____

Reason For Application _____

(Note: appropriate evidence must accompany this application, e.g. Doctor's Certificate)

Signature _____
Student

Signature _____
Parent

INFORMATION FOR STUDENTS

1. 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.
2. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be requested in writing before the due date.
3. Hand in your assessment task even if it is late. A student who does not complete tasks to the value of 50% of the assessment tasks in a course may not be certified as satisfactory in that course and may not be eligible for a Record of School Achievement.

✂-----
Please complete the following. This slip will be returned to you by the subject teacher.

APPLICATION FOR EXTENSION

Name _____ School _____

Subject _____ Assessment Task _____

Extension Granted

Extension Denied

Reason _____

Signature _____
Teacher

Date

ILLNESS/MISADVENTURE FORM

FOR SCHOOL BASED ASSESSMENT TASKS, INCLUDING EXAMINATIONS

Course: _____

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

| | | |
|--|--|---------------------------------|
| <input type="checkbox"/> Year 7 | <input type="checkbox"/> Year 8 | <input type="checkbox"/> Year 9 |
| Assessment Task | | Teacher: |
| Outline of Reason/s for misadventure/illness: | | |
| Request and date for proposed completion (if applicable) | | |
| Extension <input type="checkbox"/> | No Penalty for Lateness <input type="checkbox"/> | |
| Penalty <input type="checkbox"/> | Estimate to be used <input type="checkbox"/> | |

Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.

Independent evidence of illness/misadventure:

- Doctor's Certificate supplied Yes/No
- Statutory Declaration by parent supplied Yes/No
- Covid-PCR Test Result (NSW Health) Yes/No

Statutory Declaration must include date of illness/incident, nature of incident (e.g. death of family member, car accident, etc.); all relevant details of the incident; and contact details of parent.

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 | |
|--|--|
| <input type="checkbox"/> Extension granted <input type="checkbox"/> No penalty for lateness <input type="checkbox"/> Other _____ | <input type="checkbox"/> Penalty applied <input type="checkbox"/> Estimate to be used |
| Signatures _____ <div style="text-align:center">Head Teacher</div> | _____ <div style="text-align:center">Class Teacher</div> |
| Deputy Principal Signature _____ | |
| <input type="checkbox"/> Head Teacher Informs student of Decision | Date _____ |
| Signatures _____ <div style="text-align:center">Head Teacher</div> | _____ <div style="text-align:center">Student</div> |

ASSESSMENT TASK CALENDAR – Alphabetical

| Schedule of Assessment Tasks for Year 9 2024 | | | | | | | | | | | | | | | | | |
|--|-------------|----------|--|---------|-------------------------|---|---|---|--------------------|---------------------------|-------|--|---|---------|-------------|----------------------|---|
| Week | Agriculture | Commerce | CLIP: Creating Links to Industry Program | English | HSIE: History/Geography | Industrial Technology Metal & Engineering | Industrial Technology Timber & Furniture Making | ICT: Information & Communication Technology | Mathematics (Core) | Mathematics (Core & Path) | Music | PDHPE: Personal Development, Health & Physical Education | PASS: Physical Activity & Sport Studies | Science | Visual Arts | Work Education- CLIP | |
| Term 1 2024 | 1 | | | | | | | | | | | | | | | | |
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| Term 2 2024 | 1 | | | | | | | | | | | | | | | | |
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| Term 3 2024 | 1 | | | | | | | | | | | | | | | | |
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Exam Assessment task to be submitted No Assessment to be given

ASSESSMENT TASK CALENDAR – Lines

| Schedule of Assessment Tasks for Year 9 2024 | | | | | | | | | | | | | | | | | |
|--|-------------|---|-------|----------|---|-------------|---|--|---------|-------------------------|---|--------------------|---------------------------|--|---------|-----------------------|---|
| Week | Agriculture | Industrial Technology Metal & Engineering | Music | Commerce | Industrial Technology Timber & Furniture Making | Visual Arts | PASS: Physical Activity & Sport Studies | CLIP: Creating Links to Industry Program | English | HSIE: History/Geography | ICT: Information & Communication Technology | Mathematics (Core) | Mathematics (Core & Path) | PDHPE: Personal Development, Health & Physical Education | Science | Work Education - CLIP | |
| Term 1 2024 | 1 | | | | | | | | | | | | | | | | |
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| Term 4 2024 | 1 | | | | | | | | | | | | | | | | |
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Exam Assessment task to be submitted No Assessment to be given



NOTE
