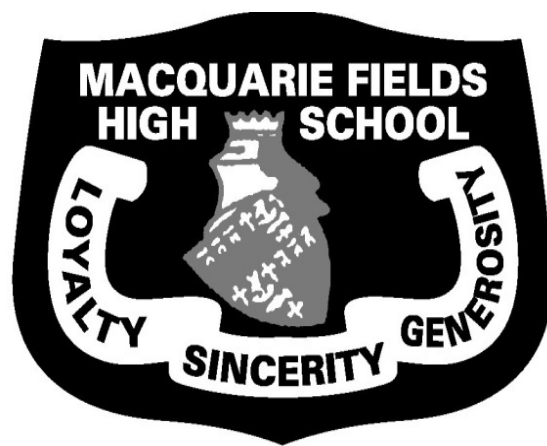


# **MACQUARIE FIELDS HIGH SCHOOL**



## **Year 9 Assessment and Reporting Guidelines 2022**

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# Principal's Message

## Introduction

This *Stage 5 Assessment Policy* booklet is issued to all students in Year 9 to:

- Ensure all students and their parents are fully informed about course requirements, including assessment;
- Ensure all students have advanced warning about the nature of assessment in Stage 5 and the contribution of each task to students' final grade;
- Help students to develop appropriate time management and planning skills and devise a suitable study and revision program;
- Help students understand the importance of working hard towards achieving the course outcomes to the best of their ability in addition to regular school attendance.

## The transition from Primary to Secondary

All the Years 7 – 10 syllabuses support the transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years K – 6. The courses of study also form the foundation for progressing beyond Year 10 to the Higher School Certificate and post school options, including further study and employment.

The assessment program for Stage 5 supports the primary to secondary transition by providing to teachers, as well as students themselves, an important indicator of progress. It helps to diagnose learning difficulties or specific areas of weakness as well as quantifying levels of knowledge, skills and understanding of key concepts within each course. Methods of assessment may vary considerably from one course to another and may include pen and paper tests, checklists, essays, assignments, practical work, portfolios, performances and field studies.

## Extended Leave – Travel

From the beginning of 2015, family holidays and travel are no longer considered acceptable reasons for leave from school under the ***Exemption from School – Procedures***. Travel outside of vacation periods is now counted as an absence from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Assessment Committee. (Present this to Mrs Trieu)
- If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded a **mark of zero**.

I trust that all students will put their best efforts into their Stage 5 studies, attend school regularly and complete all requirements of each course, regardless of whether these requirements are assessable or not. It is important that students follow the requirements outlined in this booklet as they will prepare students for the more rigorous requirements in the years ahead.

Determined effort, with support from family and teaching staff, is the key to success at all levels of schooling. I wish you all the very best for your future studies!

*Ms Karyn O'Brien*  
Principal

# What is the Record of School Achievement? (RoSA)

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative & more comprehensive credential, to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

The **Record of School Achievement (RoSA)** is the new credential. It is:

- a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- available when a student leaves school any time after they complete Year 10
- cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give's students the option to take online literacy and numeracy tests
- comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technology and Applied Studies and Languages Other Than English must also be studied.

For a student to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited nongovernment school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board
- satisfactorily completed Year 10.

## How will the RoSA report on student achievement?

### Stage 5

- The credential reports on student achievements in Stage 5 using A to E grades (or equivalent) in the same way as currently occurs at the end of Year 10 (but without external test results).
- The current procedures and course performance descriptors for awarding grades A to E in Stage 5 courses will remain the same. Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. The other mandatory curriculum requirements that have been met would also be listed.

### Stage 6

- A to E (or equivalent) grades extends to Stage 6 Preliminary (Year 11) courses.
- Descriptors will provide a basis for awarding grades for student achievement at the end of Preliminary courses.
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to an HSC, those HSC results would be recorded on their RoSA

## Issue of credentials

- While to be eligible for a RoSA a student must satisfactorily complete Year10 it will not be awarded at the end of Year 10. The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC level
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA.
- It is proposed that students would be able to request both a RoSA showing their earlier grades and an HSC Record of Achievement.
- Students not entitled to receive the proposed Record of School Achievement or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by the Board.

# What are Course Performance Descriptors?

Students are awarded a grade for each of the courses they study in Years 9 and 10. The grades are based on a set of [Course Performance Descriptors](#) developed by NESAs. They indicate a student's achievements in each course, providing a detailed report of their overall performance.

Course Performance Descriptors are an assessment and reporting tool to assist teachers across the state in making sound and consistent judgments about overall student achievement at the end of a course. Course Performance Descriptors are a series of statements that **summarise** observable and measurable features of student achievement and assist teachers to award grades to students based on typical achievement from elementary "E" to excellent "A".

Course Performance Descriptors describe the main features of typical student performances at the end of the course. The Areas for Assessment consist of the knowledge and skills objectives from the syllabus.

Grade	General Performance Descriptors
<b>A</b>	The student has an extensive knowledge and understanding of the 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>B</b>	The student has a thorough knowledge and understanding of the 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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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

# Assessment procedures

## Sickness:

Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend, a medical certificate and an illness/misadventure form should be presented to the Head Teacher on the first day of return to school. Illness / Misadventure forms are available on the school Moodle & from all Head Teachers.

If a student fails to complete a task due to illness and the Head Teacher considers the student has a valid reason, an extension may be granted or a mark may be awarded based on a substitute task.

If it is not possible to provide a substitute task or an extension, the head teacher will consult with the assessment committee to seek a resolution. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. This will be negotiated with the head teacher.

**The Head Teacher may refer an appeal directly to the assessment committee for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task, and if the task is not completed at all, an assessment warning letter will be sent home.

## Misadventure:

If an event beyond the student's control allegedly prevented the student from attending the assessment task on the date a task was due (e.g., a car accident) a misadventure form should be completed. Following failure to complete an assessment task on time, the student must see the head teacher on the first day of return to school to negotiate alternative arrangements.

The Head Teacher may provide an extension of time or a mark may be awarded based on a substitute task. Students completing a substitute task may be asked to complete a declaration indicating what they know about the original task. The Head Teacher may refer an appeal directly to the assessment committee for review.

Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task and an assessment warning letter will be sent home.

## Hand in Tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task. A student can seek an extension of time to submit the task. An illness / misadventure appeal must be submitted before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. **(Students must still submit the task to gain necessary feedback and to satisfy the requirements of the course.)** In this instance, the student and their parents will be advised by the head teacher in writing. Should a student feel that this decision is inappropriate; an appeal can be lodged with the school's Assessment Committee.

Students must submit all tasks regardless of how late they are submitted otherwise an assessment warning letter will be sent home. Feedback provided to students based on their work in the task is a valuable part of the learning process.

**Students who are required to submit in hard copy must not rely on the school printers in the library for printing on the day that the task is due.**

It is the students responsibility to be organised and to have the task completed and:

- Printed; or
- Submitted in digital form, prior to the due date. Notes from home indicating problems with a printer for example will not be accepted.

## Examinations

Any student who fails to sit an examination (without an appropriate reason) should receive a mark of zero. In appropriate circumstances students should submit a **documented illness / misadventure appeal to the Head Teacher of the faculty the first day they return to school**. Students and their Parents will be advised by the Head Teacher of the outcome of the appeal. Should a student feel that this decision is inappropriate an appeal can be lodged with the school's Assessment Committee.

## Sickness during an examination

Students who are sick DURING an examination MUST notify the examination supervisor who will offer the appropriate assistance and will immediately notify the Deputy Principal of Year 12/Head Teacher.

If the student is unwell and unable to proceed with the examination they will be signed out via the school clinic and allowed to go home. The student will be advised to see a doctor immediately.

If the student chooses they can continue with the examination. **No extra time will be given.** They are still advised to obtain a medical certificate.

## Appealing assessment rankings

Students can request a review of their assessment ranking if they consider that the school's order-of-merit for a particular course is not consistent with their expectations on the basis of their performance on assessment tasks.

In conducting an assessment rankings review it is necessary for the school to ascertain whether:

- the weightings specified by the school in its assessment program conform with NESA requirements as detailed in the syllabus packages;
- the procedures used by the school for determining the final assessment mark and rank conform with the assessment program set out in this document; and
- there have been any computational or other clerical errors in the determination of the assessment mark or rank.

Provided the school is satisfied that these conditions have been met, no change to the assessment rank will be made.

Any student who wants to apply for an assessment ranking review must do so before the NESA cut-off date.

The Deputy Principal Year 10 will inform the student of the outcome of the school review of their assessment rank and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal.

# Malpractice in assessment tasks

## What is malpractice?

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Issues of malpractice need to be investigated by the Head Teacher of the respective course, and reported in writing to the school **assessment committee** with accompanied documentation. The **assessment committee** will:

- advise the student(s) of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue.
- plan a course of action and communicate this to the student, the student's parents and the Head Teacher.

If the malpractice is proven, the assessment committee will consider a zero for that task. In some circumstances, the committee may decide to invoke a penalty appropriate to the seriousness of the offence. Students are made aware that sharing their task with other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero for that task. Students are encouraged not to share the substance of a hand-in task with other students.

## Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by NESA; and
- **applied** themselves with **DILIGENCE AND SUSTAINED EFFORT**
- **achieved** some or all of the course outcomes.

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. If it appears that a student is at risk of not meeting the requirements in a course, a written warning letter must be given to the student and their parents.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued. It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with a Deputy Principal.



## Non-Serious Attempts

If a student's attempt at a particular task results in a seriously low mark or a zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students studying a school certificate course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students may communicate their concerns with the head teacher if they feel the warning letter was unwarranted.

## 'N' determinations

The Board has delegated to Principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements. A student who is given an 'N' determination in a **mandatory course in Stage 5** will not be eligible for a **Record of School Achievement (RoSA)**. The student will receive a Transcript of School Achievement. The Transcript of School Achievement will list the course(s) in which an 'N' determination has been awarded and grades in any courses that have been satisfactorily completed.

A student who is given an 'N' determination in an **additional course in Stage 5** retains eligibility for the RoSA provided that all requirements are met. Where a course is eligible for credentialing and an 'N' determination has been made, then 'N' will be printed on the RoSA.

Where a Principal has determined that a student is to be issued with an 'N' in any course, the Principal's Determination form should be completed and a copy given, together with the Student Appeal form, to the student, or sent to the student's home address. Principals must also advise the student's parents or guardians in writing of their right to appeal against the principal's determination.

NESA will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form. Copies of all the warning letters that were sent must be included. If a student does not wish to appeal to the Board, the completed Principal's Determination form should be retained at the school.

### Note:

The Science Years 7–10 Syllabus requires the satisfactory completion of at least one substantial student research project (SRP) in Stage 5. Students who have not complied with the requirements for satisfactorily completing the SRP at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student is ineligible for the award of the RoSA if they leave school at the end of Year 10, and may be ineligible to enter Preliminary (Year 11) courses.

# Responsibilities in the RoSA

NESA	THE SCHOOL	STUDENTS
<ul style="list-style-type: none"> <li>▪ establishing policies and procedures for the award of the RoSA</li> <li>▪ developing of Course Performance Descriptors for each NESA Developed Course</li> <li>▪ credibility of the RoSA</li> <li>▪ awarding the RoSa and Transcript of School Achievement</li> <li>▪ setting up procedures for dealing with appeals relating to all aspects of the award of the RoSA</li> </ul>	<ul style="list-style-type: none"> <li>▪ establishing policies and procedures that ensure a consistent approach</li> <li>▪ ensuring staff are fully aware of school assessment policies and procedures, and of the assessment requirements of their faculty, their school and NESA</li> <li>▪ ensuring students and their parents are fully aware of the assessment program, including their rights and responsibilities</li> <li>▪ ensuring valid distribution of grades</li> <li>▪ ensuring students are fully aware of the criteria by which they will be assessed</li> <li>▪ setting up procedures for dealing with appeals</li> <li>▪ establishing consistent practices within the course(s) and determining how comparability between different classes will be achieved</li> <li>▪ establishing the method of recording and reporting assessment data</li> <li>▪ setting assessment tasks related to the course objectives and measuring the degree of student achievement</li> <li>▪ recording observations and providing appropriate feedback to student on each task</li> <li>▪ making a judgement about each student's level of achievement by choosing the most appropriate overall description in the Course Performance Descriptors</li> <li>▪ allocating grades to students in all courses presented.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ensuring that they obtain and understand the school's policies on assessment</li> <li>▪ attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement</li> <li>▪ ensuring that any questions that they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back</li> <li>▪ demonstrating, through application and achievement, that they have met the requirements of the course.</li> </ul>

# Assessment Committee

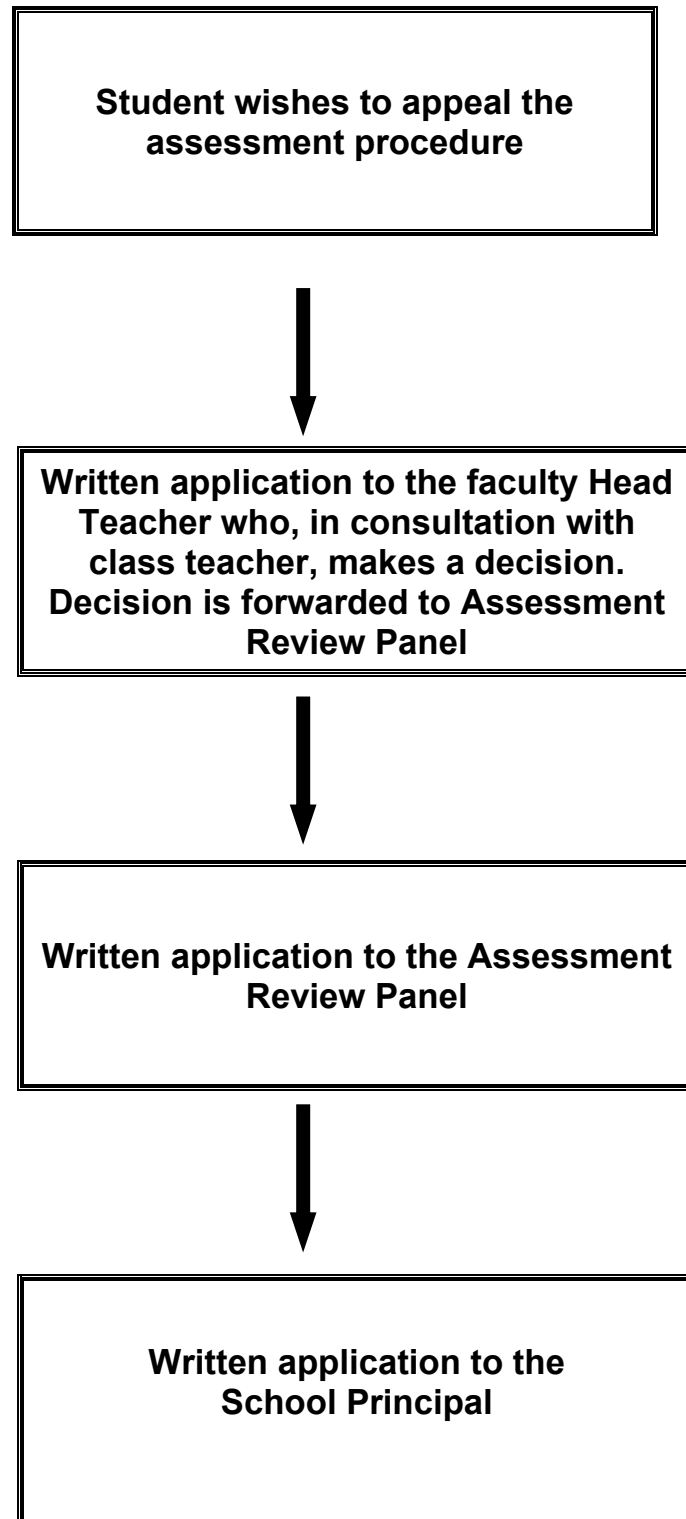
The *Assessment Committee* deals with all assessment procedures and policies relevant to Year 10 assessment & credentialing. The committee has the following responsibilities:

- ensure that the processes used for collecting assessment information are carried out in a fair and consistent manner, so that all students receive consistent rankings and grades irrespective of the class they are in
- ensure that no anomalies have occurred and that each student has been awarded the appropriate grade
- set up procedures for dealing with appeals
- ensure that all staff are fully aware of assessment requirements
- ensure that students are informed of their responsibilities and the details of the school's assessment program
- ensure that students receive and sign for a booklet containing all relevant assessment information.

The Assessment Committee meets to deal with issues arising as a result of a breach of any assessment procedures outlined in this booklet. The committee also responds to questions from students, staff and parents in relation to any assessment matters.

Communication to the committee must be in writing and addressed to the assigned year Deputy Principal (chairperson). This letter must include the reason for consulting with the committee and the perceived outcome required to resolve the concern. The committee will deal with all correspondence and make a written reply to all enquiries it receives.

# Flow Chart of the Appeals Process



**Macquarie Fields High School - Junior Assessment Policy**

(Copies of this form are available from the School Website & Head Teachers and Deputy Principal)

## **Stage 5 (Year 9 & 10)**

### **Illness / Misadventure Appeal**

**Closing Date for illness / Misadventure appeals:**

The first day back at school immediately after the assessment task or due date for an assessment item.

Name:.....PCG:..... Student Signature.....

Subject/Course: .....Head Teacher:.....

Assessment Title:..... Task Date: .....

My son / daughter has not completed the above assessment task because of:

- ☐ Sickness (Attach medical certificate)
- ☐ Misadventure

**Give details**.....

.....

.....

.....

Parent Signature:..... Contact Phone No: .....

***Head Teacher Response:***

*Student to get a copy of appeal and original copy to be stored in school file..*

***Assessment Committee Response (If Applicable)***

## 6 Strategies For Success



### 1. **Be punctual and attend timetabled lessons**

All children under the age of 17 are required by law to attend school regularly. The Department of Education and Communities requires that students must attend every school day unless ill. Research has shown a strong correlation between high attendance rates and higher academic achievement (2015 MFHS School Diary)

### 2. **Use your school diary**

Your school diary should be used to help with the organisation of tasks to be completed

### 3. **Be mindful of the need to meet deadlines.**

Your school diary and assessment overview can help with this

### 4. **Speak to your Teacher/Faculty Head Teacher if you need additional help with any course work.**

Your Teachers and the Faculty Head teacher are here to support you in your learning. Don't hesitate to raise any concerns you may have.

### 5. **Communicate with your parents**

It is important to speak to your parents in regards to what work you are doing in class and what pieces of work are due. Your parents should be able to give you support and help in organising your work.

### 6. **Be an enthusiastic learner who is striving for improvement**

Your attitude towards your learning is a very powerful thing. All students have the ability to improve their learning. Learning is a lifelong process.

# Year 9 Assessment Planner 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1						Mathematics Food Tech	Visual Arts	Psychology IST Commerce	Geography Science PDM/VD PDHPE Elective History	IT – Timber IT–Engineering English Music Japanese Ag Tech International Studies Child Studies Drama	PASS
Term 2		Visual Arts Mathematics History	Commerce PDM/VD Japanese	Mathematics Psychology Music	IT – Timber	Geography Food Tech Elective History		International Studies	IST Science Drama	PASS Graphics Technology Music IT – Timber IT–Engineering Child Studies	
Term 3		PDHPE	Mathematics Commerce	Elective History		Ag Tech	Visual Arts International Studies Child Studies	IST Food Tech PDM/VD Japanese Drama	Geography Science Music	Technology English Music PASS	
Term 4		Elective History PDM/VD Visual Arts History	Psychology Science Music Japanese International Studies Mathematics	Mathematics Commerce English Ag Tech	IT – Timber IT–Engineering Graphics Technology English Child Studies Drama	Geography	English				

Guide only – Not all assessments are shown on this planner.

# Agricultural Technology

## Course description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

## What students learn

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

## Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:

### Core A

- Introduction to Agriculture AND
- Plant Production 1 AND
- Animal Production 1

### AND

### Core B

- Agricultural Systems and Management AND
- Plant Production 2 AND/OR
- Animal Production 2.

## 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



## Stage 5 Year 9 Agricultural Technology Assessment Schedule

### Assessment Breakdown –

Task 1	Task 2	Task3
<b>Date:</b> Term 1, Week 10	<b>Date:</b> Term 3, Week 6	<b>Date:</b> Term 4, Week 4
<b>Topic</b> Introduction to Agriculture	<b>Topic</b> Plant Production	<b>Topic:</b> Animal Production
<b>Outcomes:</b> AG5-1; AG5-3; AG5-5; AG5-8; AG5-12	<b>Outcomes:</b> AG5-2; AG5-3; AG5-4; AG5-6; AG5-8; AG5-9; AG5-11; AG5-13; AG5-14	<b>Outcomes:</b> AG5-3; AG5-4; AG5-7; AG5-8; AG5-9; AG5-10; AG5-13; AG5-14
<b>20%</b> A-E Grade is awarded for this task	<b>40%</b> A-E Grade is awarded for this task	<b>40%</b> A-E Grade is awarded for this task

# Stage 5 Course Performance Descriptors – Agricultural Technology

## Areas for Assessment

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture.	demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture.	demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture.	demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture.	demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture
identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.	assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.	displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture	outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.	evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data.	displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data.	displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data.	displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.	displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

# Child Studies

## Assessment in this subject

Child Studies is a Content Endorsed Course. Students study 100 hours in Year 9 and 100 hours in Year 10. They are awarded a grade for this subject based on the common grade scale

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

## What will be assessed

In the *Child Studies Content Endorsed Course Years 7–10 Syllabus*, students will be assessed on their knowledge and understanding of course content and the application of skills focusing on researching, communicating, and evaluating issues related to child development.

## How students will be assessed

Students will be assessed through a range of theoretical and practical application assessment tasks that are designed to address the outcomes below. These include collaborative activities, peer and self-assessment and teacher observations. Students will also be assessed on their Students will be awarded an A – E grade at the conclusion of the course based on the common grade scale.

Students will be assessed on their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

## Outcomes

### Stage 5 outcomes

A student:

CS5-1 identifies the characteristics of a child at each stage of growth and development
CS5-2 describes the factors that affect the health and wellbeing of the child
CS5-3 analyses the evolution of childhood experiences and parenting roles over time
CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5 evaluates strategies that promote the growth and development of children
CS5-6 describes a range of parenting practices for optimal growth and development
CS5-7 discusses the importance of positive relationships for the growth and development of children
CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development.

## Year 9 Child Studies Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
	<b>Date:</b> Term 1, Week 10	<b>Date:</b> Term 2, Week 10	<b>Date:</b> Term 3, Week 7	<b>Date:</b> Term 4, Week 5
	<b>Nature of Task:</b> Planning for Parenthood Assessment Task	<b>Nature of Task:</b> New born Care Simulation	<b>Nature of Task:</b> Play – based Learning Activities Research Task	<b>Nature of Task:</b> Planning and Preparing Meals for Children Application
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
<b>Outcomes</b>	CS5-9 CS5-11 CS5-12	CS5-7 CS5-10	CS5-4 CS5-8	CS5-11 CS5-12

## ***Stage 5 Course Performance Descriptors – Child Studies***

### **Grading Board Endorsed and Content Endorsed Courses**

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses.

The Common Grade Scale describes performance at each of five grade levels.

<b>A</b>	The student has an extensive knowledge and understanding of the 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>B</b>	The student has a thorough knowledge and understanding of the 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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

# Commerce

## Assessment in this subject

The study of commerce enables young people to develop the knowledge and skills to research and develop solutions to consumer, financial, legal, business and employment opportunities. Commerce aims to develop students who are able to make informed and responsible decisions as individuals and as part of the community.

There are four mandatory topics; Consumers, Personal Finance, Law in Action and Employment Issues. There are also various course options.

## What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Analyses the rights and responsibilities of individuals in consumer, financial, legal and employment contexts
- Analyses key factors in commercial and legal decisions
- Evaluates options for resolving commercial and legal problems
- Researches commercial, financial and legal issues
- Use of Information Computer Technologies in a commercial context
- Skills in enquiring, interpreting and communicating

## How students will be assessed

During the course students are given a number of assessment tasks that allow the teacher to assign a result. Consistency in grading is monitored by the Head Teacher. From these tasks and the student's demonstration of outcomes such as class work and homework, students will receive a grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

## Outcomes

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

## Year 9 Assessment Schedule Commerce

<b>Year 9 Commerce Focus Areas:</b> <b>Consumer Choice and Personal Finance; Optional Areas are Travel and Tourism and Investment.</b>  <b>Skills include knowledge of terminology financial planning, graph and charts, consumer rights and choice</b>  <b>BOSTES Commerce Syllabus Outcomes</b> <b>From the Stage 5 Syllabus document 1999.</b> <b>5.1 to 5.9</b>	<b>FORMATIVE TASK 1</b>	<b>SUMMATIVE TASK 2</b>	<b>SUMMATIVE TASK 3</b>	<b>SUMMATIVE TASK 4</b>
	Date: Term 1 Week 8	Date: Term 2 Week 3	Date: Term 3 Week 3	Date: Term 4 Week 4
	<b>Research and Report</b>  <b>Task Type (20%)</b> Consumer protection, rights and choice.	<b>Half-Yearly Examination</b>  <b>Task Type (20%)</b> Testing of commerce skills and a knowledge and application of course concepts Writing	<b>In-Class Assessment Task</b>  <b>Task Type (20%)</b> Listening and Responding Reading and Responding Writing Commerce Skills Problem Solving Based on one optional study.	<b>Yearly Examination</b>  <b>Task Type (40%)</b> A written test of course ideas and concepts with scenarios and problem solving activities. Also applying knowledge of terminology and literacy skills.
	<b>A-E</b> <b>Grade is awarded for this task based on class averages</b>	<b>A-E</b> <b>Grade is awarded for this task based on class averages.</b>	<b>A-E</b> <b>Grade is awarded for this task based on class averages.</b>	<b>A-E</b> <b>Grade based on class average</b>
<b>Outcomes</b>	5.1	5.2, 5.4, 5.7, 5.8	5.2, 5.3, 5.6, 5.8	5.1, 5.4, 5.8, 5.9

## Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment		Knowledge of commerce Skills in commerce		
		Knowledge and understanding of consumer, financial, business, legal and employment matters Skills in decision-making, problem-solving, research, communication and working independently and collaboratively		
Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues.</p> <p>identifies some rights and responsibilities of consumers in some commercial and legal contexts.</p> <p>with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.</p> <p>undertakes limited research and recalls some basic commercial and legal information.</p> <p>communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.</p> <p>demonstrates very limited planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues.</p> <p>describes some rights and responsibilities of consumers in commercial and legal contexts.</p> <p>applies some decision-making and problem-solving skills in some commercial and legal contexts.</p> <p>undertakes some research and interpretation of basic commercial and legal information using a limited range of sources.</p> <p>displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms.</p> <p>demonstrates some planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.</p> <p>explains the rights and responsibilities of consumers in a range of commercial and legal contexts.</p> <p>applies decision-making and problem-solving skills in commercial and legal contexts.</p> <p>undertakes research, and interprets commercial and legal information using a variety of sources.</p> <p>displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms.</p> <p>demonstrates competent planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.</p> <p>discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts.</p> <p>applies well-developed decision-making and problem-solving skills in commercial and legal contexts.</p> <p>competently researches and assesses commercial and legal information using a variety of sources.</p> <p>displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms.</p> <p>demonstrates well-developed planning and organising skills when working independently and/or collaboratively.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues.</p> <p>analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts.</p> <p>independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts.</p> <p>capably researches and evaluates complex commercial and legal information using a wide variety of sources.</p> <p>displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms.</p> <p>demonstrates highly developed planning and organising skills when working independently and/or collaboratively.</p>



# Drama

## Assessment in this subject

The syllabus contains both essential content and additional content. It is taught as an Elective Course of 200 hours in Stage 5 (Years 9 & 10). In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

## What will be assessed

A number of assessment techniques are used and integrated within the practices of making, performing and appreciating drama. Such assessment activities may include; inquiry-based research assignments and projects, presentations, peer assessment and self-assessment.

**Making** Making allows students to contribute, select, develop, structure, create, interpret, enact, refine and manipulate (both individually and in a group) in the process of making drama. Making fosters an understanding of how drama/theatre works in both imagined and created situations.

**Performing** Performance allows students to demonstrate acting and performance skills using dramatic forms, performance styles, dramatic devices, technologies and theatrical conventions to explore, structure and refine ideas. It is a collaborative process where meaning is created through the performers' relationship with the audience.

**Appreciating** Appreciation allows students to demonstrate their understanding, experience, investigation, development, and evaluation through a variety of methods both individually and in a group. Appreciating fosters reflection on the personal, social, cultural, aesthetic and political aspects of the human experience. It provides a cultural and historical context for drama as an artform. Appreciating is a pathway to dramatic literacy through interpretation and analysis.

## How will students be assessed

In drama students will be assessed through a range of tasks including group and individual performances, critical analysis of dramatic works and the creation of dramatic works and associated objects such as costume and set design. Students will be expected to maintain a drama log book which will form a part of their assessment.

## Outcomes

Making	5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
Performing	5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
Appreciating	5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions 5.3.2 analyses the contemporary and historical contexts of drama 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## Stage 5/ Year 9 Drama Assessment Schedule

### Assessment Breakdown –

Task 1	Task 2	Task 3	Task 4
Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 5
Theory Test (Elements of Drama)	Performance and Process Logbook	Performance and Process Logbook	Written analysis, performance and process logbook
10%	25%	25%	40%
5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.3.1, 5.3.3

## Stage 5 Course Performance Descriptors – Drama

### Areas for Assessment

### Artmaking Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student at this grade typically:</i></p> <p>participates, with teacher support, in the practices of making, performing and appreciating drama.</p> <p>has an elementary understanding of some elements of drama and performance skills required to create drama for an audience.</p> <p>demonstrates very limited skills in improvisation, playbuilding and other dramatic forms.</p> <p>uses some aspects of performance spaces and elements of production.</p> <p>with guidance, conducts basic research.</p> <p>recognises the contribution of some groups and individuals.</p> <p>recognises aspects of the relationship between performer and audience.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts.</p> <p>develops their work using basic dramatic forms and performance techniques to create drama for an audience.</p> <p>demonstrates limited skills in improvisation, playbuilding and other dramatic forms.</p> <p>uses aspects of performance spaces, technologies and elements of production.</p> <p>conducts basic research and describes some contexts of drama.</p> <p>recognises the contribution of groups and individuals, using limited drama terminology.</p> <p>recognises the relationship between performer and audience.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.</p> <p>capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.</p> <p>competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.</p> <p>confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.</p> <p>researches and analyses the contemporary and historical contexts of drama.</p> <p>assesses the contributions of groups and individuals using appropriate drama terminology.</p> <p>analyses drama with an awareness of the relationship between performer and audience.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.</p> <p>capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.</p> <p>competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.</p> <p>confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.</p> <p>researches and analyses the contemporary and historical contexts of drama.</p> <p>assesses the contributions of groups and individuals using appropriate drama terminology.</p> <p>analyses drama with an awareness of the relationship between performer and audience.</p>	<p><i>A student at this grade typically:</i></p> <p>communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.</p> <p>perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience.</p> <p>demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.</p> <p>selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.</p> <p>researches and critically assesses the contemporary and historical contexts of drama.</p> <p>evaluates the contribution of groups and individuals, using appropriate drama terminology.</p> <p>analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.</p>

# English

## Assessment in this subject

Students will be assigned a final grade based on the English Course Performance Descriptors [CPD's] related to work done in units studies in Year 9 and 10.

## What will be assessed

Students will be assessed in a number of areas including speaking, listening, creating a Portfolio, and Area of Study. Students will sit a Half Yearly and Yearly Examination

## How students will be assessed

Students grade will be determined by their performance in:

### 1. Speaking

The speaking assessment is a common task. The task is differentiated for the Selective and Community cohort. The speech will be related to a text or theme studied in class. The task will be assessed according to published criteria.

### 2. Listening

The listening assessment is a common task that is differentiated for the Selective and Community cohort. Students respond to an aural resource. The listening task will be assessed according to published criteria.

### 3. Student Portfolio

The Portfolio will be assessed in two ways. Two pieces of edited work will be assessed in Semester 1. The complete Portfolio will be assessed and graded in Semester 2, according to the published criteria.

### 4. Examinations

Students will sit a Half Yearly and a Yearly Examination that is modelled on the Question 1, paper one of the Year 11 Preliminary examination.

### 5. Engagement

This component assesses students ability to perform in areas outside of formal assessment and includes class participation, the completion of classwork and homework and the ability to work in group situations.

Teachers meet before final grades are determined to profile and discuss students with special needs or circumstances.

## Outcomes

	A student
1	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
2	uses and critically assesses a range of processes for responding and composing
3	selects, uses, describes and explains how different technologies affect and shape meaning
4	selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning
5	Transfers understanding of language concepts into new and different contexts
6	Experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts
7	Thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
8	Investigates the relationships between and among texts
9	Demonstrates understanding of the ways texts reflect personal and public worlds
10	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
11	Uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

## Year 9 English Assessment Schedule

Semester 1		Semester 2	
<p><b><i>Why Shakespeare? – Introduction to Shakespeare</i></b></p> <p><i>10 Weeks, Term 1</i></p> <p><b>Portfolio Task:</b> Speech/Oral Presentation</p> <p><i>Week 10 Term 1</i></p>	<p><b><i>Novel-Representation</i></b></p> <p><i>10 Weeks, Term 2</i></p> <p><b>Portfolio Task:</b> Visual Representation</p>	<p><b>Creative Writing – Identity</b></p> <p><i>10 Weeks, Terms 3 -4</i></p> <p><b>Portfolio task:</b> Creative writing</p> <p><b>Portfolio Submission</b> Week 10, Term 3</p> <p><b>Yearly Examination</b> Week 4 Term 4</p>	<p><b><i>Consumerism– Documentary Study</i></b></p> <p><i>6 Weeks, Term 4</i></p> <p><b>Enrichment Task:</b> Project Based Learning presentation Week 7, Term 4</p>

# Stage 5 Course Performance Descriptors – English

## Areas for Assessment

Reading, listening, viewing  
Writing, speaking, representing  
Communicating and context  
Analysing language  
Interpretive, imaginative and critical thinking  
Expressing views

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>demonstrates some evidence of the ability to respond to a limited range of texts.</p> <p>with teacher support, discusses the context and perspective of texts and the relationships between and among them.</p> <p>with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</p> <p>responds in a rudimentary way to verbal and visual imagery.</p> <p>with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.</p> <p>is able to generalise at times from engaging with texts to present a limited view of the world.</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates some ability to respond to a range of texts.</p> <p>discusses the context and perspective of texts and the relationships between and among them.</p> <p>discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</p> <p>responds to verbal and visual imagery.</p> <p>composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.</p> <p>is able to generalise at times from engaging with texts to present some differing views of the world.</p>	<p><b>A student performing at this grade typically:</b></p> <p>through close and wide study, responds to a range of imaginative, factual and critical texts.</p> <p>investigates the context and perspective of texts and the relationships between and among them.</p> <p>analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.</p> <p>responds imaginatively to verbal and visual imagery.</p> <p>displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.</p> <p>is able to generalise from engaging with texts to present differing views of the world.</p>	<p><b>A student performing at this grade typically:</b></p> <p>through close and wide study, responds to demanding, imaginative, factual and critical texts.</p> <p>investigates with some insight the context and perspective of texts and the relationships between and among them.</p> <p>closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts.</p> <p>responds imaginatively and critically in an effective way to verbal and visual imagery.</p> <p>displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.</p> <p>is able to generalise from engaging with texts to present a range of views of the world.</p>	<p><b>A student performing at this grade typically:</b></p> <p>through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.</p> <p>perceptively investigates the context and perspective of texts and the relationships between and among them.</p> <p>constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.</p> <p>responds imaginatively and critically in a highly effective way to verbal and visual imagery.</p> <p>displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts.</p> <p>is able to generalise confidently from engaging with texts to present a wide variety of views of the world.</p>

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Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:	A student performing at this grade typically:
<p>with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.</p> <p>is able to identify some obvious expectations of an audience.</p> <p>with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.</p>	<p>with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.</p> <p>is able to identify and discuss some obvious preconceptions and expectations of an audience.</p> <p>with guidance, is able to reflect on their individual and collaborative skills for learning.</p>	<p>demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.</p> <p>conforms to or challenges an audience's preconceptions and expectations.</p> <p>with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</p>	<p>clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.</p> <p>with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</p> <p>independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</p>	<p>consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.</p> <p>with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</p> <p>independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.</p>

# Food Technology

## Course description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

The Food Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

## What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

## Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:

- six to eight focus areas.

## Outcomes

A student:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment



## Year 9 Assessment Schedule Food Technology

Task 1	Task 2	Task3
<b>Date:</b> Term 1, Week 6	<b>Date:</b> Term 2, Week 6	<b>Date:</b> Term 3, Week 8
<b>Topic</b> Food in Australia <b>Nature Of Task:</b> - Brochure/Research Task/Practical	<b>Topic</b> Food for Specific Needs <b>Nature Of Task:</b> Research	<b>Nature Of Task:</b> Food Selection and Health - Practical Assessment
<b>Outcomes:</b> FT5-6; FT5-7; FT5-8; FT5-9; FT5-12; FT5-13	<b>Outcomes:</b> FT5-3; FT5-8; FT5-9; FT5-10; FT5-12; FT5-13	<b>Outcomes:</b> FT5-1; FT5-2; FT5-4; FT5-5; FT5-11
<b>40%</b> A-E Grade is awarded for this task	<b>40%</b> A-E Grade is awarded for this task	<b>20%</b> A-E Grade is awarded for this task

## Stage 5 Course Performance Descriptors – Food Technology

### Areas for Assessment

Food properties and preparation  
Food, nutrition and society  
Food hygiene and safety  
Researching and communicating  
Designing, producing and evaluating

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.</p> <p>with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.</p> <p>with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.</p> <p>identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply.</p> <p>identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.</p> <p>displays very limited research skills and, with guidance, communicates simple information using a limited range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food.</p> <p>demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.</p> <p>outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.</p> <p>displays basic research skills, and communicates information using a limited range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food.</p> <p>demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.</p> <p>describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.</p> <p>displays sound research skills, and communicates information using a range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.</p> <p>demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.</p> <p>analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.</p> <p>displays well-developed research skills, and communicates complex information using a range of media.</p>	<p><b>A student performing at this grade typically:</b></p> <p>evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</p> <p>independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.</p> <p>demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.</p> <p>evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</p> <p>analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.</p> <p>displays highly developed research skills, and communicates complex information effectively using a range of media.</p>

# Geography

## Assessment in this subject

The Geography Syllabus includes two strands:

- **Mandatory World Geography**

All students must complete 100 hours of study of World Geography. This is achieved by completing one semester of Geography in Stage 4 (Years 7 & 8). Students are assessed as either *Satisfactory* or *Unsatisfactory*.

- **Mandatory Australian Geography**

All students must complete 100 hours of study of Australian Geography in Stage 5 (Years 9 and Year 10). Students will receive a grade from "A" to "E" based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the ROSA (Record of School Achievement)

## What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Gathering, processing and analysing data
- Planning, investigating and researching
- Analysing and explaining geographical processes
- Applying appropriate geographical tools.
- Analyses impacts of geographical perspectives on decision-making
- Understands Australia's links to it region

## How students will be assessed

During the course students will be given a number of assessment tasks that will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher. The total of these tasks will be reported to parents in the Year 10 final report. The students will also be prepared for their final exam by revision of work and by practising past papers during Term 3 of Year 10.

## Outcomes

	A student:
<b>5.1</b>	explains the diverse features and characteristics of a range of places and environments
<b>5.2</b>	explains process and influences that form and transform places and environments
<b>5.3</b>	analyses the effect of interactions and connections between people, places and environments
<b>5.4</b>	accounts for perspectives of people and organisations on a range of geographical issues
<b>5.5</b>	access management strategies for places and environments for their sustainability
<b>5.6</b>	Analyses differences in human wellbeing and ways to improve human wellbeing
<b>5.7</b>	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>5.8</b>	Communicates geographical information to a range of audiences using a variety of strategies

## Year 9 Geography Assessment Schedule

<b>Focus Areas: Sustainable biomes and Changing places</b>  <b>Literacy: Spelling, grammar, punctuation, terminology, metalanguage, reading comprehension,</b>  <b>Numeracy: Graph drawing and analysis, scale, map projections, evolution, geological time and others items.</b> <b>Population and demographic data and graphs.</b>  <b>Geography Skills: Maps, map reading longitude and latitude, contour lines, climatic graphs, line graphs, synoptic charts as per syllabus. Population pyramids, gradient and cross-sections as per syllabus.</b>  <b>Field Work: To be done around the school or on a compulsory field study in Sydney or the local area.</b>	Task 1 Summative	Task 2 (ongoing) Formative	Task 3 Summative
	Term 1/3 Week 9	Ongoing (In class time )	Term 2/4 Week 6 Semester Examination
	<b>Assessment task on Sustainable biomes – research and literacy</b>	<b>Class work including field work, participation in class discussions, group activities, formative class tasks.</b>	<b>Semester Examination with literacy and numeracy components. Covering changing places and Biome topics geographic skills</b>
	A-E Grade	A-E Grade	A-E Grade
<b>Outcomes</b>	5.1;5.2;5.3;5.4;5.7;5.8	5.1;5.2;5.3;5.4;5.6;5.7;5.8	5.1;5.2;5.3;5.4;5.5;5.6;5.7;5.8

## Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment		Communication Geographical tools and skills Geographical knowledge		
Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.</p> <p>exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.</p> <p>demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.</p> <p>recognises some different perspectives of geographical issues.</p> <p>demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.</p> <p>identifies some aspects of civics and recognises some links between civics and citizenship.</p>	<p><b>A student performing at this grade typically:</b></p> <p>displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.</p> <p>exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.</p> <p>demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.</p> <p>outlines different perspectives of Australian geographical issues.</p> <p>demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.</p> <p>displays some knowledge of civics and identifies links between civics and citizenship.</p>	<p><b>A student performing at this grade typically:</b></p> <p>displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.</p> <p>exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.</p> <p>demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.</p> <p>describes different perspectives of geographical issues.</p> <p>demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.</p> <p>displays broad knowledge of civics and describes links between civics and informed and active citizenship.</p>	<p><b>A student performing at this grade typically:</b></p> <p>displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.</p> <p>exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.</p> <p>demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.</p> <p>explains different perspectives of geographical issues at a range of scales.</p> <p>demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.</p> <p>displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.</p>	<p><b>A student performing at this grade typically:</b></p> <p>displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.</p> <p>exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.</p> <p>demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.</p> <p>explains and analyses different perspectives of geographical issues at a range of scales.</p> <p>demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.</p> <p>displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.</p>

# Graphics Technology

## Course description

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

The Graphics Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

## What students learn

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

## Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:

- Core Module 1 AND
- Core Module 2 AND
- four to six option modules.

## Outcomes

A student:

- GT5-1 communicates ideas graphically using freehand sketching and accurate drafting techniques
- GT5-2 analyses the context of information and intended audience to select and develop appropriate presentations
- GT5-3 designs and produces a range of graphical presentations
- GT5-4 evaluates the effectiveness of different modes of graphical communications for a variety of purposes
- GT5-5 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- GT5-6 manages the development of graphical presentations to meet project briefs and specifications
- GT5-7 manipulates and produces images using digital drafting and presentation technologies
- GT5-8 designs, produces and evaluates multimedia presentations
- GT5-9 identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
- GT5-10 demonstrates responsible and safe work practices for self and others
- GT5-11 demonstrates the application of graphics to a range of industrial, commercial and personal settings
- GT5-12 evaluates the impact of graphics on society, industry and the environment

## Year 9 Assessment Schedule GRAPHICS TECHNOLOGY

Task 1	Task 2
<b>Date:</b> Term 2 Week 10	<b>Date:</b> Term 4 Week 5
<b>Task Description:</b> Mechanical Drawing Unit	<b>Task Description:</b> Computer Aided Design (CAD)
<b>Outcomes:</b> GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-9, GT5-10, GT5-11, GT5-12	<b>Outcomes:</b> GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-6, GT5-7, GT5-8, GT5-9, GT5-10, GT5-11, GT5-12
<b>50%</b> <b>A-E Grade is awarded for this task</b>	<b>50%</b> <b>A-E Grade is awarded for this task</b>

# Stage 5 Course Performance Descriptors – Graphics Technology

## Areas for Assessment

Graphics principles and techniques  
Graphics Technology, industry and society  
Computer-based drafting technologies

Design, planning and construction  
Presentation and communication

Grade E	Grade D	Grade C	Grade B	Grade A
<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>
demonstrates elementary knowledge of graphics standards, procedures and conventions and, with guidance, uses these in the production of graphical presentations.	demonstrates basic knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations.	demonstrates sound knowledge of graphics standards, procedures and conventions, and incorporates these into the production of graphical presentations.	demonstrates thorough knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations.	demonstrates extensive knowledge of graphics standards, procedures and conventions, and independently incorporates these into the production of a range of graphical presentations.
produces presentations that demonstrate elementary knowledge and understanding of the features of effective graphical presentations.	produces presentations that demonstrate basic knowledge and understanding of the features of effective graphical presentations.	produces presentations that demonstrate sound knowledge and understanding of the features of effective graphical presentations.	produces quality presentations that demonstrate comprehensive knowledge and understanding of the features of effective graphical presentations.	produces high quality presentations that demonstrate extensive knowledge and understanding of the features of effective graphical presentations.
demonstrates very limited technical skill in producing simple manual and computer-based graphical presentations.	demonstrates limited technical skill in producing manual and computer-based graphical presentations.	demonstrates adequate technical skill in producing manual and computer-based graphical presentations.	demonstrates high technical skill in interpreting and producing a range of quality manual and computer-based graphical presentations.	demonstrates exemplary technical skill in interpreting and producing a range of high quality manual and computer-based graphical presentations.
	with assistance, uses the elementary features of CAD applications.	uses the elementary features of CAD and multimedia applications.	uses a variety of CAD and multimedia applications.	displays confidence and competence in using a range of CAD and multimedia applications.
with assistance, selects and uses some presentation techniques.	selects and develops appropriate graphical presentations for the intended audience.	interprets the nature of information and intended audience to select and develop appropriate graphical presentations.	analyses the nature of information and intended audience to confidently select and develop appropriate graphical presentations.	critically analyses the nature of information and intended audience to confidently select and develop a range of appropriate graphical presentations.
identifies some environmental and/or societal impacts of graphics technologies.	recognises environmental, societal and industrial impacts of selected graphics technologies.	compares and contrasts environmental, societal and industrial impacts of selected graphics technologies.	analyses environmental, societal and industrial impacts of a range of graphics technologies and outlines some actions to minimise negative impacts.	critically analyses environmental, societal and industrial impacts of a range of graphics technologies and proposes actions to minimise negative impacts.
uses very limited management techniques to meet predetermined briefs and specifications.	uses some management techniques to meet predetermined briefs and specifications.	identifies and uses management techniques to meet predetermined briefs and specifications.	independently identifies and comprehensively uses management techniques to meet predetermined briefs and specifications.	independently identifies and extensively uses management techniques to meet predetermined briefs and specifications.



# History

## Assessment in this subject

The History Syllabus includes two strands:

### ▪ **Mandatory World History**

All students must complete 100 hours of study of World History. This will be achieved by completing one semester of History in each of Years 7 & 8. Students are assessed as either *Satisfactory* or *Unsatisfactory in this area*. *The award of a satisfactory determination reflects the student's completion of the course study and all required tasks.*

### ▪ **Mandatory Australian History**

All students must complete 100 hours of study of Australian History in Stage 5 {Year 9 and Year 10}. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the actual ROSA (Record of School Achievement)

## What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Sequencing and recall
- Investigating, researching and locating from a variety of sources, including technology
- Analysing, synthesising, interpreting and using historical sources
- Communicating and explaining in written, oral and graphic forms.

## How students will be assessed

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 10 final report. The students will also be prepared for their final exam by practicing past test papers during Term 3 of Year 10.

## Outcomes

	A student:
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
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



## Year 9 Assessment Schedule

### COURSE: The Making of the Modern World



	TASK 1	TASK 2	TASK 3
<b>Focus Areas.</b> <b>Literacy:</b> Essay writing, grammar, spelling, punctuation. <b>Numeracy:</b> Chronology, timelines, dating systems, calendars, sequencing time periods.  <b>Historical Concepts and Skills</b> Comprehension: Chronology, terms and concepts, Continuity and change, Cause and Effect Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	Term 1/3 Ongoing	Term 2/4 Week 2	Term 2/4 In examination period
	<b>Depth Study 1- Movements of People</b>  Nature Of Task: <b>Formative Task</b>	<b>Depth Study 3- Australians At War</b>  Nature Of Task: <b>Battles of World War I Research Task</b>	<b>Depth Study - All topics</b>  Nature Of Task: <b>Examination of Historical literacy, knowledge and skills.</b>
<b>Grades</b>	<b>A-E</b> <b>Grade is awarded for this task</b>	<b>A-E</b> <b>Grade is awarded for this task</b>	<b>A-E</b> <b>Grade is awarded for this task</b>
<b>Outcomes</b>	HT 5-1, HT5-5, HT5-8, HT5-10	HT5-2, HT5-3, HT5-8, HT5-9, HT5-10	HT5-4, HT5-6, HT5-9, HT-10

## Stage 5 Course Performance Descriptors – Australian History

### Areas for Assessment

Historical knowledge  
Changing rights and freedoms  
Research and historical inquiry skills  
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>
demonstrates elementary knowledge and understanding of some significant events in 20th century Australian history and, with teacher support, describes some impacts of these events on Australian life.	demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life.	demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life.	demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.	demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.
demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates basic knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates sound knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.	demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.
recounts some historical events in chronological order.	sequences some events and identifies factors contributing to continuity and change.	sequences events and explains factors contributing to continuity and change.	sequences events and explains factors contributing to continuity, change and causation.	draws historical conclusions based on an understanding of continuity, change and causation.
recognises different perspectives within historical accounts, with guidance.	recalls different perspectives and interpretations of the past.	describes different perspectives and interpretations of the past.	explains different perspectives and interpretations of the past.	assesses different perspectives and interpretations of the past.
locates limited information from sources to answer historical questions, with guidance.	locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions.	locates, selects and organises relevant information from a number of sources to undertake historical inquiry.	selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry.	evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry.
communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.	communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.	communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms.	communicates their understanding of history by constructing explanations and coherent arguments about historical events and issues for different audiences, in a variety of oral, written and other forms.	communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms.
uses simple historical terms and concepts.	uses a limited range of historical terms and concepts.	uses appropriate historical terms and concepts.	appropriately uses a range of historical terms and concepts.	displays a sophisticated use of historical terms and concepts.

# Elective History

## Assessment in this subject

Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They have applied these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. They explain different contexts, perspectives and interpretations of the past. They select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

## What will be assessed

The following skills, knowledge and understanding outcomes are used to assess student performance:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and communication

## How students will be assessed

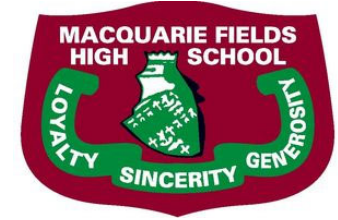
During the course students are given a number of assessment tasks that allow the teacher to assign a result. Consistency in grading is monitored by the Head Teacher. From these tasks and the student's demonstration of outcomes such as class work and homework, students will receive a grade from "A" to "E". These grades reflect the student's achievement in relation to the subject's Performance descriptors.

## Outcomes

	A student:
<b>HTE5-1</b>	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
<b>HTE5-2</b>	examines the ways in which historical meanings can be constructed through a range of media
<b>HTE5-3</b>	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>HTE5-4</b>	explains the importance of key features of past societies or periods, including groups and personalities
<b>HTE5-5</b>	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
<b>HTE5-6</b>	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
<b>HTE5-7</b>	explains different contexts, perspectives and interpretations about the past
<b>HTE5-8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>HTE5-9</b>	applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HTE5-10</b>	selects and uses appropriate forms to communicate effectively about the past for different audiences



## Year 9 Assessment Schedule Elective History



<b>Focus Areas.</b> <b>Literacy:</b> Essay writing, grammar, spelling, punctuation. <b>Numeracy:</b> Chronology, timelines, calendars, sequencing time periods.  <b>Concepts and Skills</b> Continuity and change, Cause and Effect, Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 2
	<b>Heroes and Villains</b>  Nature of Task <b>Source-based written task</b>	<b>The American Civil War</b>  Nature of Task <b>Research Task</b>	<b>English Royals</b>  Nature of Task <b>Formative Assessment</b>	<b>Film as History</b>  Nature of Task <b>Group Presentation</b>
<b>Grades</b>	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task
<b>Outcomes</b>	HTE5-1, HTE5-6, HTE5-9, HTE5-10	HTE5-1, HTE5-3, HTE5-4, HTE5-10	HTE5-1, HTE5-5, HTE5-7, HTE5-8	HTE5-1, HTE5-2, HTE5-7, HTE5-8

## Stage 5 Course Performance Descriptors – Elective History

### Areas for Assessment

**Historical understanding and knowledge  
Research and historical inquiry skills  
Communication**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <p>demonstrates elementary knowledge and understanding of some aspects of the nature of history, heritage and archaeology, and the methods of historical inquiry</p> <p>recognises some key features, personalities or groups in past societies, and recounts simply some historical events in chronological order</p> <p>recognises some contributions of cultural groups, sites and/or families to our shared heritage</p> <p>recognises some different perspectives within historical accounts, with guidance</p> <p>locates basic information from sources to construct simple historical recounts</p> <p>communicates an elementary understanding of history by creating basic historical recounts in a limited range of forms.</p> <p>uses simple historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry</p> <p>identifies some key features, personalities or groups in past societies, sequences events and identifies factors contributing to continuity and change</p> <p>identifies some contributions of cultural groups, sites and/or families to our shared heritage</p> <p>identifies different perspectives, interpretations and constructions of the past</p> <p>locates and selects relevant information from sources, and summarises the main ideas to engage in basic, structured research tasks</p> <p>communicates a basic understanding of history by creating descriptions and simple explanations, in a range of oral, written and other forms</p> <p>uses some appropriate historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry</p> <p>describes key features, personalities and groups in past societies, and sequences major historical events to explain causation, continuity and change</p> <p>describes the contribution of cultural groups, sites and/or families to our shared heritage</p> <p>describes different perspectives, interpretations and constructions of the past</p> <p>locates, selects and organises relevant information from a number of sources to undertake historical inquiry</p> <p>communicates a sound understanding of history by creating explanations and arguments, using a range of oral, written and other forms</p> <p>uses a range of historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates and applies a detailed knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry</p> <p>explains the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change</p> <p>analyses the contribution of cultural groups, sites and/or families to our shared heritage</p> <p>explains different perspectives, interpretations and constructions of the past</p> <p>selects and interprets a range of sources and draws conclusions about their usefulness in a historical inquiry</p> <p>communicates a thorough understanding of history by constructing coherent explanations and arguments for different audiences, using a variety of oral, written and other forms</p> <p>appropriately uses a wide range of historical terms and concepts.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates and applies a detailed and extensive knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry</p> <p>assesses the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change</p> <p>independently evaluates the contribution of a wide range of cultural groups, sites and/or families to our shared heritage.</p> <p>assesses different perspectives, interpretations and constructions of the past</p> <p>evaluates a range of sources and synthesises information from them to undertake historical inquiry</p> <p>communicates an extensive understanding of history by constructing sustained and coherent explanations and arguments for different audiences, using a variety of oral, written and other forms</p> <p>displays a sophisticated use of historical terms and concepts.</p>

# Industrial Technology

## Course description

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This may include study in the focus areas of:

- Automotive
- Building and Construction
- Electronics
- Engineering
- Farm Maintenance
- Metal
- Multimedia
- Timber.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

## What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

## Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Students undertaking the 200-hour course in each focus area are required to complete:

- the core module plus specialised module(s).

## 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 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

Task 1	Task 2	Task 3
<b>Date:</b> Term 1 - Week 10 Term 2 - Week 5	<b>Date:</b> Term 2 - Week 10	<b>Date:</b> Term 4 - Week 5
<b>Task Description:</b> Breadboard	<b>Task Description:</b> Picture Frame	<b>Task Description:</b> Small Box
<b>Outcomes:</b> IND5-1; IND5-2, IND5-3; IND5-6; IND5-8, IND5-9	<b>Outcomes:</b> IND5-1; IND5-3; IND5-6; IND5-8	<b>Outcomes:</b> IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8; IND5-9; IND5-10
<b>40%</b>  <b>A-E Grade is awarded for this task</b>	<b>10%</b>  <b>A-E Grade is awarded for this task</b>	<b>50%</b>  <b>A-E Grade is awarded for this task</b>

**Note:** Task 1 due date accomodates differentiated student design



## INDUSTRIAL TECHNOLOGY - ENGINEERING

Task 1	Task 2	Task 3
<b>Date:</b> Term 1 - Week 10	<b>Date:</b> Term 2 - Week 10	<b>Date:</b> Term 4 - Week 5
<b>Task Description:</b> Computer Aided Design	<b>Task Description:</b> Structures	<b>Task Description:</b> Mechanisms
<b>Outcomes:</b> IND5-2; IND5-5; IND5-6; IND5-8; IND5-9	<b>Outcomes:</b> IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-7; IND5-8; IND5-9; IND5-10	<b>Outcomes:</b> IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-6; IND5-7; IND5-8; IND5-9;
10%  A-E Grade is awarded for this task	50%  A-E Grade is awarded for this task	40%  A-E Grade is awarded for this task

## Stage 5 Course Performance Descriptors – Industrial Technology

Areas for Assessment		OHS and risk management Properties and applications of materials Industrial Technology and society	Producing quality projects Designing, communicating and evaluating	
Grade E	Grade D	Grade C	Grade B	Grade A
<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>
demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.	demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.	demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies.	demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies.	demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies.
with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices.	displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices.	displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices.	displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices.
identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.	outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.	describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
produces elementary sketches related to practical projects, and uses simple terms to describe production processes.	produces simple drawings for practical projects, and uses general terms to describe production processes to an audience.	produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences.	uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences.	independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences.
with assistance, applies elementary skills and design principles to the production or modification of projects.	applies basic skills and design principles to the development and production or modification of projects.	applies skills and design principles to the development and production or modification of projects.	consistently applies skills and design principles to the development and production of new projects.	independently and consistently applies skills and design principles to the development and production of new projects.

# Information & Software Technology

## Assessment in this subject

Students will be assigned a grade at the end of Year 9 based on the Information & Software Technology Course Performance descriptors (CPD), as related to work undertaken during Year 9 and Year 10.

Students may study this course for 200 hours. Students who display advanced competencies will have an opportunity to work at a higher level and will have an increased chance of achieving a higher Year 10 assessment grade (A or B).

## What will be assessed

The following areas are used to assess student achievement:

- Knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks;
- Analysis of the effects on individuals and society of a range of past, current and emerging information technologies;
- Application of problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations;
- Justifications and application of responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information;
- Ability to communicate using appropriate documentation, complex ideas and solutions to a variety of audiences.

## How students will be assessed

Throughout the course students will be given a number of assessment tasks that will allow the teacher to assign results for each outcome and also assess each student against the CPD's.

Some assessment tasks might include:

- Assignments
- Oral Presentations
- Practical Tests
- Multimedia Presentations
- Classroom Observations
- Problem Solving Activities
- Written Tests
- Research Tasks

An individual student CPD profile will be maintained within the Technological and Applied Studies Faculty. This will allow the teacher to record the attainment of each CPD. This profile will be used by the faculty to assign the final course grade upon completion of Year 10.

## Outcomes

	A student:
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

## INFORMATION & SOFTWARE TECHNOLOGY

<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Date:</b> Term 1 Week 8	<b>Date:</b> Term 2 Week 9	<b>Date:</b> Term 3 Week 8
<b>Task Description:</b> Presentation – Computer Hardware	<b>Task Description:</b> Project - Database Development	<b>Assessment</b> Digital Media
<b>Outcomes:</b> 5.1.2, 5.3.1, 5.3.2	<b>Outcomes:</b> 5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2	<b>Outcomes:</b> 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1
<b>30%</b> <b>A-E Grade is awarded for this task</b>	<b>40%</b> <b>A-E</b> <b>Grade is awarded for this task</b>	<b>30%</b> <b>A-E</b> <b>Grade is awarded for this task</b>

# Stage 5 Course Performance Descriptors – Information and Software Technology

## Areas for Assessment

Computer software and hardware  
Information and software technologies and society  
Designing and developing software solutions  
Communication and collaborative practices  
Responsible and ethical practices

Grade E	Grade D	Grade C	Grade B	Grade A
<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>
demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks.	demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks.	demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.	demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.	demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
with guidance identifies effects on individuals and society of some past, current and emerging information technologies.	outlines the effects on individuals and society of a limited range of past, current and emerging information technologies.	describes the effects on individuals and society of a range of past, current and emerging information technologies.	analyses the effects on individuals and society of a range of past, current and emerging information technologies.	perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies.
applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations.	applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations.	applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations	confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations.	is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations.
with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
with support, communicates, using limited documentation, ideas and solutions to an audience.	communicates, using appropriate documentation, ideas and solutions to an audience.	communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.	coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.	independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

# International Studies

## Assessment in this subject

Students may elect to complete either 100 hours or 200 hours of International Studies. This course is divided into the core content and options. Students will receive a grade from 'A' to 'E' based on the course performance descriptors as demonstrated by their performance in varying assessment tasks as well as from class-work and homework activities. This final determination appears on the actual ROSA (Record of School Achievement).

The course is an opportunity for students to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but it not limited to, this region.

## What will be assessed?

The following skills, knowledge and understanding outcomes are used to assess student performance:

- defining and analysing culture
- Investigating, researching and locating from a variety of sources, including technology
- Examining and evaluating cultural significance
- Communicating and explaining in written, oral and graphic forms.

## How students will be assessed?

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 9 final report.

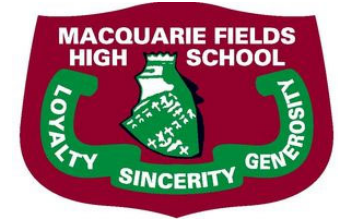
## Outcomes

	A student:
5.1	analyses a variety of definitions of culture
5.2	describes characteristics of culture
5.3	examines cultural similarities and differences
5.4	examines cultural diversity
5.5	accounts for the dynamic nature of culture
5.6	identifies influences on cultures and their interconnections
5.7	recognises bias and stereotypes
5.8	analyses different contexts, perspectives and interpretations of cultural beliefs and practices
5.9	evaluates culturally significant issues, events and scenarios from a variety of perspectives
5.10	applies understanding of cultural differences when communicating across cultures
5.11	applies strategies to challenge stereotypes
5.12	selects and uses a range of written, visual and oral forms and uses a range of written visual and oral forms, to describe, analyses and communicate about cultures



## Year 9 Assessment Schedule

### COURSE: International Studies



<b>Focus Areas.</b> <b>Literacy:</b> Essay writing, grammar, spelling, punctuation. <b>Numeracy:</b> Chronology, timelines, calendars, sequencing time periods.  <b>Concepts and Skills</b> Continuity and change, Cause and Effect, Empathic understanding, Significance, Contestability, Research, Explanation and Communication.	TASK 1	TASK 2	TASK 3	TASK 4
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 3
	<b>Core Study: Understanding Culture and Diversity in Today's World – Part One</b>  Nature Of Task: <b>Research Based Comparative Report</b>	<b>Option 8 – Culture and Film and Literature</b>  Nature Of Task: <b>Project based Group Presentation</b>	<b>Option 11 – Culture and Food</b>  Nature Of Task: <b>Project based Group Assessment</b>	<b>Option 5 - Culture and Travel</b>  Nature Of Task: <b>Inquiry Based Portfolio Task</b>
Grades	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.2, 5.3, 5.5, 5.6, 5.12	5.3, 5.4, 5.5, 5.6, 5.10, 5.12	5.2, 5.3, 5.4, 5.6, 5.10, 5.11, 5.12

## Stage 5 Course Performance Descriptors – International Studies

### Areas for Assessment

Cultural Understanding  
Cultural Knowledge  
Research and historical inquiry skills  
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>demonstrates elementary knowledge and understanding of cultural diversity and limited interconnections between cultures</p> <p>recounts some events that contribute to the dynamic nature of culture and displays limited appreciation</p> <p>recounts some events that contribute to the continuity and change of culture</p> <p>recognises different perspectives and stereotypes surrounding culture</p> <p>locates limited information from sources to answer questions</p> <p>Communicates their understanding of culture by creating basic accounts of culture in a range of oral, written and other forms</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates basic knowledge and understanding of cultural diversity and some interconnections between cultures</p> <p>sequences some events and identifies factors contributing to the dynamic nature of culture and displays some appreciation</p> <p>sequences some events and identifies factors contributing to continuity and change of culture in the contemporary world</p> <p>recalls different perspectives and stereotypes surrounding culture</p> <p>locates, selects and organises relevant information from sources and summaries the main ideas to answer questions</p> <p>Communicates their understanding of culture by describing aspects of culture in a range of oral, written and other forms</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates sound knowledge and understanding of cultural diversity and interconnections between cultures</p> <p>sequences events and explains factors contributing to the dynamic nature of culture and displays appreciation</p> <p>sequences events and explains factors contributing to continuity and change of culture in the contemporary world</p> <p>describes different perspectives and stereotypes surrounding culture</p> <p>locates, selects and organises relevant information from a number of sources to undertake a cultural inquiry</p> <p>Communicates their understanding of culture and cultural issues by creating explanations and arguments in a range of oral, written and other forms</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates thorough knowledge and understanding of cultural diversity and complex interconnections between cultures</p> <p>sequences events and explains factors contributing to the dynamic nature of culture and displays appreciation and empathy</p> <p>sequences events and explains factors contributing to continuity, change and causation of culture in the contemporary world</p> <p>explains different perspectives and stereotypes surrounding culture</p> <p>selects and interprets a range of sources and draws conclusions about their usefulness to a cultural inquiry</p> <p>Communicates their understanding of culture and cultural issues by constructing explanations and coherent arguments for different audiences, using a variety of oral, written and other forms</p>	<p><b>A student performing at this grade typically:</b></p> <p>demonstrates extensive knowledge and understanding of cultural diversity and multifaceted interconnections between cultures</p> <p>draws empathetic conclusions on the dynamic nature of culture and displays strong appreciation and empathy</p> <p>draws empathetic conclusions on the continuity, change and causation of culture in the contemporary world</p> <p>assesses different perspectives and stereotypes surrounding culture</p> <p>evaluates a range of sources and synthesises information from them that is relevant to a cultural inquiry</p> <p>Communicates their understanding of culture and cultural issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms</p>



# Japanese

## Assessment in this subject

### Elective Course: Japanese

Students may elect to complete either 100 hours or 200 hours of additional Languages. This grade will be determined by performance in a variety of assessment tasks, as well as class work and homework activities. This grade will be shown separately on the ROSA

### What will be assessed?

Students' knowledge, understanding and skills within the context family and daily life and culture of Japan.

### How students will be assessed?

During the unit the students will be given a number of assessment tasks which will allow the teacher to assign a result for each. Consistency in grading will be monitored by the Head Teacher.

The total of these tasks will be reported to parents in the Year 10 final report.

### Outcomes

	A student:
<b>LJA5-1C</b>	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LJA3-2C</b>	obtains and processes information in texts, using contextual and other clues
<b>LJA3-3C</b>	responds to texts using different formats
<b>LJA3-4C</b>	composes texts in Japanese using a series of sentences
<b>LJA3-5U</b>	applies key features of Japanese pronunciation and intonation
<b>LJA3-6U</b>	applies basic Japanese writing conventions
<b>LJA3-7U</b>	demonstrates understanding of Japanese grammatical structures
<b>LJA3-8U</b>	recognises how texts and language use vary according to context and purpose
<b>LJA3-9U</b>	makes connections between cultural practices and language use



## Year 9 Assessment Schedule

### COURSE: Japanese Elective



	TASK 1	TASK 2	TASK 3	TASK 4
<b>Focus Areas.</b> Family Life and Home Life. Friends, Recreation and Pastimes. School and Holiday.	Term 1 Week 10	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3
	Nature Of Task: <b>Culture Assignment</b>	Nature Of Task: <b>Formative Assessment</b>	Nature Of Task: <b>Written Task in Japanese</b>	Nature Of Task: <b>Yearly Examination</b>
	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task	<b>A-E</b> Grade is awarded for this task
<b>Outcomes</b>	LJA5-8U, LJA5-9U	LJA5-1C, LJA5-2C, LJA5-3C	LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U	LJA5-1C, LJA5-2C, LJA5-6U, LJA5-7U

## Stage 5 Course Performance Descriptors – Japanese

### Areas for Assessment:

Using Language  
Making linguistic connections  
Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ communicates, orally and in writing, using only simple phrases or words in some familiar contexts.</li> <li>■ responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication.</li> <li>■ conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures.</li> <li>■ with guidance, selects information from a limited range of spoken and written texts.</li> <li>■ with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates an elementary understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts.</li> <li>■ responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies.</li> <li>■ initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures.</li> <li>■ selects information from a range of spoken and written texts.</li> <li>■ demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates basic understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ communicates, orally and in writing, across a range of contexts, purposes and audiences.</li> <li>■ responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information.</li> <li>■ initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures.</li> <li>■ selects and summarises information from a range of spoken and written texts.</li> <li>■ demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates sound knowledge and understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.</li> <li>■ responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information.</li> <li>■ initiates and maintains communication and expresses own ideas clearly and effectively.</li> <li>■ is proficient in selecting, summarising and analysing information from a range of spoken and written texts.</li> <li>■ demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates thorough knowledge and understanding of the culture of Japanese-speaking communities.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>■ is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.</li> <li>■ responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information.</li> <li>■ initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively.</li> <li>■ is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts.</li> <li>■ demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture.</li> <li>■ demonstrates extensive knowledge and understanding of the culture of Japanese-speaking communities.</li> </ul>

# Mathematics

## Assessment in this subject

Students will be assigned a grade at the end of Year 9 based on the Mathematics Course Performance descriptors (CPD), as related to work undertaken during Year 9.

Student assessment is based on the knowledge, skills and understandings in the areas:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Working mathematically

## What will be assessed

Assessment in Mathematics is based on student achievement in relation to the knowledge skills and understanding in the above areas.

## How students will be assessed

Assessment tasks will be conducted each term and cover the Year 9 outcomes taught to date, as outlined in the Year 9 Assessment Schedule. Students' assessment marks will then be combined using the stated weightings to produce the final assessment mark. On the basis of this mark the order of merit for the group will be determined. Tentative grades will then be awarded by referring to the course performance descriptors. The grades of all students will be reviewed to ensure that no anomaly has occurred, and that the final grade awarded to each student will represent the best overall description of their achievement.

Note: Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to **nine levels** as follows:

E2  
D3  
D4  
C5  
C6  
B7  
B8  
A9  
A10

## Outcomes

The outcomes for this course are given to students progressively with each assessment task and at the commencement of a new topic.

Parents who would like to read all outcomes are referred to the Mathematics syllabus on the BOSTES web page under Stage 5 Mathematics.

# Year 9 Mathematics Content and Assessment Outline

## Mathematics Faculty | Year 9-Level 1| Stage 5| 2019 | Scope and Sequence

### Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Pythagoras Theorem		Working with Numbers		Algebraic Techniques			AT1	Geometry		
MA4-16MG, MA4-9NA, MA4-1WM,MA4-2WM		MA4-4NA,MA4-5NA,MA7NA, MA4-15MG, MA5.1-1WM, MA5.1-2WM.		MA4-1WM, MA4-1WM, MA4-3WM, MA4-8NA.			ATI-TIWI-TIWS	MA4-1WM, MA4-2WM, MA4-18MG, MA4-17MG.		
Applies Pythagoras' theorem to calculate side lengths, Pythagorean triad, and converse of Pythagoras' theorem.		Integers, decimals, fractions, terminating or recurring decimals, percentages, ratios and rates, time differences, simple interest formula.		Add and subtract like terms, multiply and divide algebraic expressions, factorise, expand.				Complementary, supplementary, adjacent, right ,straight, angles of revolution and vertically opposite, perpendicular and parallel lines, transversals, alternate angles pairs, corresponding angle pairs co-interior angle pairs, triangles, interior and exterior angle, special triangles and quadrilaterals.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		

### Term 2 – 10 weeks

Week1(3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry (Naplan - Week 3)			AT2	Indices		Equations		Earning Money	
MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG.			T1W9-T2W3	MA5.1-5NA, MA5.1-9MG, MA5.1-1WM, MA5.1-3WM.		MA4-10NA		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	
Hypotenuse, adjacent sides, opposite sides, sine, cosine and tangent ratios for angles, degrees and minutes, use trigonometric ratios to find unknown sides and angles.				Index laws, zero index, negative indices, significant figures, scientific notation.		Solve simple linear equations, equations with variables on both sides, equations with brackets, word problems.		Hourly rate of pay, overtime, commission, piecework, weekly, fortnightly, monthly and yearly earnings, commission, piecework and leave loading, income tax, PAYG tax, net and gross pay.	
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	

### Term 3 - 10 weeks

Week1(4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Earning Money		Surface Area and Volume			AT3	Coordinate Geometry and Graphs			

MA5.1-4NA	MA5.1-1 WM, MA5.1-2 WM, MA5.1-8 MG, MA4-14MG	AT3-T2W2-T3W3	MA5.1-1WM, MA5.1-3WM, MA5.1-6NA.
Leave loading, taxation	Perimeters/areas of composite figures, areas of quad, circumferences/ areas of circular shapes, surface area of rectangular/triangular prisms, vol of prisms/cylinders.		Calculate length, mid-point and gradient of an interval, testing whether a point lies on a line, graphing linear/quadratic /circles equations.
Self-evaluation, Topic Test	Self-evaluation, Topic Test		Self-evaluation, Topic Test

**Term 4 - 10 weeks**

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data			AT 4	Probability		Congruence and Similarity			
MA4-20SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP			AT4-T3W4-T4W1	MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-13 SP.		MA4 3WM, MA4 17MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG.			
Mean, median, mode & range, positively skewed, negatively skewed, symmetric or bi-modal, histogram, stem-and-leaf plots & dot plots, comparing & sampling data sets, types of data.				Outcomes, relative frequencies, theoretical probability, Venn diagrams, two-way tables.		Tests for congruent triangles, properties of similar figures, scale drawing,			
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test			

## Mathematics Faculty | Year 9-Level 2| Stage 5| 2019 | Scope and Sequence

### Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Pythagoras Theorem		Working with Numbers		Algebraic Techniques			AT1	Geometry		
MA4-16MG, MA4-9NA, MA4-1WM,MA4-2WM.		MA5.2-1WM, MA5.2-2WM		MA5.2-1WM, MA5.2-3WM, MA5.2-6NA.			AT1-T1W1-T1W5	MA5.2-14MG, MA5.2-1WM, MA5.2-3WM		
Applies Pythagoras’ theorem to calculate side lengths, Pythagorean triad and converse of Pythagoras' theorem.		Converting rates.		Add and subtract algebraic fractions, multiply and divide algebraic fractions, expanding binomial products.				Angle sum of a polygon, exterior angle sum of a convex polygon.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		
Term 2 – 10 weeks										

### Term 2 – 10 weeks

Week1(3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry (Naplan - Week 3)			AT2	Indices		Equations		Earning Money	
MA5.2-1WM, MA5.2-2WM, MA5.2-13MG.			AT2-T1W6-T2W1	MA5.2-7NA, MA5.2-1WM, MA5.2-3WM.		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA.		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	
Sine, Cosine and Tangent ratios to find unknown sides and angles.				Complex integer indices.		Equations with algebraic fractions, simple quadratic equations, equations and formulas.		Hourly rate of pay, overtime, commission, piecework, weekly, fortnightly, monthly and yearly earnings, commission, piecework and leave loading, income tax, PAYG tax, net and gross pay.	
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	

### Term 3 - 10 weeks

Week1 (4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Earning Money		AT3	Surface Area and Volume			Coordinate Geometry and Graphs			
MA5.1-4NA		AT3-T2W2-T3W3	MA5.2-1 WM, MA5.2-2 WM, MA5.2-11 MG, MA5.2-12 MG			MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-9NA, MA5.2-5NA, MA5.2-10NA.			
Leave loading, taxation			Surface area of cylinders.			Gradient-intercept equation, finding the equation of a line, direct proportion, sketching parabolas and simple circles.			
Self-evaluation, Topic Test			Self-evaluation, Topic Test			Self-evaluation, Topic Test			

**Term 4 - 10 weeks**

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data			AT 4	Probability		Congruence and Similarity			
MA5.2-1WM, MA5.2-3WM, MA5.2-15SP			AT4-T3W4-T4W1	MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM, MA5.2-17 SP.		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-14MG.			
Bias and questionnaires.				Two-step chance experiments.		Tests for similar triangles.			
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test			



## Mathematics Faculty | Year 9-Level 3| Stage 5| 2019 | Scope and Sequence

### Term 1 - 11 weeks

Week1(2 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10	Week 11
Pythagoras Theorem & Surds		Working with Numbers		Products and Factors			AT1	Geometry		
MA5.3-6NA		MA5.3-1WM, MA5.3-2WM		MA5.3-1WM, MA5.3-5NA,			AT1-T1W1-T1W5	MA5.2-14MG, MA5.2-1WM, MA5.2-3WM,		
Rational and irrational numbers, adding and subtracting surds, multiplying and dividing surds.		Converting recurring decimals to fractions.		Binomial expansion, perfect square, difference of two squares, factorising quadratic trinomials (monic and non-monic), factorising special binomial products.				Angle sum of a polygon, exterior angle sum of a convex polygon.		
Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test				Self-evaluation, Topic Test		

### Term 2 – 10 weeks

Week1(3 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week 10
Trigonometry (Naplan - Week 3)			AT2	Indices		Equations		Earning Money	
MA5.2-1WM, MA5.2-2WM, MA5.2-13MG.			AT2-T1W6-T2W1	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA.		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	
Problems involving bearings.				Fractional index.		Solve simple cubic equations, subject of formulas and literal equations.		Hourly rate of pay, overtime, commission, piecework, weekly, fortnightly, monthly and yearly earnings, commission, piecework and leave loading, income tax, PAYG tax, net and gross pay.	
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test		Self-evaluation, Topic Test	

### Term 3 - 10 weeks

Week1(4 days)	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Earning Money		AT3	Surface Area and Volume			Coordinate Geometry and Graphs			
MA5.1-4NA		AT3-T2W2-T3W3	MA5.3-13 MG, MA5.3-14 MG.			MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA,			
Leave loading, taxation			Volume of pyramids and cones.			Gradient-intercept equation, finding the equation of a line, direct proportion, sketching parabolas and simple circles.			
Self-evaluation, Topic Test			Self-evaluation, Topic Test			Self-evaluation, Topic Test			

**Term 4 - 10 weeks**

Week1	Week2	Week3	Week4	Week5	Week6	Week7	Week8	Week9	Week10
Investigating Data			AT 4	Probability		Congruence and Similarity			
MA5.2-1WM, MA5.2-3WM, MA5.2-15SP			AT4-T3W4-T4W1	MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM, MA5.2-17 SP.		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG			
Bias and questionnaires.				Two-step chance experiments.		Areas of similar figures, harder similar triangle proofs.			
Self-evaluation, Topic Test				Self-evaluation, Topic Test		Self-evaluation, Topic Test			

# Stage 5 Course Performance Descriptors – Mathematics

## Grade A10

A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

*A student at this grade typically:*

- uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables
- solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals
- uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

## Grade A9

A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.

*A student at this grade typically:*

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear
- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships
- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

## Grade B8

A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

*A student at this grade typically:*

- applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems
- calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons

- calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.

### **Grade B7**

A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.

*A student at this grade typically:*

- applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials
- calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes
- determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.

### **Grade C6**

A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.

*A student at this grade typically:*

- expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations
- uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent
- determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

### **Grade C5**

A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.

*A student at this grade typically:*

- uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept
- solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems
- identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.

#### **Grade D4**

A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.

*A student at this grade typically:*

- graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems
- finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles
- interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.

#### **Grade D3**

A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.

*A student at this grade typically:*

- solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships
- expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles
- calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.

#### **Grade E2**

A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.

*A student at this grade typically:*

- solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices
- uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings
- determines the mean and range for a set of data.

# Music

## Assessment in this subject

The Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours. The Elective course is studied for 200 hours in Stage 5 (Years 9 and 10). The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

## What will be assessed

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## How students will be assessed

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. Assessment is based on the development of skills in performing, composing and listening.

## 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
5.4	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
5.11	demonstrates appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

**Stage 5 Year 9 Music Assessment Schedule**  
**Assessment Breakdown – 40% Performance/30% Composition/ 30% Listening**

	Semester 1				Semester 2		
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7
	Date: Term 1 Week 10	Date: Term 1 Week 10	Date: Term 2 Week 4	Date: Term 2 Week 10	Date: Term 3 Week 9	Date: Term 3 Week 10	Date: Term 4 Week 3
Task Description	Performance	Listening	Composition	Performance	Composition	Performance	Listening
Weighting	20%	15%	15%	10%	15%	10%	15%
Outcomes Assessed	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9,5.10, 5.11, 5.12	5.4, 5.5 ,5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.4, 5.5 ,5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9,5.10, 5.11, 5.12

## Stage 5 Course Performance Descriptors – Music

**Areas for Assessment**  
Performing  
Composing  
Listening

Grade E	Grade D	Grade C	Grade B	Grade A
<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>	<b>A student performing at this grade typically:</b>
demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.	demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.	communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.	clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.	clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.	engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.	engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.	confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.	confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
with assistance, is able to perform a limited range of repertoire and engage in group music-making.	engages in group music-making and may perform some solo repertoire.	performs a range of repertoire in solo and group situations.	performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
with support, constructs limited musical compositions.	with support, explores, improvises, and constructs basic musical compositions.	explores, improvises, and constructs musical compositions.	explores, improvises, and constructs coherent musical works.	explores, improvises, and constructs coherent and stylistic musical works.
with support, explores the capabilities of some instruments.	with guidance, explores the capabilities of some instruments to create effects.	explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.	explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.	explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
with support, uses limited notational forms in their own work.	with support, notates their own work demonstrating some understanding of notational conventions.	notates their own work, demonstrating understanding of notational conventions.	notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.	describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.	analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.



# Personal Development, Health & Physical Education

## Assessment in this subject

PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

## What will be assessed

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. Students will be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

- **Health, Wellbeing and Relationships** – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.
- **Movement Skill and Performance** – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- **Healthy, Safe and Active Lifestyles** – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

## 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

## Year 9 PDHPE Assessment Schedule

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Date:</b> Term 1 Week 9	<b>Date:</b> Ongoing Term 1-3	<b>Date:</b> Term 3 Week 2	<b>Date:</b> Ongoing Terms 2 & 3
	<b>Nature of Task:</b> Identity Assessment Task	<b>Nature of Task:</b> Movement Skill and Performance Assessment Task	<b>Nature of Task:</b> Healthy Food Habits Assessment Task	<b>Nature of Task:</b> Leadership in Physical Activity Assessment Task
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
<b>Outcomes</b>	PD5-1 PD5-2	PD5-4 PD5-5 PD5-11	PD5-2 PD5-8	PD5-5 PD5-7

## Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment		Self and relationships Movement skill and performance	Individual and community health Lifelong physical activity	
Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>shows elementary knowledge, skills and understanding in relation to Stage 5 content.</p> <p>identifies actions that enhance well-being and their capacity to respond positively to challenges.</p> <p>identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>recognises some of the various influences on health decision-making and predicts some consequences.</p> <p>identifies some appropriate strategies, information, products and services to promote health and safety.</p> <p>identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment.</p> <p>demonstrates some movement skills and concepts to improve performance in predictable movement situations.</p> <p>identifies some elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows basic knowledge, skills and understanding in relation to Stage 5 content.</p> <p>describes actions that enhance well-being and their capacity to respond positively to challenges.</p> <p>describes factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.</p> <p>describes appropriate strategies and accesses information, products and services to promote health and safety.</p> <p>describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.</p> <p>demonstrates movement skills and concepts to improve performance in a choice of movement situations.</p> <p>displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows sound knowledge, skills and understanding in relation to Stage 5 content.</p> <p>explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.</p> <p>explains factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.</p> <p>explains appropriate strategies and accesses information, products and services to promote health and safety.</p> <p>explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.</p> <p>demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.</p> <p>displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows thorough knowledge, skills and understanding in relation to Stage 5 content.</p> <p>analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.</p> <p>analyses factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.</p> <p>analyses strategies and accesses and prioritises information, products and services to promote health and safety.</p> <p>analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.</p> <p>demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.</p> <p>displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.</p>	<p><b>A student performing at this grade typically:</b></p> <p>shows extensive knowledge, skills and understanding in relation to Stage 5 content.</p> <p>evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.</p> <p>evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.</p> <p>evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.</p> <p>evaluates strategies and accesses and appraises information, products and services to promote health and safety.</p> <p>evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.</p> <p>demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.</p> <p>displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.</p>

# Photographic and Digital Media/Visual Design

## Assessment in this subject.

The aim of the **Photographic and Digital Media Years 7–10 Syllabus** is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works
- understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

## What will be assessed?

Students will be assessed in both 'Art Making' and 'Critical and Historical Interpretations' in a variety of tasks in both practical and theory.

## How students will be assessed.

Students will be assessed through a range of activities and assessment tasks designed to address the outcomes below. They will be awarded a grade A – E at the conclusion of the course. Using assessments will clarify students' understanding of the concepts.

## Outcomes

### Art Making

Area of Content	Stage 5 Outcomes A student:
Practice	5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
Conceptual framework	5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
Frames	5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
Representation	5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
Conceptual strength and meaning	5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
Resolution	5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

### Critical and historical interpretations

Area of Content	Stage 5 Outcomes A student:
Practice	5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
Conceptual framework	5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
Frames	5.9 uses the frames to make different interpretations of photographic and digital works
Representation	5.10 constructs different critical and historical accounts of photographic and digital works

## **Stage 5/ Year 9 Photographic and Digital Media/Visual Design**

### **Assessment Schedule**

#### **Assessment Breakdown – 40% Critical and Historical Interpretations / 60% - Making**

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1, Week 9	Date: Term 2, Week 3	Date: Term 3, Week 8	Date: Term 4, Week 2
<b>Task Description</b>	Research Task	Practical Assessment	Practical Assessment Research Task	Practical Assessment
<b>Weighting</b>	Critical and Historical Interpretations – 20%	Making - 30%	Critical and Historical Interpretations –20%	Marking – 30%
<b>Outcomes Assessed</b>	Making – 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10

# Photographic and Digital Media/Visual Design

## General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

<b>A</b>	The student has an extensive knowledge and understanding of the 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>B</b>	The student has a thorough knowledge and understanding of the 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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

# Physical Activity and Sports Studies

## Assessment in this subject

Physical Activity and Sports Studies 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.

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

## What will be assessed

The *Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus* focuses on the skills of communicating, decision-making, interacting, moving, planning and problem-solving. The syllabus integrates these into a set of higher-order skills that assist students to participate effectively in physical activity and sport.

## How students will be assessed

Physical Activity and Sports Studies also 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. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Students will be assessed on their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance
- display management and planning skills to achieve personal and group goals
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

## Outcomes

### Stage 5 outcomes

A student:

<b>PASS5-1</b> discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b> analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b> discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b> analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b> demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b> evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b> works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b> displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b> performs movement skills with increasing proficiency
<b>PASS5-10</b> analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## Year 9 Physical Activity and Sports Studies Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
	Date: Term 1, Week 11	Date: Ongoing Term 1, 2 and 3	Date: Term 2, Week 10	Date: Term 3, Week 10
	Nature of Task: Technology, Participation and Performance Report	Nature of Task: Performance in Physical Activity and Sport	Nature of Task: Coaching Practical Application	Nature of Task: Issues in Physical Activity and Sport Depth Study Assessment Task
	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task	A-E grade is awarded for this task
<b>Outcomes</b>	PASS5-6 PASS5-10	PASS5-5 PASS5-7 PASS5-9	PASS5-5 PASS5-7 PASS5-8 PASS5-10	PASS5-3 PASS5-4 PASS5-10



## ***Stage 5 Course Performance Descriptors – Physical Activity and Sports Studies***

### **Grading Board Endorsed and Content Endorsed Courses**

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity & Sports Studies and Marine & Aquaculture Technology.

The Common Grade Scale describes performance at each of five grade levels.

<b>A</b>	The student has an extensive knowledge and understanding of the 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>B</b>	The student has a thorough knowledge and understanding of the 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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.



# Psychology

## Assessment in this subject

Students study 100 hours of Psychology in Year 9 and a second 100 hours in Year 10. They are awarded a grade for this subject based on the Course Performance Descriptors.

## What will be assessed

Students will be assessed on their knowledge and understanding of the course work, and their skills in investigating the nature of psychology, the study of human behaviour and becoming an autonomous learner:

## How students will be assessed

Students will complete the following assessment tasks:

- Topic Test: Personality and Self
- Action Based Research Task: Personality and Self
- Documentary Proposal Task: Psychological Disorders
- Seminar Paper and Presentation: Psychology and Society
- Writing Task: Psychology and Gender

In addition to this teachers will keep records of student achievement throughout the course. This will include class observations in discussion and practical tasks, homework, written reports and in class activities. All students are required to keep up-to-date theory notes and records of class activities. This is evidence of their diligent and sustained effort for the course and has been given a 5% assessment weighting for each semester. All of this data will be used to make a final judgement on the appropriate grade for the course.

## Course Outcomes:

	A student will:
1.1	explain how the field of psychology provides scientific explanations of the mind and behaviour with particular principles and procedures
1.2	identify strengths and limitations in scientific approaches to explaining what is a normal mind and human behaviour
1.3	identify and apply ethical research skills to psychology experiments
2.1	describe and explain the main approaches to the study of the nature of human behaviour
2.2	explain and assess biological theories of behaviour
2.3	identify the characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them
3.1	describe and explain developmental theories of perception, cognition and self
3.2	analyse different ways of explaining the nature of intelligence and creativity
3.3	identify the complexities of theories of personality
4.1	assess uses of psychology in society and popular culture
4.2	examine and apply the art of questioning and critical analysis
4.3	communicate information and ideas using appropriate written, oral and graphic forms
5.1	identify and develop personal values, skills and attributes that lead to effective learning
5.2	identify one's own attitudes and the impact they have on one's thinking and behaviours
5.3	communicate the value of historical and contemporary approaches to understanding the mind and human behaviour

## Year 9 Assessment Schedule Psychology

<p>Students will examine the nature of psychology; its history sub-fields and sub-types.</p> <p>Students will apply psychological ideas onto a practical framework and examine the nature of human behaviour.</p> <p>Students will learn about famous personalities in the field of psychology and their contributions to the field.</p> <p>Skills include reading comprehension, report writing.</p> <p>Knowledge of metalanguage and</p>		TASK 1 FORMATIVE	TASK 2 SUMMATIVE	TASK 3 SUMMATIVE
		Term 1 Week 8	Term 2 Week 4	Term 4 Week 3
		<b>Experimental Psychology (30%)</b>  <b>Task Type</b> A practical experiment to analyse aspects of human behaviour	<b>Group Media Presentation (30%)</b>  <b>Task Type</b> Assigned group roles Presentation techniques involving media Case study examples	<b>Yearly Test (40%)</b>  <b>Task Type</b> Short Answer responses Reading and Responding Stimulus questions Writing an extended response
		<b>A-E</b> <b>Grade is awarded for this task</b>	<b>A-E</b> <b>Grade is awarded for this task</b>	<b>A-E</b> <b>Grade is awarded for this task</b>
	<b>Outcomes</b>	1.1	1.1, 1.2, 2.1, 3.1, 3.3	1.2, 1.3, 2.3, 3.2

## General Descriptions and Levels of Achievement Psychology

Grade	Course Performance Descriptors
<b>A</b>	<b>Excellent achievement.</b> The student <ul style="list-style-type: none"> <li>demonstrates an extensive knowledge and understanding of psychology and the role it plays in understanding human behaviour</li> <li>analyses alternatives and evaluates human behaviour</li> <li>initiates, plans and implements action research using autonomous learning skills.</li> </ul>
<b>B</b>	<b>A high level of achievement.</b> The student <ul style="list-style-type: none"> <li>demonstrates thorough knowledge and understanding of the nature of psychology and the role it plays in understanding human behaviour</li> <li>describes and accounts for patterns in human behaviour</li> <li>analyses research data to pose and answer relevant questions</li> </ul>
<b>C</b>	<b>A substantial achievement.</b> The student <ul style="list-style-type: none"> <li>recognises and describes the nature of psychology and the role it plays in understanding human behaviour.</li> <li>uses research skills to record and communicate relevant information about human behaviour.</li> </ul>
<b>D</b>	<b>A satisfactory achievement.</b> The student <ul style="list-style-type: none"> <li>recognises and describes the role of psychology in understanding human behaviour</li> <li>locates and gathers information about people and their behaviour</li> </ul>
<b>E</b>	<b>An elementary achievement.</b> The student <ul style="list-style-type: none"> <li>has a basic knowledge and understanding of human behaviour</li> <li>has achieved some of the skills of the course but requires guidance to locate and present information as part of a research project</li> </ul>
<b>N</b>	<b>THE STUDENT FAILED TO MEET <u>ONE</u> OF THESE REQUIREMENTS:</b> <b>They did not</b> <ol style="list-style-type: none"> <li>follow the course developed by NESA</li> <li>apply themselves with <b>diligence and sustained effort</b> to set tasks and experiences provided in the course</li> <li>achieve some or all of the course outcomes</li> </ol>

# Science

Students in Year 9 will follow two streams. Community students will complete Stage 5 over 2 years. Selective students will complete Stage 5 outcomes within the Year 9 academic year then complete a Year 11 Science course in their Year 10 academic year.

## Assessment in this subject

Students will be assigned a final grade at the end of Year 9 based on the Science Course Performance Descriptors {CPD's} as related to work done in the units studied in Year 9 and Year 10. They will also be given an examination result based on the Science examination held in November.

## What will be assessed

The areas of assessment are :

- Knowledge and understanding of scientific concepts
- Practical and investigative skills
- Application of information and problem solving
- Communication and social interaction skills.

## How students will be assessed

Students will be given a class mark based on class tasks and an assessment mark based on common tasks. Some assessment tasks might include:

- |                              |                        |                     |
|------------------------------|------------------------|---------------------|
| • Portfolios                 | • Reports              | • Assignments       |
| • Classroom observations     | • Experimental designs | • Practical tests   |
| • Model making               | • Mapping exercises    | • Research projects |
| • Excursion reports          | • Oral presentations   | • Simulations       |
| • Audio-visual presentations | • Role plays           | • Oral/aural tests  |
| • Pen and paper tests        | • Student diagrams     | • Concept maps      |
| • Problem solving activities | • Debates              | • Computer models   |

## Outcomes

Focus Areas: A student:	Knowledge and Understanding A student:	Skills A student:
5.1 explains how social factors influence the development and acceptance of scientific ideas	5.6 applies models, theories and laws to situations involving energy, force and motion	5.13 identifies a problem and independently produces an appropriate investigation plan
5.2 describes the processes that are applied to test and validate models, theories and laws	5.7 relates properties of elements, compounds and mixtures to scientific models, theories and laws	5.14 undertakes first-hand investigations independently with safety and competence
5.3 evaluates the impact of applications of science on society and the environment	5.8 relates the structure and function of living things to models, theories and laws	5.15 gathers first-hand data accurately
5.4 discusses evidence supporting different viewpoints	5.9 relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time	5.16 accesses information from a wide variety of secondary sources
		5.17 explains trends, patterns and relationships in data and/or information from a variety of sources

5.5 <i>analyses how current research might affect people's lives</i>	<p>5.10 assesses human impacts on the interaction of biotic and abiotic features of the environment</p> <p>5.11 analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources</p> <p>5.12 relates the interactions involved in using some common technologies to their underlying scientific principles</p>	<p>5.18 selects and uses appropriate forms of communication to present information to an audience</p> <p>5.19 uses critical thinking skills in evaluating information and drawing conclusions</p> <p>5.20 selects and uses appropriate strategies to solve problems</p> <p>5.21 uses creativity and imagination in the analysis of problems and the development of possible solutions</p> <p>5.22 plans, implements and evaluates the effectiveness of a variety of tasks independently and as a team member</p>
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## Year 9 Assessment Schedule Science (Stream 1 Community)

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
Date	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 9	TERM 4 WEEK 3
Topic(s)	Chemistry - Atomic structure  Chemistry – Nuclear chemistry	Physics – Waves  Physics - Electricity	Biology - Diseases (Depth study) SRP (in pairs)	Earth - Plate Tectonics  Biology - Ecology
Task Description	Presentation	Depth study	Creative Task (Literature Review)	Yearly examination
Outcomes Assessed	SC5-9WS SC5-16CW SC5-17CW	SC5-7WS SC5-10PW SC5-11PW	SC5-8WS SC5-14LW SC5-15LW	SC5-13ES SC5-9WS

<b>Semester 1 Syllabus Outcomes</b>	<b>Semester 2 Syllabus Outcomes</b>
<p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-8WS</p>	<p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>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</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p>

## Year 9 Assessment Schedule Science (Stream 2 Selective)

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
Date	TERM 1 WEEK 9	TERM 2 WEEK 9	TERM 3 WEEK 9	TERM 4 WEEK 3
Topic(s)	Earth Science	Chemistry	Physics	Biology
Task Description	Research	Depth Study (SRP)	Creative Task (Literature Review)	Yearly examination
Outcomes Assessed	SC5-9WS SC5-LW1-4	SC5-1VA SC5-4WS SC5-5WS SC5-7WS	SC5-9WS SC5-PW1-5	SC5-9WS

<b>Semester 1 Syllabus Outcomes</b>	<b>Semester 2 Syllabus Outcomes</b>
<p>SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-8WS</p>	<p>SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p> <p>SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>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</p> <p>SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p>



## Stage 5 Course Performance Descriptors – Science

### Areas for Assessment

Knowing and understanding  
Planning and conducting investigations  
Problem-solving  
Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>recalls some examples of the impact of scientific research on science, society, technology and the environment.</p> <p>identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.</p> <p>identifies some systems and structures of the living and non-living world.</p> <p>with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.</p> <p>with guidance, locates information from provided resources to identify simple trends, patterns and relationships.</p> <p>with guidance, communicates information to an audience.</p>	<p><b>A student performing at this grade typically:</b></p> <p>outlines some impacts of scientific research on science, society, technology and the environment.</p> <p>recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.</p> <p>recalls some interactions within systems and structures of the living and non-living world.</p> <p>individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.</p> <p>locates and extracts information from provided resources to outline trends, patterns and relationships.</p> <p>communicates their scientific understanding to an audience.</p>	<p><b>A student performing at this grade typically:</b></p> <p>describes the impact of scientific research on science, society, technology and the environment.</p> <p>relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.</p> <p>outlines interactions within and between systems and structures of the living and non-living world.</p> <p>independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.</p> <p>independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.</p> <p>selects a suitable way to communicate their scientific understanding to an audience.</p>	<p><b>A student performing at this grade typically:</b></p> <p>explains the impact of scientific research on science, society, technology and the environment.</p> <p>describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.</p> <p>describes interactions within and between systems and structures of the living and non-living world.</p> <p>independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.</p> <p>independently locates and processes information from a variety of sources to explain trends, patterns and relationships.</p> <p>selects suitable ways to communicate their scientific understanding to an audience.</p>	<p><b>A student performing at this grade typically:</b></p> <p>evaluates the impact of scientific research on science, society, technology and the environment.</p> <p>explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.</p> <p>explains interactions within and between systems and structures of the living and non-living world.</p> <p>engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.</p> <p>independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.</p> <p>communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.</p>

# Visual Arts

## Assessment in this subject

The Visual Arts Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a study of 100 hours. This is a requirement for eligibility for the award of the School Certificate. The Elective course is studied for 200 hours in Stage 5 (Years 9 and 10).

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

## What will be assessed

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks .

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – *artwork* – and the world – *audience*. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

## How students will be assessed

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. Students are required to produce a body of work and keep a Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

## Outcomes

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

## Stage 5/ Year 9 Visual Arts Assessment Schedule

### Assessment Breakdown – 40% Critical and Historical Interpretations / 60% - Art Making

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>Term 1, Week 7</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 7</b>	<b>Term 4, Week 2</b>
<b>Task Description</b>	Research Task	Practical Assessment	Practical Assessment Research Task	Informal assessment of Art Making and Research
<b>Weighting</b>	Critical and Historical Interpretations – 20%	Art Making - 30%	Art Making - 30% Critical and Historical Interpretations –20%	
<b>Outcomes Assessed</b>	Making – 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10	Making - 5.1,5.2,5.3,5.4,5.5,5.6 Critical and Historical Interpretations – 5.7,5.8,5.9,5.10

## Stage 5 Course Performance Descriptors – Visual Arts

### Areas for Assessment

### Artmaking Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <p>makes simple artworks with an elementary understanding of the frames and the conceptual framework.</p> <p>recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.</p> <p>makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.</p> <p>with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.</p>	<p><b>A student performing at this grade typically:</b></p> <p>makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.</p> <p>represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.</p> <p>makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.</p> <p>recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.</p>	<p><b>A student performing at this grade typically:</b></p> <p>makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.</p> <p>demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.</p> <p>interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.</p> <p>demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.</p>	<p><b>A student performing at this grade typically:</b></p> <p>makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.</p> <p>demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.</p> <p>interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.</p> <p>demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.</p>	<p><b>A student performing at this grade typically:</b></p> <p>makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.</p> <p>demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.</p> <p>synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.</p> <p>demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.</p>

## Getting Support

If you have any questions/concerns about a subject that you are studying in Year 9 you are encouraged to speak to the Faculty Head Teacher. The following is a list of Faculty Head Teachers:

Faculty	Faculty Head Teachers
CAPA	Mrs K.Metcalf
English	Ms J.Hall (Rel)
Geography	Mr P.Celestino
History	Mr T.Neale
Languages	Mr T.Neale
Mathematics	Mr G.Plows
Personal Development/Health/Physical Education (PDHPE)	Miss N.Boyles (Rel)
Science	Mr B.Matchett
Special Education	Ms P.O'Sullivan (Rel)
Technological and Applied Studies (TAS)	Mr G.Byrne

## Using the Library

## Support from Miss Hannaford and library staff

## Using the Library

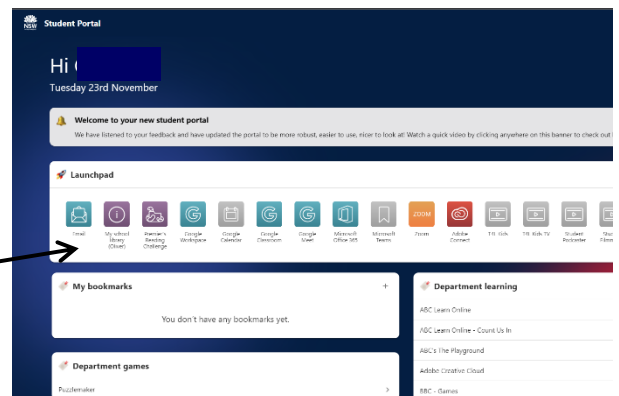
The library provides an ever increasing range of resources to support students in their learning and recreational reading. The library focuses on the development of information literacy by providing access to print and digital resources. Our operational philosophy is "Macquarie Fields High School Library is more than just 4 walls; it is the world, 24 hours a day, seven days a week."

Library hours are **8.00 am to 3:20pm**. The Library is closed during recess every Friday. The student ID card issued in Year 7 and then renewed in Years 9 and 11 also serves as the student borrowing and printing card, however, if replacement cards are required a cost of \$10.00 will be incurred.

The Library facility is managed by the Teacher Librarian Miss Hannaford supported by two School Administrative Officers- Mrs Majarich and Ms Corrigan.

## Accessing the Library Collection

To meet the 21st Century information needs of our school community, the library catalogue and many parts of the digital library collection can be accessed via our online catalogue. Go to the student portal and click on the ***My school library (Oliver)*** link.



This link in the student portal is available both at school and at home.

## How many books can a student borrow?

Year 9 students may borrow 2 Non Fiction books and 2 Fiction books, 2 ebooks and 2 audiobooks for 14 days.

## Encouraging Ethical Scholarship

Students are strongly encouraged to use images, videos and sounds in projects that are available through Creative Commons. Creative Commons is where the owner of the original media has given permission upfront for other people to use their material. Please read the guide on Creative Commons which includes how to search for media licensed under Creative Commons.

## How to Reference in Assignments

Students are strongly encouraged to use a wide range of resources for completing assignments including books, online databases, websites, video, podcasts and journals. As ethical scholars, it is essential that students submit a reference list outlining what resources were used or cited in the assignment. Our school uses Harvard Referencing format.

A copy of the information skills process sheet has been attached at the back of this booklet.

## What is Creative Commons?

Creative Commons is a copyright licensing system where the owners of copyright allow others to use their work by giving their permission upfront ie the user does not have to seek the owners permission. Creative Commons is primarily used for online content such as pictures, video, music and text. Students, Teachers and community members can freely apply creative commons licenses to their own work. To apply a license visit: <http://creativecommons.org/choose/>

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## How to find material licensed under Creative Commons.

### Creative Commons Search Engine

<http://search.creativecommons.org/>

When you click on the links on this page, you are redirected to the relevant site but the search filters are adjusted to search only for creative commons licensed content. (Note: student access is blocked when they click on any of these links at school.



PTO

Macquarie Fields High School  
Information Resource Centre



### Google Advanced Search (text)

[http://www.google.com.au/advanced\\_search?hl=en](http://www.google.com.au/advanced_search?hl=en)

To activate the creative commons filter, click on the date, usage, rights, region and more link



### Flickr (Advanced Search)

<http://www.flickr.com/search/advanced/>

To activate the creative commons filter, tick the box adjacent to the creative commons logo. There are additional filters under this box to choose content that can be modified for commercial use or only display content that the author has given permission to modify, adapt or build upon.



## How to attribute Creative Commons material.



Step 1: record the type of License using the two letter codes in parentheses.

Step 2: record where the material is located (eg Flickr or Jamendo) and the name of the owner/ author followed by a full stop.

Step 3: Copy and paste the full URL of the material (if it is found online) or the name of the publisher (if not online)

Example:

cc licensed (BY NC SA) flickr photo by A. Diez Herrero. <http://www.flickr.com/photos/21572939@N03/2090542246/>

## Need further assistance?

If you need additional assistance locating, using and attributing Creative Commons material please speak with the Teacher Librarian or a member of the Library staff.

Macquarie Fields High School  
Information Resource Centre





# How to write different types of reference for Assessments (Harvard System)

## Books

You must include commas, and *italics* where demonstrated

Author Surname , First Initial Year of Publication , *Book Title in Italics* , Publisher name , City of publication

## Magazines and Newspapers

Author Surname , First Initial Year of Publication , 'Article title with quote marks at the start and end' , *Newspaper Title in Italics* , Volume Number or Date of publication Eg Vol. 3 , Page number

## Webpages and Podcasts

Author Surname , First Initial Year of Publication , *Page Title in Italics* , Page Host name , viewed on date , URL of webpage copied from the address bar.

## Blogs

Author Surname , First Initial Year of Publication , 'Article title with quote marks at the start and end' , Blog Name , viewed on date , URL of webpage copied from the address bar.

## Wikis

'Article title with quote marks at the start and end' Year of Publication , Wiki-name , viewed on date , URL of webpage copied from the address bar.

## YouTube

Username Year of Publication , Clip name , date loaded to YouTube , viewed on date , URL of webpage copied from the address bar.