

KOTARA HIGH SCHOOL

We Aim High

YEAR 9

Assessment Policy Subject Assessment Schedules



2024

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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 latesubmission.

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.

Non-Completion of Assessment Tasks – Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task

Work for assessment must be submitted on time. If a student fails to do an assessment task or fails to submit an assessment task on time without a valid reason, a zero mark must be recorded for that task.

The student is still required to complete the task to meet course requirements. No mark will be awarded for a late task. If a student's attempt at a particular task demonstrates very little or no effort, then it is a matter for the teacher's professional judgment whether the attempt is a genuine one. The school may, where appropriate, substitute a task or in extreme circumstances moderate a student's marks based on other assessment evidence.

Work placement, excursions and extra-curricular activities are not a valid reason for non-completion of an assessment task. Assessment tasks take priority over all other extra-curricular activities.

Request for extension of a due date

If a student requires additional time to complete a task, students must apply in writing well before the due date using the "Illness/Misadventure" form with supporting evidence. This form is used when a student has a **satisfactory** reason to request an extension of time for an assessment task and it must be signed by a parent or guardian. The subject Head Teacher and Deputy Principal will decide if the application is upheld or declined.

Absence from an Assessment Task or Examination and Other Cases of Misadventure

Students must make every effort possible to be present at an assessment task or examination.

Absence due to injury/illness

If students are absent on the day of an assessment task or examination, they must phone and notify the school of the absence before 9.00am.

Students must bring a valid medical certificate and completed illness/misadventure form immediately upon return to verify absence due to illness. Certificates must not be back-dated and must be submitted to the relevant Head Teacher or Deputy Principal. The certificate must clearly state the condition that made it impossible for the student to present for the assessment task or examination. Certificates can be obtained from a doctor, pharmacy or online doctors appointment. Failure to provide a valid reason for the absence will result in a 'zero' mark being issued.

*Please note, illness due to COVID-19 or symptoms related, students must follow regular Kotara High School procedures as they would for any other illness, in line with current NSW Health and DOE guidelines.

Other cases of misadventure

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

An Illness/Misadventure form with supporting evidence must be submitted to the relevant Head Teacher or Deputy Principal, indicating in sufficient detail the nature of the difficulty and the reason why a student was not able to attend an examination or complete a task. The Head Teacher and Deputy Principal will determine if the application is upheld or declined.

These documents should be submitted to the Head Teacher or Deputy Principal **on the day of return to school**, or earlier in the case of a prolonged absence.

Other circumstances relating to illness or misadventure.

When students present for an examination or assessment task while ill or fall ill during the course of the examination or assessment task, they may make a claim for illness/misadventure. Students must obtain a doctor's certificate covering the day of the assessment. This should be submitted to the Head Teacher or Deputy Principal on the day of return to school.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the Deputy Principal supports their application, the following procedure will be followed:

1. The paper will be marked as normal.
2. The Head Teacher will then examine the marks awarded compared to the student's other assessment marks and other evidence of the student's level of achievement.
3. If the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken.
4. If the new mark is significantly below expectations, an adjustment may be made relative to typical performance in like tasks.

Illness/misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation.

Late attendance for an assessment task or examination

Students who arrive late for an assessment task due to circumstances beyond their control should immediately report to their classroom teacher or the Head Teacher concerned. An illness/misadventure application will need to be submitted with supporting evidence to the Deputy Principal and Head Teacher in order to determine an appropriate course of action.

Academic Integrity

Academic Integrity is a collection of positive values that allow the thoughts and work of an individual to hold meaning through a commitment to *fairness* and *honesty* in all academic endeavours. It is an expectation that all students at Kotara High School will uphold these values.

What does this look like at Kotara High?

TURNITIN

This is an internet based academic similarity detection service, that sits within Canvas. Our school is committed to using this as a tool to provide opportunities for students to ensure that their work submitted has been created fairly and honestly. It generates a Similarity Report and Artificial Intelligence Report that checks student work against an archive of internet documents, internet data and a repository of previously submitted papers. For Turnitin to create accurate reports, tasks must be submitted as one of the following file types: .doc/.docx, .txt, .pdf, .pptx, .xls/.xlsx. You **MAY NOT SUBMIT AN IMAGE OR SCREENSHOT OF YOUR WORK.**

ASSESSMENT NOTIFICATION

Academic Integrity Notes:

- If you are absent **on the day** of an assessment task you must submit an illness/misadventure form signed by your parent/guardian and give to the Head Teacher of the faculty on the *first day back at school*. Non submission of an illness/misadventure form will result in zero award.
- If you are aware that you will be absent on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task **before** your absence; this responsibility also includes completing an illness/misadventure form.
- An N- Award warning notification will be generated for failing to attempt a task.
- Students who breach academic integrity expectations through malpractice and/or plagiarism will be penalised according to the policy.
- Remember to manage your time effectively. Speak to your teacher if you have any questions

A schoolwide assessment notification appendix that references these values and relevant school wide policies.

APPROPRIATE RESPONSE

Responding appropriately to cases where students have not demonstrated fairness and honesty in the completion of their assessment task.

PROMOTING THE CULTURE

Candid and open conversation with the school community around Academic Integrity by making these values of fairness and honesty visible throughout the school and community. This also involves student participation in workshops designed to promote a school wide culture of Academic Integrity.

STAGE 6 'ALL MY OWN WORK'

Ensuring all Stage 6 students have completed NESA's 'All My Own Work' program.

Key Definitions:

Malpractice is the act of behaving dishonestly to gain an unfair advantage in assessments is malpractice or cheating.

Plagiarism in the practice of taking someone else's work or ideas and passing them off as one's own.

In practise this looks like:

Hand-In Tasks

- Copying part or all of someone else's work and presenting it as your own, including work created by an Artificial Intelligence
- Collusion in completing tasks that was intended to be independent student work
- Not correctly referencing the ideas, thoughts and writings of others
- Submitting work that someone else, like a parent, tutor, subject expert of third party, substantially contributed to

In-Class Tasks

- 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 a due date or being present on the day of a test.
- Helping another student to engage in malpractice

Procedures:

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

Special Provisions

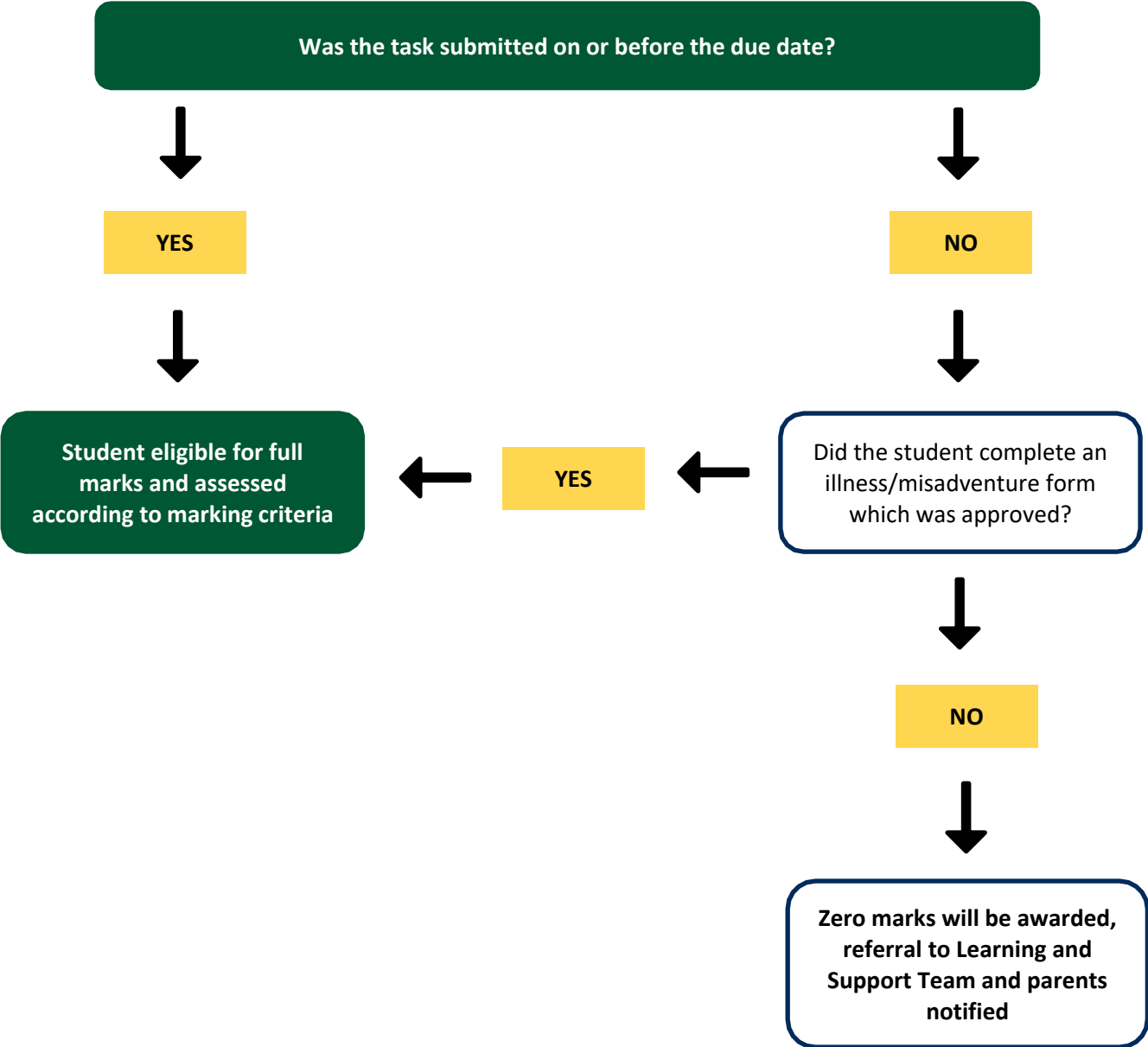
A student may be granted special provisions if they have:

- 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.



Section 2: Assessment Task Illness/Misadventure Form



**Kotara High School
Illness/Misadventure Form**

all forms must be returned on the first day of a student's return or a maximum of 5 school days, whichever is sooner

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: _____

KHS YEAR 9 ASSESSMENT CALENDAR 2024				
WEEK	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024	TERM 4, 2024
1	NO TASKS			
2		NO TASKS	Japanese	Science
3		Industrial Tech Japanese Music Science		Child Studies Commerce English Food Tech Marine Studies
4		Geography History Marine Studies Commerce	PASS	Mathematics Music Industrial Tech Japanese Visual Arts
5	Science	Mathematics PASS Visual Arts		Drama Geography History
6	History Commerce Drama	Drama	Science	NO TASKS
7	NO TASKS		Geography Commerce	
8		Child Studies Food Tech	Mathematics Music PDHPE Visual Arts	
9	Japanese Visual Arts	Industrial Tech	Drama English Food Tech History Marine Studies	
10	English Geography Child Studies Food Tech Marine Studies			
11	Geography (9H) PDHPE Mathematics Industrial Tech Music PASS			

KHS YEAR 9 ASSESSMENT PLANNER 2024

	TERM 1, 2024	TERM 2, 2024	TERM 3, 2024	TERM 4, 2024
WK1				
WK2				
WK3				
WK4				
WK5				
WK6				
WK7				
WK8				
WK9				
WK10				
WK11				

CHILD STUDIES

YEAR 9 - 2024

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	10	Conception to birth pregnancy presentation	Refer to assessment task cover sheet	Mandatory
2	8	Care of the newborn research activity	Refer to assessment task cover sheet	Mandatory

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	3	Yearly examination	Refer to assessment task cover sheet	Mandatory

COMMERCE YEAR 9 - 2024

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	6	Research Task	5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9	25%
2	4	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	3	End of Course Examination	5.1, 5.2, 5.4, 5.5	25%

DRAMA

YEAR 9 - 2024

OVERVIEW OF COURSE CONTENT:

Students learn about the Elements of Drama through practical workshops. They will also learn how to incorporate these Elements into formal written reflections.

In groups, students will playbuild to create a performance piece.

Students will learn about film technique and create their own video drama.

Students learn about the Elements of Production. The class will work with a script, workshop and perform a play for an invited audience.

Students will learn improvisational skills and participate in a Theatre Sports competition.

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

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	6	Elements of Drama	5.1.1, 5.3.1	15%
2	6	Playbuilding	5.1.2, 5.2.1, 5.3.3	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Film	5.1.4, 5.2.3	25%
4	5	Performance	5.2.2, 5.2.3, 5.3.3	30%

ENGLISH

YEAR 9 - 2024

OVERVIEW OF COURSE CONTENT:

In Term One, students explore the concepts of Perspective, Context and Character through prose fiction. Students will focus on how characters are represented and interpreted dependent on social and cultural values. Students will develop their creative and reflective writing skills by engaging deeply in the writing process. In Term Two, students focus on the study of the Significance of Shakespeare and investigate why we continue to study Shakespeare in 2024. Specifically, the study will focus on the concepts of Literary Value, Theme and Context. Students will explore conventions, textual features and values in Shakespeare's play, *Romeo and Juliet*. In Term Three, students explore the intrinsic significance of setting in narrative. Students study how setting and environmental attributes influence storytelling, characters and the emotional response of readers. In particular, the study will focus on the concept of Representation and Connotation, Symbolism and Imagery. In Term Four, students will focus on the study of documentary as a textual form. Students will explore how documentaries explore different ideas and perspectives through features and conventions. All modules are underpinned by ALARM (A Learning and Responding Matrix).

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	10	Creative Writing and Reflection	URA-01, URB-01, ECB-01	25%
2	10	Podcast	URB-01, URC-01, ECA-01	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Visual Representation	RVL-01, URA-01, ECA-01	25%
4	3	Viewing, Listening and Writing	RVL-01, URA-01, URB-01	25%

FOOD TECHNOLOGY

YEAR 9 - 2024

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	8	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	3	Online Yearly Test	Refer to assessment task sheet	Mandatory

GEOGRAPHY

YEAR 9 - 2024

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	10	Knowledge and Skills Task	GE 5-7 GE5-8	20%
2	4	Research Task	GE5-2 GE5-3 GE 5-7 GE5-8	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	7	Fieldwork and Written Task	GE5-2 GE 5-3 GE 5-5 GE5-7 GE5-8	25%
4	5	End of Course Examination	GE5-1 GE5-2 GE 5-3 GE 5-5	30%

HISTORY

YEAR 9 - 2024

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	6	Source Analysis Task	H5.5, H5.6, H5.7, 5.9	25%
2	4	Research Task	H5.1, H5.3, H5.4, H5.6 H5.8, H5.10	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Model and Response Task	H5.3, H5.6, H5.7, 5.8 H5.10	25%
4	5	End of Course Examination	H5.1, H5.2, H5.4 H5.5, H5.6, H5.9	25%

INDUSTRIAL TECHNOLOGY (100 HOURS)

YEAR 9 - 2024

OVERVIEW OF COURSE CONTENT:

The aim of the Industrial Technology Syllabus is to develop in student's 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:

- Timber
- Metal

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Research Task	Refer to assessment task cover sheet	Mandatory
2	3	Practical Project	Refer to assessment task cover sheet	Mandatory
2	9	Practical and folio	Refer to assessment task cover sheet	Mandatory

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
4	4	Practical project- and folio p	Refer to assessment task cover sheet	Mandatory

JAPANESE YEAR 9 - 2024

OVERVIEW OF COURSE CONTENT:

The Year 9 Japanese course is based on the content of iiTomo Book 1 and 2.

The course includes communicating and understanding information about

- Where you live
- Weekly schedules
- Daily life
- School life
- Hobbies, sports and after school activities

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

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	9	Postcard from Japan	ML5-CRT-01	25%
2	3	My Week	ML5-INT-01	25%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	2	Daily Life	ML5-CRT-01	25%
4	4	School Life	ML5-UND-01	25%

MARINE & AQUACULTURE TECHNOLOGY

YEAR 9 - 2024

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	10	Core I - Topic Examination	5.1 5.3, 5.10, 5.14	25
2	4	Research and Written Task	5.2, 5.3, 5.7, 5.8	25

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	9	Topic Task	5.1, 5.13, 5.14,	20
4	3	End of Course Examination	5.1, 5.2, 5.3, 5.7, 5.12, 5.14	30

MATHEMATICS CORE – STAGE 5

YEAR 9 - 2024

COURSE OVERVIEW

Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world. They develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively.

The Mathematics Core Course (Stage 5) is a two-year course which continues the development of knowledge and skills established in Stage 4 and provides a basic level of preparation for students wishing to study the Mathematics Standard courses in Years 11 and 12. The three main strands of study are: Number and Algebra, Measurement and Space, and Statistics and Probability. Each strand is further divided into topic areas. Working Mathematically processes of communicating, understanding and fluency, reasoning, and problem solving are embedded within the course with the aim of students becoming mathematically proficient. To effectively engage with this course students are required to bring pens, 5mm grid exercise book, ruler, protractor, a calculator, and a laptop to each lesson. Homework expectations are 3 – 4 hours per week.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Summary Sheet Examination	MA5-ALG-C-01 MA5-FIN-C-01	20%
2	5	Investigation Task	MA5-ALG-C-01 MA5-FIN-C-01 MA5-TRG-C-01 MA5-TRG-C-02	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Examination	MA5-ARE-C-01 MA5-VOL-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-PRO-C-01 MA5-DAT-C-01	20%
4	4	Semester 2 Examination	MA5-PRO-C-01 MA5-DAT-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-ALG-C-01	30%

*Changes to content areas and outcomes may be made upon notification to students

MATHEMATICS PATHWAY 1 – STAGE 5

YEAR 9 - 2024

COURSE OVERVIEW

Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world. They develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively.

The Mathematics Pathway 1 Course (Stage 5) is a two-year course which continues the development of knowledge and skills established in Stage 4 and provides a solid foundation of understanding for students wishing to study the Mathematics Standard courses in Years 11 and 12. The three main strands of study are: Number and Algebra, Measurement and Space, and Statistics and Probability. Each strand is further divided into topic areas. Working Mathematically processes of communicating, understanding and fluency, reasoning, and problem solving are embedded within the course with the aim of students becoming mathematically proficient. To effectively engage with this course students are required to bring pens, 5mm grid exercise book, ruler, protractor, a calculator, and a laptop to each lesson. Homework expectations are 3 – 4 hours per week.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Summary Sheet Examination	MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-02, MA5-FIN-C-01, MA5-FIN-C-02	20%
2	5	Investigation Task	MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-02, MA5-FIN-C-01, MA5-FIN-C-02, MA5-TRG-C-01, MA5-TRG-C-02	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Examination	MA5-ARE-C-01, MA5-VOL-C-01, MA5-ARE-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P-01, MA5-EQU-P-02, MA5-PRO-C-01, MA5-PRO-P-01, MA5-DAT-C-01, MA5-DAT-P-01	20%
4	4	Semester 2 Examination	MA5-PRO-C-01, MA5-PRO-P-01, MA5-DAT-C-01, MA5-DAT-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-MAG-C-01, MA5-ALG-P-01, MA5-ALG-P-02	30%

*Changes to content areas and outcomes may be made upon notification to students

MATHEMATICS PATHWAY 2 – STAGE 5

YEAR 9 - 2024

COURSE OVERVIEW

Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world. They develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively.

The Mathematics Pathway 2 Course (Stage 5) is a two-year course which continues the development of knowledge and skills established in Stage 4 and provides a solid foundation of understanding for students wishing to study the Mathematics Advanced and Extension courses in Years 11 and 12. The three main strands of study are: Number and Algebra, Measurement and Space, and Statistics and Probability. Each strand is further divided into topic areas. Working Mathematically processes of communicating, understanding and fluency, reasoning, and problem solving are embedded within the course with the aim of students becoming mathematically proficient. To effectively engage with this course students are required to bring pens, 5mm grid exercise book, ruler, protractor, a calculator, and a laptop to each lesson. Homework expectations are 3 – 4 hours per week.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Summary Sheet Examination	MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-FIN-C-01, MA5-FIN-C-02	20%
2	5	Investigation Task	MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-FIN-C-01, MA5-FIN-C-02, MA5-TRG-C-01, MA5-TRG-C-02, MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01	30%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Examination	MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01, MA5-RAT-P-01, MA5-FNC-P-01, MA5-PRO-C-01, MA5-PRO-P-01, MA5-DAT-C-01, MA5-DAT-P-01	20%
4	4	Semester 2 Examination	MA5-PRO-C-01, MA5-PRO-P-01, MA5-DAT-C-01, MA5-DAT-P-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-MAG-C-01	30%

*Changes to content areas and outcomes may be made upon notification to students

MUSIC

YEAR 9 - 2024

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.

Classroom activities will encourage self-expression and musical creation, including developing as improvisers and collaborating with other students.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	11	Examination	5.7, 5.8, 5.9, 5.10	15%
2	3	Composition & Performance	5.3, 5.4, 5.5, 5.6	35%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	Examination	5.7, 5.8, 5.9, 5.10	15%
4	4	Performance	5.1, 5.2, 5.3	35%

PASS - ACTIVE YEAR 9 -2024

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	11	1. Nutrition Research Task	PASS5-1 PASS5-10	20%
2	5	2. Ongoing Movement Performance & Participation Observation	PASS5-9	20%

SEMESTER TWO

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

PDHPE

YEAR 9 - 2024

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	11	1. Fitness Research Task:	PD5-5, PD5-8	30%
2	5	2. Dance Movement and Ongoing Skill Development and Participation Observations	PD5-4, PD5-5, PD5-11	20%

SEMESTER TWO

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
3	8	3. Health Case Study	PD5-3, PD5-6	30%
4	4	4. Ongoing Movement Performance & Participation Observation	PD5-4, PD5-5	20%

SCIENCE

YEAR 9 - 2024

OVERVIEW OF COURSE CONTENT:

The content of the *Science Years 7–10 Syllabus* is organised by the strands:

- **Skills:** Working Scientifically (WS)
- **Knowledge and Understanding:** 1. Physical World (PW), 2. Earth and Space (ES), 3. Living World (LW), 4. Chemical World (CW).

The following units of work studied this year will be completed during one term:

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

Students use scientific inquiry by actively engaging in, using and applying the processes of working scientifically to develop their knowledge about Science.

Each semester students will complete two assessment tasks – one skills based practical task and one examination predominantly assessing knowledge and understanding with a skills section.

SEMESTER ONE

DATE		TASK	OUTCOMES	WEIGHTING
TERM	WEEK			
1	5	Semester 1 Skills in Working Scientifically Task - Disease	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	6	Semester 2 Skills in Working Scientifically Task – Student Research Project	Skills: 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25%
4	2	Yearly Examination	Knowledge and understanding: 12ES, 13ES, 14LW, 15LW, 11PW, 16CW Skills: Some or all of 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	25% (20% knowledge, 5% skills)

VISUAL ARTS

YEAR 9 - 2024

OVERVIEW OF COURSE CONTENT:

In Year 9 Visual Arts students explore different art movements in their own artmaking and that of other artists. 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	9	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	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, 5.10	20% 15%
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	10% 5%