

KOTARA HIGH SCHOOL

We Aim High

YEAR 9

**Assessment Policy
Subject Assessment Schedules**



2021

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Section 1: Assessment Information

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student's understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are suitable basis for future learning

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspect of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time

Students at Kotara High School will undertake formal assessment of their performance in all subject areas throughout the school year. The tasks will all vary in nature and are detailed within the assessment schedules in Section 3 of this policy.

Student progress and achievement will be reported formally and distributed at the end of Semester 1 and Semester 2 and informally at the Parent/Teacher evenings throughout the year. Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisers if they would like to organise feedback on current progress.

Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher either before 9am or during the designated period time on the assessment task notification. In the event of the teacher being unavailable, assessment tasks must be submitted to the Head Teacher or Deputy Principal.

In the case of all written assessment tasks completed at home, students are required to keep a good copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

Electronic Submission of Assessment Tasks

Students are not to assume that they may submit assessment tasks by email or by other digital media. However, the classroom teacher or Head Teacher may allow students to submit electronically. Head Teachers may also require students to hand in a printed copy of the task. **Any such instructions will be made clear on the assessment task notification.**

When electronic submission does occur, the following rules will apply:

- 1) The school will not be responsible for unreadable, unusable or virus infected files or media.
- 2) The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
- 3) The assessment task should be readily identifiable.
- 4) An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- 5) The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher let them know that he/she has received their work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

Procedures for illness, late or non-submission and dishonesty

Student's responsibilities when absent:

If there is an unforeseen illness or misadventure on the day which has presented the submission of the assessment task, the student will complete an illness/misadventure form on the first day back at school. The student must submit the task on his/her return to school and will be informed of the result of the illness/misadventure form once it has been processed by the Head Teacher. The illness/misadventure form must be accompanied by a written explanation from a parent/carer or medical professional.

If a student knows about an absence prior to the due date then he/she needs to have already applied for an extension/alternate date with their classroom teacher and/or Head Teacher. If it has been granted, the task is able to be submitted on the new due date without penalty.

Acceptable reasons for failing to present/undertake a formal assessment task are unforeseen events which occur immediately before or on the day and prevent a student from performing a task on or by the scheduled time. Such events include significant illness, accidents or misadventures and must be supported by a written explanation from a parent/carer or some formal documentation for other absences. Exceptions will not be given for trivial reasons, outlined in the NSW DoE Attendance Policy.

Late submissions

The following procedures relate to all students:

Assessment tasks not submitted by the due date with no approved explanation in Years 7, 8 and 9 will cause the following deduction of marks to occur:

One day late: A deduction of 25% of their total mark

Two days late: A deduction of 50% of their total mark

Three days late: A mark of zero will be awarded

A Head Teacher may accept late submissions of assessments without penalty if the student is absent from school with an acceptable reason on the submission date.

If circumstances prevent the administering of a substitute task the Head Teacher may give approval for an estimate mark to be given. An estimate is based on the marks the student is awarded in all other assessment tasks for that course. Final marks will be calculated at the completion of all assessment tasks.

Failure to submit assessment tasks totalling 50% or more of the final course assessment will require the Principal to certify that the course has not been studied satisfactorily. This can have implications regarding the student's eligibility for a Record of School Achievement (ROSA).

Alleged Malpractice in Assessment Tasks or Examinations

Behaving dishonestly to gain unfair advantage in assessments is malpractice or cheating.

Malpractice includes:

- Copying part or all of someone else's work and presenting it as your own
- Using material directly from books, journals, CDS, or the internet without giving its source
- Building on someone else's ideas without giving their source
- Buying, stealing or borrowing someone else's work and presenting it as your own
- Submitting work that someone else, like a parent, tutor, or subject expert, substantially contributed to
- Using someone else's words, ideas, designs or works in projects and performance tasks without giving their source
- Paying someone to write or prepare material
- Breaching school exam rules
- Cheating in an exam
- Using non-approved aids in an assessment task
- Giving false reasons for not handing in work by the due date
- Helping another student to engage in malpractice

Allegations of plagiarism or other forms of malpractice will be reported to the Deputy Principal and Principal who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarized.

Special Provisions

A student may be granted special provisions if they have:

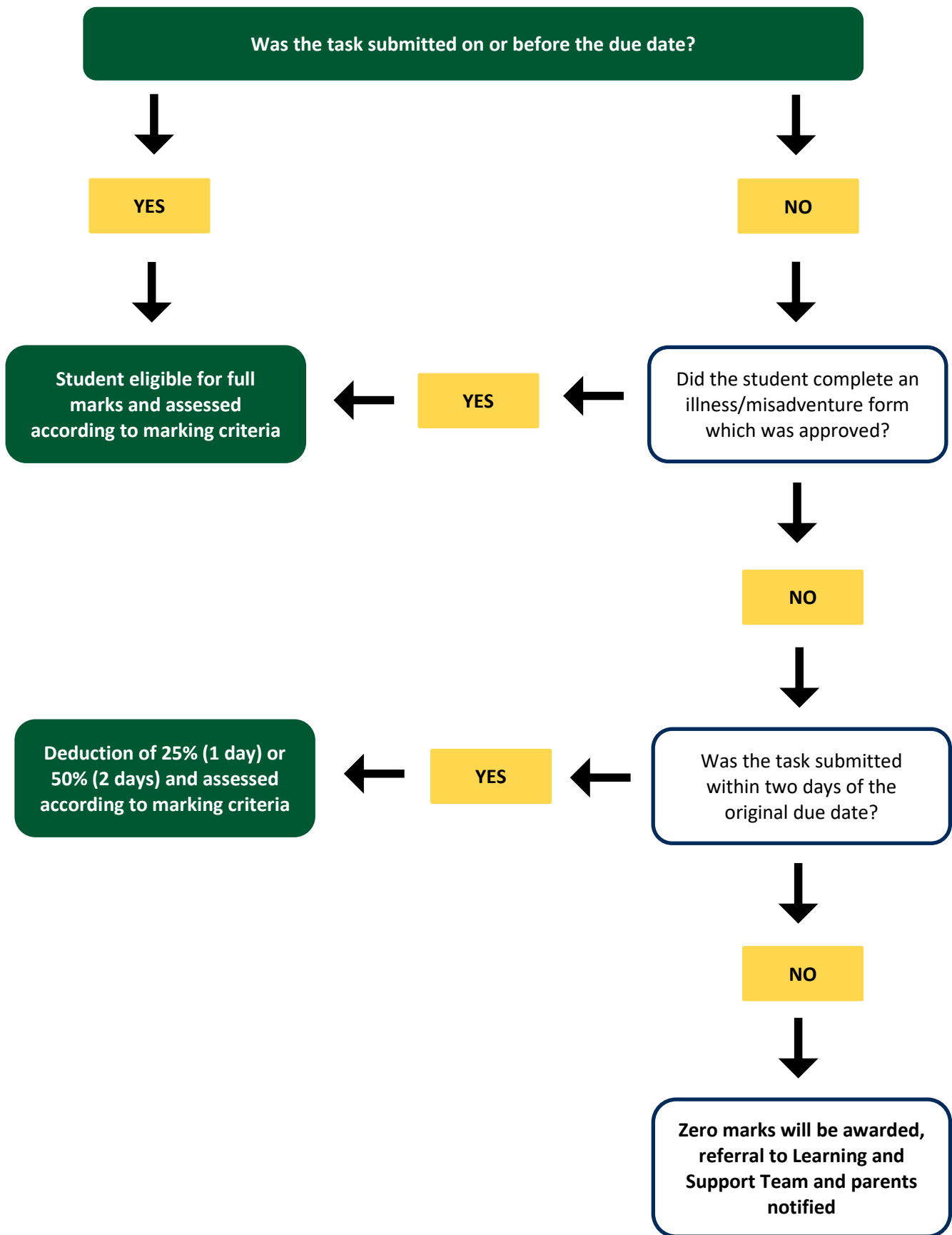
- Visual or auditory difficulties;
- Learning difficulties;
- Fine motor difficulties;
- Illnesses such as diabetes;
- Ongoing injuries that will impact on your ability to complete an assessment task;
- Psychological difficulties.

(Parents/guardians are responsible for providing all documentation to support a special provisions application or consideration).

Successful applicants will be granted provisions that are appropriate as determined by the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by NSW Education Standards Authority (NESA), then the student may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Flowchart – Procedures for submitting assessments at Kotara High School (Years 7-9)



Section 2: Assessment Task Illness/Misadventure Form



**Kotara High School
Illness/Misadventure Form**

Student Section

Student Name: _____ Year: _____ Subject: _____

Task: _____ Date of Task: _____

Reason: (attach any documentary evidence to support your request)

I hereby request (a) extension of time (b) estimate (circle)

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Classroom Teacher Section

I have noted the above request and recommend the following action:

Teacher signature: _____ Date: _____

Head Teacher Section

I have noted the above request and recommend the following action:

Head Teacher signature: _____ Date: _____

Deputy Principal/Principal Section

Based on the above recommendations I have granted the student:

- Estimate based on all other assessment tasks.
- Extension of time granted until _____
- Zero mark to be given.
- Show as non-attempt. 'N' Award Warning to be issued
- Other

Deputy Principal/Principal signature: _____ Date: _____

Section 3: Year 9 Assessment Calendar

KHS YEAR 9 ASSESSMENT CALENDAR 2021				
WEEK	TERM 1, 2021	TERM 2, 2021	TERM 3, 2021	TERM 4, 2021
1	NO TASKS	NO TASKS		
2				CHILD STUDIES COMMERCE FOOD TECHNOLOGY INDUSTRIAL TECHNOLOGY
3		CHILD STUDIES SCIENCE		DRAMA FASHION DESIGN GEOGRAPHY HISTORY JAPANESE MARINE STUDIES MATHEMATICS PASS ACTIVE PDHPE
4		GEOGRAPHY HISTORY JAPANESE MARINE STUDIES MATHEMATICS PASS ACTIVE		ENGLISH MUSIC SCIENCE VISUAL ARTS
5		COMMERCE PDHPE MUSIC VISUAL ARTS	SCIENCE VISUAL ARTS	NO TASKS
6	FASHION DESIGN	DRAMA	FASHION DESIGN HISTORY PASS ACTIVE	
7	HISTORY MATHEMATICS		COMMERCE MUSIC	
8	CHILD STUDIES MUSIC VISUAL ARTS		GEOGRAPHY JAPANESE MARINE STUDIES MATHEMATICS	
9	GEOGRAPHY INDUSTRIAL TECHNOLOGY JAPANESE MARINE STUDIES PASS ACTIVE	ENGLISH FOOD TECHNOLOGY	CHILD STUDIES ENGLISH FOOD TECHNOLOGY PDHPE	
10	COMMERCE DRAMA ENGLISH FOOD TECHNOLOGY PDHPE SCIENCE	FASHION DESIGN INDUSTRIAL TECHNOLOGY	DRAMA INDUSTRIAL TECHNOLOGY	
11				

KHS YEAR 9 ASSESSMENT PLANNER 2021

	TERM 1, 2021	TERM 2, 2021	TERM 3, 2021	TERM 4, 2021
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

ENGLISH

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

In Term One, students explore conceptual conflict and how it is represented in a range of fiction and nonfiction texts. They examine different types of conflict and identify internal and external conflict. Through close study of a prose text, students will develop deep understanding of how the conflict unfolds, the establishment of tension and how the conflict is ultimately resolved. In Term Two, students focus on genre theory and how genres are essentially dynamic and hybrid. Students will explore the conventions, textual features, values and sub-genres in a range of written and visual texts. Narrative techniques and how meaning is shaped and conveyed through language is consolidated. Term Three focuses on the study the significance of Shakespeare and investigates why we continue to study Shakespeare in 2019. Students will explore conventions, textual features and values of a Shakespearean text. In Term Four, students will focus on media and manipulation with documentaries and print sources. Students will explore how texts are agendas in various news representations.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Comprehension and Reflection	1A, 3B, 6C	25%
2	9	Visual Representation and Reflection	2A, 4B, 8D	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Podcast and Reflection	4B, 5C, 9E	25%
4	4	Reflective Essay	6C, 7D, 9E	25%

GEOGRAPHY

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

Students will undertake the study of Sustainable Biomes and Changing Places in the Year 9 Geography Course.

Sustainable Biomes

Students examine the physical characteristics, productivity of biomes and the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. They will analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. Challenges to food production are explored and management strategies are investigated.

Changing Places

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They will 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.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Research Task	GE5-1 GE5-2 GE 5-3 GE 5-5 GE 5-7	20%
2	4	Geographical Tools Task	GE 5-7 5-8	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Fieldwork Task	GE5-2 GE 5-3 GE 5-5 GE5-7 GE5-8	30%
4	3	Yearly Examination	GE5-1 GE5-2 GE 5-3 GE 5-5	30%

HISTORY

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 from 1914-1918 and World War 2 from 1939-1945.

The twentieth century became a critical period in Australia's social, cultural, economic and political development. The Year 9 Course will focus on examining a broad overview of the 1750 to 1901 period, including the Movement of Peoples, Australia in the 1901 to 1914 period, Australian participation in World Wars 1 and 2, and a decade study of Australia in the 1960's. In Year 9 students will continue to develop their skills in source analysis, empathetic understanding, research and communication in a variety of forms.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Source Annotation Task	H5.2 H5.3 H5.4 H5.6 H 5.7	25%
2	4	Source Based Examination	H5.3 H5.4 H5.5 H5.8 H5.10	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	World War Research Task	H5.3 H5.6 H5.7 5.8 H5.10	25%
4	3	Yearly Examination	H5.2 H5.4 H5.5	25%

MATHEMATICS – STAGE 5.1

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills established in Stage 4. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are 3 - 4 hours per week.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Term 1 Summary Sheet Examination -	MA4-8NA MA5.1-4NA	20%
2	4	Semester 1 Examination - Test on all content and skills covered	MA4-8NA MA5.1-4NA MA4-10NA MA4-16MG MA5.1-10MG	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	PBL Assignment - Take home task requiring students to model and analyse the trajectory involved in bungee jumping	MA5.1-10MG MA5.1-1WM	20%
4	3	Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination	MA5.1-6NA MA4-12MG MA4-13MG MA4-14MG MA5.1-8MG MA5.1-5NA MA5.1-11MG MA4-8NA	30%

MATHEMATICS – STAGE 5.2

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills established in Stage 4. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are 3 - 4 hours per week.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Term 1 Summary Sheet Examination -	MA5.2-5NA MA5.1-4NA MA5.2-2WM	20%
2	4	Semester 1 Examination - Test on all content and skills covered	MA5.2-5NA MA5.1-4NA MA5.2-8NA MA5.1-13MG	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	PBL Assignment - Take home task requiring students to model and analyse the trajectory involved in bungee jumping	MA5.2-2WM	20%
4	3	Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination	MA5.2-9NA MA5.2-11MG MA5.2-7NA MA5.2-14MG MA5.2-6NA	30%

MATHEMATICS – STAGE 5.3

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

This course continues the development of knowledge and skills established in Stage 4. The three main strands of study are: Number and Algebra (NA) Measurement and Geometry (MG) Statistics and Probability (SP) Each strand is further divided into topic areas which are programmed for 2 - 5 weeks duration. The Working Mathematically (WM) components Communicating, Problem Solving, Reasoning, Understanding and Fluency are important processes which have been embedded into each topic. Students are required to bring a pen, 5mm grid exercise book, ruler, protractor, set of compasses and calculator to each lesson. The recommended calculator is the Casio fx-82AU Plus and is available to purchase from the school canteen for \$24. Access to a laptop computer is also recommended. Homework expectations are 3 - 4 hours per week.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Term 1 Summary Sheet Examination -	MA5.2-4NA MA5.2-8NA MA5.3-2WM	20%
2	4	Semester 1 Examination - Test on all content and skills covered	MA5.2-4NA MA5.2-8NA MA5.2-13MG	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	PBL Assignment - Take home task requiring students to model and analyse the trajectory involved in bungee jumping	MA5.3-2WM	20%
4	3	Semester 2 Examination - Test all content and skills covered since the Semester 1 Examination	MA5.3-8NA MA5.3-14MG MA5.3-6NA MA5.3-16MG MA5.3-5NA MA5.2-17SP	30%

PDHPE

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

Year 9 PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. Year 9 PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. Sports and activities include: Net/Wall sports, Latin American Dance, Softball, AFL and Fitness and Recreational Activities.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	1. Research Task: Fitness Goals & Facilities	PD5-5, PD5-8	30%
2	5	2. Dance Movement Development and Ongoing Skill Development and Participation Observations	PD5-4, PD5-5, PD5-11	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Health Services Investigation & Case Study Analysis	PD5-3, PD5-6	30%
4	3	4. Part A: Ongoing Movement Performance & Participation Observation	PD5-4, PD5-5	10%
		4. Part B: Skills Test	PD5-11	10%

SCIENCE

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

Students use scientific inquiry by actively engaging in, using and applying the processes of working scientifically to develop their knowledge about Science. They formulate questions or hypotheses that they can test or research scientifically. Students apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems.

Term 1 – Disasters and Disease

Term 2 – Power

Term 3 – Student Research Project: Working Scientifically Skills (6 weeks), Our Australian Environment (5 weeks)

Term 4 – Smash the Atom

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Semester 1 Skills in Working Scientifically Task	Skills: 7WS, 8WS and/or some of 5WS, 6WS, 9WS	25%
2	3	Semester 1 Examination	Knowledge and understanding: 11PW, 12ES, 13ES, 14LW Skills (some or all of): 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25% (20% knowledge, 5% skills)

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	5	Semester 2 Skills in Working Scientifically Task – Student Research Project	Skills: 4WS, 5WS, 6WS, 9WS	25%
4	4	Yearly Examination	Knowledge and understanding: 12ES, 13ES, 14LW, 15LW, 11PW, 16CW Skills: Some or all of 5WS, 6WS, 7WS, 8WS, 9WS	25% (20% knowledge, 5% skills)

CHILD STUDIES

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

The aim of the Child Studies syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

Modules

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Newborn care
- Food and nutrition in childhood

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Conception to birth pregnancy presentation	Refer to assessment task cover sheet	Mandatory
2	3	Care of the newborn research activity	Refer to assessment task cover sheet	Mandatory

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Nutrition for children – research and practical application	Refer to assessment task cover sheet	Mandatory
4	2	Yearly examination	Refer to assessment task cover sheet	Mandatory
1-4	Progressive	Practical applications	Refer to assessment task cover sheet	Mandatory

COMMERCE

YEAR 9 - 2021

OVERVIEW OF 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.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. In the study of Commerce, students develop critical thinking, reflective learning and the opportunity to participate in the community.

Students will have the opportunity to study a variety of option topics including; travel, towards independence and promoting and selling.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Research Task	5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9	25%
2	5	Topic Examination	5.1, 5.2, 5.4, 5.5	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Travel Itinerary Task	5.4, 5.6, 5.7, 5.8, 5.9	25%
4	2	End of Course Examination	5.1, 5.2, 5.4, 5.5	25%

DRAMA

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

Students learn about the Elements of Drama and production to develop role/character, dramatic tension, focus, movement and sound.

They structure a dramatic performance in the style of Immersive Theatre using the in collaboration with others for an invited audience.

Students learn the background and context of a theatrical form/style (for example Slam Poetry), devise, rehearse and perform scripted material for a public performance.

Students learn to devise Physical Theatre works through their study of Contemporary Theatre companies DV8 and Frantic Assembly. They create performances for an invited audience.

Students learn the skills to compete in a Theatresports Competition in Weeks 6 – 10.

During each unit students are observed when participating in practical workshops and are required to write log book entries using the Elements of Drama to reflect on and discuss experiential learning.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	EOD & EOP in Immersive Theatre Small Group Scripts	5.1.3 5.2.2 5.3.2	30%
2	6	Beats and Rhymes- Body Slam Poetry Duologues	5.1.1 5.2.1 5.3.1	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Mime and Physical Playbuilding	5.1.4 5.2.3 5.3.3	30%
4	3	Theatresports Final	5.1.1 5.1.3 5.2.1	20%

FASHION DESIGN

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers.

Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	7	Practical samples and folio	Refer to assessment task sheet	Mandatory
2	10	Practical project, folio and test	Refer to assessment task sheet	Mandatory

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	Research task	Refer to assessment task sheet	Mandatory
4	3	Practical and folio progress	Refer to assessment task sheet	Mandatory

FOOD TECHNOLOGY

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Focus Areas include:

- Food Equity
- Food in Australia
- Food Product Development
- Food Selection & Health

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Food in Australia – research and practical	Refer to assessment task sheet	Mandatory
2	9	Food Selection & Health	Refer to assessment task sheet	Mandatory

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Food Product and Development – folio and practical	Refer to assessment task sheet	Mandatory
4	2	Online yearly test	Refer to assessment task sheet	Mandatory

INDUSTRIAL TECHNOLOGY (100 hours)

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

The aim of the Industrial Technology syllabus is to develop in students knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects.

The aim is to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Focus areas and modules include:

- Metal
- Timber

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Practical Project and portfolio	Refer to assessment task cover sheet	Mandatory
2	10	Practical Project and research	Refer to assessment task cover sheet	Mandatory

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	10	Practical Project progress	Refer to assessment task cover sheet	Mandatory
4	2	Folio Progress	Refer to assessment task cover sheet	Mandatory

JAPANESE

YEAR 9 – 2021

OVERVIEW OF COURSE CONTENT:

The Year 9 Japanese course is based on the content of Chapters 4 and 5 of Ii Tomo Book 1 and Chapters 1 to 4 of Ii Tomo Book 2.

Topics include: *Describing where you live
 * Giving information about Japanese towns
 * Daily activities
 * After school activities
 *Hobbies and Sports
 *Seasons, Months and Dates
 *Time and Daily Routine
 *School Life.

Students further consolidate their knowledge of hiragana script and learn katakana and kanji script relevant to the topic areas.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Power Point of Japanese City	LJA5-4C, LJA5-6U, LJA5-9U	25%
2	4	Katakana Booklet and Kanji Recognition	LJA5-2C, LJA5-6U	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Daily Routine Video	LJA5-1C, LJA5-4C, LJA5-5U	25%
4	3	Holiday Activities Diary	LJA5-3C, LJA5-7U, LJA5-8U, LJA5-9U	25%

MARINE & AQUACULTURE TECHNOLOGY

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

The oceans, inland waterways and other bodies of water cover more than 70 per cent of the Earth's surface and influence all forms of life on this planet. Of the 33 animal phyla, 28 are found in water; 13 of these are exclusively marine.

The development of environmentally or economically sustainable methods of farming fish, molluscs, crustaceans and aquatic plants is now recognised as essential for relieving the pressure on wild fish stocks as well as on the marine and aquatic environment.

Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Core I - Topic Examination	5.1 5.2 5.3 5.7 5.9 5.10 5.11 5.13 5.14	25
2	4	Aquarium Research Task	5.7 5.9 5.10 5.11 5.13 5.14	25

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	RMS Boat Licence Examination	5.8 5.9 5.10 5.13 5.14	20
4	3	Fieldwork Task	5.1, 5.2, 5.7, 5.13, 5.14	30

MUSIC

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

From a large repertoire of listening and studying students learn how to interact with their peers both musically and in the classroom, working to understand the different stylistic techniques. This listening and analysis provide students with access to the musical concepts and enable them to apply this knowledge in their own compositions and performances. This will in turn empower their self-expression and musical creation, including developing as improvisers and collaborating with other students.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Composition and Performance	5.3, 5.4, 5.5, 5.11	Composition 10% Performance 15%
2	5	Listening and Performance	5.1, 5.7, 5.9, 5.12	Listening 10% Performance 15%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Composition and Performance	5.3, 5.4, 5.6, 5.11	Composition 10% Performance 15%
4	4	Listening and Performance	5.1, 5.7, 5.8, 5.12	Listening 10% Performance 15%

PASS - ACTIVE YEAR 9 -2021

OVERVIEW OF COURSE CONTENT:

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The emphasis in this course is on participation and effort and students are ACTIVE across a variety of sports. Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	1. Body Works Research Task	PASS5-1 PASS5-10	20%
2	4	2. Ongoing Movement Performance & Participation Observation	PASS5-9	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	6	3. Group Coaching Assessment & Evaluation	PASS5-5 PASS5-7	40%
4	3	4. Ongoing Movement Performance & Participation Observation	PASS5-5 PASS5-9	20%

VISUAL ARTS

YEAR 9 - 2021

OVERVIEW OF COURSE CONTENT:

In Year 9 Visual Arts students explore cultural influences on the artmaking of other artists as well as their own artmaking. Tasks involve the student in the role of artist practitioner. As an artist, students will learn how to research, develop concepts and create meaningful artworks that reflect aspects of their world and culture informed by their studies. Artworks are created over a range of expressive forms. Critical and Historical Studies will complement artmaking activities.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	8	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 4.10	10% 5%
2	5	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 4.10	20% 15%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	5	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	15% 10%
4	4	Part A: Artmaking Part B: Critical/Historical	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	15% 10%