



LAMBTON HIGH
SCHOOL

YEAR 9 2024

ASSESSMENT BOOKLET



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Eligibility for the ROSA

The NSW Education Standards Authority (NESA) Record of School Achievement (RoSA) is eligible to students who complete Year 10 but leave school before completing the Higher School Certificate. It is a cumulative credential that records the student’s academic achievement up to the date they leave school.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW
- Completed courses of study that satisfy NESA’s curriculum and assessment requirements for the RoSA
- Complied with all requirements imposed by the Minister or NESA
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of History and Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health, and Physical Education	The Board’s mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student’s own work, acknowledging sources which have been consulted and/or quoted

Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 7 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students
- Provide students with detailed feedback on their performance, in a timely manner.

The Lambton High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence.



Student Assessment

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

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

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

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students’ knowledge, understanding and skills to inform their teaching. Sometimes referred to as ‘formative assessment’, it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement



- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).



Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable. As a guide 3 to 4 Tasks per subject. Semesterised subjects such as Geography and History have 2 tasks per subject.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

Head Teachers are required to validate each task prior to distribution to students. All assessment tasks for a course should be completed by each candidate. The students will be required to acknowledge the receipt, submission and return of a task.

Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to account for the possible effects of illness or domestic situations. Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

Notification

In addition to the information in this Year 7 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable
- Feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma
- Students are required to acknowledge that they have received the assessment task notification
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher to certify the task
- If a student is absent on the day that a notification for an assessment task is issued to students, it is the responsibility of the student to speak to the teacher or Head Teacher to seek the location of the notification. Note: unless there are exceptional circumstances, an extension of time for the task will not be granted.



Assessment Schedule

This assessment booklet provides you with an assessment schedule for each of your courses. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings, and outcomes to be assessed, as well as the school assessment weighting.

Submission of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses in which they are enrolled.

Submission of tasks at Lambton High School

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted in class as per the Assessment Notification. Hard copies (on paper) must be submitted to the class teacher unless specified otherwise on the Task Notification. Electronic assignments must be submitted on Canvas, or as directed on the Assessment Task Notification. Students have a responsibility to ensure:

- the correct electronic file is attached
- the file is not corrupt

Note: technology fault is not grounds for appeal.

Students should always keep a copy of assignments in multiple forms, ie. hard copy, a thumb drive portable disk, a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.

Assessments take precedence over all school activities, including excursions, competitions and sporting events. Under special circumstances an exemption may be granted, however it is the student's responsibility to inform their class teacher that they will be seeking misadventure from the Deputy Principal prior to the due date.

Minimal homework is to be provided during the assessment period.

Dates for assessment tasks may vary according to the Assessment Plan. Students will be notified if changes become necessary.



Procedures for Task Administration

For separate classes completing the same course, Head Teachers are required to ensure:

- all students receive the same information to ensure consistency in the administration of the assessment task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked corporately for consistency when required and against the marking rubric to ensure consistency.

During an assessment task, students must turn off their mobile phone and other wearable technology and place these in their school bag or the box. Students who breach this rule may have a penalty imposed, such as a zero for the task.

Procedures for Late Submission and Task Non-Completion

For students in Years 7-9 tasks handed in late will incur a **10% penalty of the full marks available per day for up to 5 days. After the 5th day a zero mark will be awarded.**

Where a student is absent on the due date:

- Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must complete/submit the Illness/Misadventure Form (*available from the Year Group HomePage on CANVAS*) to the Faculty Head Teacher and plan for the task to be submitted, or completed, on or before time.
- Where the student has been absent on the day the assessment task was due and the task was not submitted by arrangement, due to illness/misadventure, the student must submit the task to their teacher on their first day of attendance accompanied by a dated/signed illness/misadventure form explaining reasons for the late submission of the task.
- Where a student is absent on the day of an in-class assessment, it is the responsibility of the student to see the Head Teacher of the relevant course on the first day of attendance after illness and to make alternative arrangements for completion of the assessment task. The student must be prepared to sit the task the first day back at school. An Illness/Misadventure Letter from the parent/caregiver must be provided to support the illnesses for the late completion of the assessment task.
- Where a student is absent on the day an assessment task is due or scheduled either for medical reasons or for any other reason, an Illness/Misadventure form must be submitted to the faculty Head Teacher to avoid any penalties being imposed for late submission of the task.
- Students will complete an alternative theory-based task if injury precludes them from completing practical assessment.
- Failure to follow the above procedures will result in parents being contacted
- Where a student is awarded an estimate mark for a missed task, the mark shall be developed at the discretion of the Head Teacher, considering such factors as course outcomes, course rank and individual performance in the course
- Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Deputy Principal at the time of suspension that an assessment task is to be



completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Procedures for Illness / Misadventure Application

A submitted Illness/Misadventure form (see Appendix) signed by a parent/guardian is used when an assessment task is:

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances.

It is the student's responsibility to submit a completed Illness/Misadventure form and return it to the Faculty Head Teacher within five school days of the due date of the task, preferably upon first day of return to school. Relevant documentation (e.g. doctor's certificate, statutory declaration) should be attached to the Illness/Misadventure form where applicable.

Late Illness/Misadventure form may be considered but only in the event of exceptional circumstances.

Students cannot submit an Illness/Misadventure form based on:

- technology fault
- misreading the timetable or assessment schedule
- misreading assessment task or examination instructions
- illness once the assessment paper is opened during the reading time, or after the examination commences.

The Illness/ Misadventure form is considered by the Head Teacher (within policy guidelines). The Head Teacher may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

If the Head Teacher dismisses the appeal, the student has the option of requesting an Appeals Committee review.

The Appeals Committee shall be convened by the Year Group line managing Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The Appeals Committee may:

- uphold the appeal
- dismiss the appeal
- impose a penalty.

The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.



Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

To assist in the detection of malpractice, Lambton High School utilises a plagiarism detection program to maintain the integrity of student work. Where malpractice is detected a zero may be given for the entire task. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties may apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive a Letter of Concern.

Disability Provisions

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Disability provisions can be granted to students by the Principal if **relevant GP or Specialist documentation is provided** to the school.

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Provisions can include: small group, rest breaks, extra time, reader &/or writer, diabetic provisions, use of laptop & other. Provisions are only granted when the students’ disability needs a practical arrangement to reduce the



disadvantage in an exam situation. (e.g. a student experiencing anxiety for a formal speech can supply the school with a letter from the GP stating their anxiety & recommending a small group arrangement).

Making an Application

Parents wishing to apply for Disability Provisions for their son/daughter must supply a GP or Specialist documentation to the schools' Learning & Support Teacher (LaST). GP or Specialist documentation must not be older than one year.

The Learning and Support Teacher will coordinate special provisions for students and provide them with an alternate assessment timetable where appropriate.

Assessment Task / Examination Procedures

Students:

- must be prompt to the examination. Students should assemble outside the MPC or other designated venue
- are not permitted to leave the venue before the end of the examination
- must not talk once they have entered the examination venue
- will be directed where to sit
- must remove their watch and place it in clear view on the examination desk
- must not write, use any equipment including highlighters, or annotate examination paper in any way during reading time
- must read the instructions on the examination paper carefully as well as all questions
- write clearly, preferably with black pen
- write answers in the correct answer booklets
- must follow the supervisor's instructions at all times
- must behave in a polite and courteous manner towards the supervisors and other students
- must make a serious attempt at the examination
- will be dismissed by the supervising teacher.

If a student is absent on the day of a scheduled examination, they are to contact the Head Teacher as per the Illness/Misadventure Process.



Equipment Checklist for Examinations

What you should bring into your exam room:

- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle.

What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language exams
- Correction fluid.

Calculators

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators.

The list of approved scientific calculators, can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>



Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they can do and what they need to do in order to improve their performance. This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or section of).

Procedure for Reviewing the procedures

These procedures are reviewed annually by staff, students, and community representatives to ensure:

- the implementation of procedures which satisfy the requirements for the award of the ROSA
- it meets NESA rules and regulations including teaching the prescribed areas of study, electives and texts.

The review includes:

- Assessment Policy
- Assessment schedules.

Other relevant documents / sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>

Subject Contributions

The money paid in subject contributions is used to purchase materials and consumable items for each course. Contributions for Year 7 courses are included in the fees paid during the enrolment process.



Year 9 Assessment Plan

Week	Year 9 2024 - Term 1				
3					
4					
5					
6	Elective History		PE Practical – LTMNH		
7					NAPLAN 2024 13 – 25 March
8					
9	NAPLAN	English	Music	History / Geography	
10	PASS Practical	Industrial Technology	Marine Studies	Science	Music
11	Commerce			Visual Arts	Music
Week	Term 2				
1			PDHPE - Theory		PDHPE Practical (ABOFgymH)
2	IST		Maths		PASS Theory
3	History/Geography				
4	IT - Engineering		IT - Timber		
5	Elective History				
6					
7					
8	English				
9					Science
10					
Week	Term 3				
1					
2					
3	Commerce		Food Technology		
4	Music				
5	Marine Studies				
6	Maths + Acceleration		PDHPE Practical (Dance)		Industrial Technology Multimedia
7	IST				Elective History
8					
9			History / Geography		
10	PASS Practical		PDHPE Theory	PDHPE Prac (Offensive Strategy)	Visual Arts
Week	Term 4				
1	IT - Engineering		IT - Timber		Marine Studies
2	Design and Fashion		English		
3	History / Geography				
4	Year 9 Yearly Exams. Exam Timetable to be issued with subject exams.				
5					
6					
7					
8	Maths Acceleration (only)				
9					
10					

Commerce

Course Description

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

Course Outline

Topics include:

- Consumer and Financial Decisions
- Investing
- Travel
- The Economic and Business Environment
- Our Economy

A full copy of the Commerce Years 7 – 10 syllabus can be viewed on the NSW Education Standards Authority website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce>

Course Outcomes

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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Communication Task (In-class)	COM5.1, COM5.4	25%	Term 1 - Week 11
Research Task	COM5.7, COM5.8	40%	Term 3 - Week 3
In-class examination	COM5.2, COM5.5	35%	Term 4 - Week 4-5

Drama

Course Description

The aim of the Drama Years 7–10 Syllabus is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Course Outline

By the end of the Year 9 Drama course, students should be able to:

- Utilise the Elements of Drama effectively to create highly engaging performance which communicate clear dramatic meaning;
- Demonstrate a heightened appreciation for the work of other performers, directors and various theatrical practitioners;
- Develop group-devised pieces that are built from research and improvisations that eventuate into a script;
- Explain and use the conventions of Slapstick and Physical Comedy as a theatrical style;
- Explain the development and conventions of Greek Theatre, Commedia dell'Arte and Absurdist Theatre;
- Interpret scripts effectively and stage them using the Elements of Drama and the Elements of Production; and,
- Work collaboratively to create group-devised theatrical works using the process of issue-based play building.

COURSE OVERVIEW:

Term 1

Students research and develop skills in characterisation; clown and physicalisation of role. A variety of practitioners are studied and researched in order for students to mimic and adapt their techniques in the staging of their own comedic performances to be staged as part of the annual LHS Clowning Day.

Term 2

Playbuilding on the theme of the environment using the techniques of 20th century theatre practitioners Dario Fo and Bertolt Brecht as well as exploring compilation and narrative playbuilding. Performances are presented as part of Green Day celebrations.

Term 3

Theatrical Styles and Traditions are explored with particular focus on Greek Tragedy and Comedy, Commedia dell'Arte, Dada and Absurdist Theatre. Students use the various styles and techniques to create their own original piece of theatre as well as present a research assignment.

Scripted – One Act Plays – ‘Focus on Realism’

Visual Theatre. Students work in groups to stage a short performance piece using Visual Theatre. Skills will be developed in puppetry, visual storytelling and physicality. Students will learn about the process

Course Outcomes

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 play building

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.

5.2.1 applies acting an performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.2 selects and uses 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

5.3.1 responds to, reflects on an 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 contributions of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Comedy Performance – Performing, Making	5.1.3, 5.1.4, 5.2.1,	20%	Term 1, Week 8/9
Research Task Research / written	5.2.3, 5.3.1	10%	
Issue-Based Playbuilding Performance & Journal (script)	5.1.2, 5.1.3, 5.1.4 5.2.3, 5.3.3	40%	Term 2 - Week 6
Theatrical Styles – Performance & Support Overview	5.1.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3	30%	Term 3 - Week 8

English

Course Description

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of reading, viewing and listening to texts, understanding and responding to texts and expressing ideas and composing text.

Students' knowledge and understanding about language will grow and deepen as they engage with increasingly complex texts across a range of modes. Students will continue to develop their understanding of how language use at word, sentence, paragraph and whole text-level, is determined by context, audience and purpose.

The development of students' vocabulary and background knowledge will be supported through engagement in rich discussion and analysis of a range of texts, including those widely regarded as quality literature. This can support students' comprehension and has the potential to expand their ideas and experience of both their own world and the world of others. As students deepen their knowledge of language, they can apply new understanding to purposefully communicate their ideas, with increasing confidence and efficacy. Through knowledge and understanding of language, students can appreciate, reflect on and enjoy texts that are widely regarded as quality literature.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Course Outline

Year 9 English is a Stage 5 English Course which incorporates all aspects of the NSW English Syllabus. Students will complete an integrated study program on the topics listed below. Each topic will incorporate skills based lessons on punctuation, grammar, spelling and an active wide reading and writing program. These skills allow students to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

Term 1 – Representations of Identity: Perspective and Context

Term 2 – Page to Stage: Theme, Code and Convention

Term 3 – The Power of Storytelling: Imagery, Characterisation and Point of View

Term 4 – Exploring the Truth: Argument and Authority

Course Outcomes

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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Representations of Identity: Critical Essay	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	35%	Term 1, Week 9
Page to Stage: Director's Statement: Extended Response	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	35%	Term 2, Week 8
Yearly Exam Creative Writing	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	30%	Term 4, Week 2

Food Technology

Subject Contribution \$90 (Optional 50c Apron hire, 50c Container purchase as required)

Course Description

The aim of Food Technology is to actively engage students in the learning about food in a variety of settings, enabling them to evaluate the relationship between food technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with decisions regarding food.

Course Outline

Unit 1: Introduction to Food Technology / Food for Specific Needs

The study of food is a fascinating exploration of science, industry, history and law and eating. This introduction provides information about safe practices, basic knowledge of the food technology room and equipment and a brief overview of the processing of food in industry.

Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

Unit 2 – Food Selection & Health - Eat Well Live Well.

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Unit 3 – Food In Australia

Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

Unit 4 – Food Trends

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

Course Outcomes

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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Task 1 - Food Practical	FT5-1, FT5 -2, FT5-5	40%	Ongoing
Task 2 – Research Task	FT5- 12, FT5-11	30%	Term 3 Week 3
Yearly Examination	FT5-6, FT5- 3, FT5- 13	30%	Term 4 week 4/5

Specific Subject Requirements

- Closed in Leather Shoes
- Clean White Apron

Geography

Subject Contribution \$100

Course Description

Geography in Year 9 focuses on the themes of sustainable biomes and changing places. Through geographical inquiry students develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

In Changing Places, students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship. In Sustainable Biomes, students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climate zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

Course Outline

Changing Places:

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

Sustainable Biomes:

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

Geographic skills are incorporated throughout the Course e.g. maps, graphs, photograph interpretation, ICT skills. **A full copy of the Geography Years K – 10 syllabus can be viewed on the NESA website:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

Course Outcomes

- GE5-1 explains the diverse features and characteristics of a range of places and environments
 GE5-2 explains processes and influences that form and transform places and environments
 GE5-3 analyses the effect of interactions and connections between people, places and environments
 GE5-5 assesses management strategies for places and environments for their sustainability
 GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
 GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Task 1: Geographical Report	GE5-3, GE5-5, GE5-8	60%	Term 1/3, Week 9
Task 2: Geographic skills and coursework	GE5-2, GE5-7	40%	Term 2/4 Week 3

Specific Subject Requirements

- Skills work requires a pencil, eraser, clear plastic ruler and protractor.

History

Subject Contribution NA

Course Description

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Course Outline

Topics of study include Australians at War (World War I & II) and a depth study on Making A Better World.

Course Outcomes

- HT5-1** demonstrates knowledge and understanding of 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** comprehends and evaluates historical sources
- 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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Examination (Writing – In class)	HT5-1, HT5-3, HT5-6, HT5-7, HT5-9, HT5-10	60%	Term 1/3 Week 9
Examination (Skills - In class)	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9	40%	Term 2/4 Week 3

History Elective

Subject Contribution \$10

Course Description

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students develop an understanding that history is all around us and that historical evidence may be drawn from the physical remains of the past as well as written, visual and oral sources.

Course Outline

Several focus areas will be chosen from within the following topics:

- Topic 1: History, Heritage and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies

Course Outcomes

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Task 1 – Skills - In class	HTE5-1, HTE-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-9	30%	Term 1, Week 6
Task 2 – Communication – In class	HTE5-1, HTE5-2, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	40%	Term 2, Week 5
Task 3 – Skills – In Class	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-9	30%	Term 3 Week 7

Industrial Technology – Engineering

Subject Contribution \$35

Course Description

IT Engineering allows students to develop practical skills, and technical knowledge through a basically practical program of activities. The course is a design focused subject where students will work in groups to develop projects. The Year 9 course expects that students expand on skills, knowledge and experienced gained in previous mandatory study, and with continuing study in Year 10 will provide an excellent basis for those students wishing to continue to study Mathematics, Physics, Chemistry or Engineering Studies in Year 11 and 12. The subject fee of \$30.00 covers the supplied materials used in the course.

Students are introduced to and encouraged to work with various hand and machine tools in a number of materials areas, building a foundation for future experimentation in this area. Regular theory work will be given to introduce, and reinforce the knowledge and skills required.

NB. School and WHS requirements state that students MUST wear leather shoes or boots before entering any practical room. This requirement is not negotiable and a Department condition of entry for any workshop or laboratory in NSW Schools. Failure to comply will result in exclusion from practical, limiting then student’s opportunity to attain the course requirement of completing practical projects.

Course Outline

This course covers a number of modules in the fields of technology and engineering, they include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and Major Research Project. Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer-controlled machining, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

To satisfy the requirements of the course, students must undertake a range of inquiry-based learning activities which occupy the majority of course time. Thus, in the course structure there are many points at which students can raise questions, explore and develop their ideas.

Course Outcomes

- 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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Engineering Fundamentals (Tower Project)	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	30	Term 2, Week 4
Mouse Trap Powered Vehicle Project	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	40	Term 4, Week 1
Yearly Exam	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	30	Term 4, Week 4/5

Specific Subject Requirements

Suggested Equipment to be Brought to Class

- Pencil (HB), Ruler, Protractor, Blue/Black Pen.
- Set Square Set- minimum 160mm size (450 and 60/300).
- 2 Display folders, one for mechanics/ drawing handouts, one for assignment/project work.
- BYOD; Windows laptop preferred (capable of running SketchUP) with mouse.
- Safety glasses for practical classes.

To gain a Stage 5 Result, students should reach a minimum standard:

Year 9

- Successfully complete set practical project work.
- Maintain safe and responsible work habits.
- Successfully attempt set tests and homework exercises.
- Students will need to meet minimum requirements in Year 9 before beginning Year 10 section of the course.
- Practical work may be marked progressively, but a final date is set for completion of work.
- Students **MUST** bring all necessary equipment to each class. For Industrial Arts courses, this will include not only their bookwork, but also an apron and their own safety glasses to be worn to ensure protection in the Industrial Arts workshops.
- Students will only be permitted to work in the Industrial Arts Workshops when wearing shoes or boots with a solid upper.

Industrial Technology – Multimedia

Subject Contribution: NA

Course Description

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production.

Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.

Course Outline

- Advanced image manipulation
- 2D and 3D animations
- Computer games
- Advanced video editing
- Web design
- E-Publications

Course Outcomes

- 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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Advance image manipulation portfolio	IND5-1, IND5-2, IND5-3, IND5-4, IND5-9	35	Term 1 Week 10
Video production task	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9	35	Term 3 Week 6
Yearly Exam	All	30	Term 4 Weeks 4 or 5

Industrial Technology - Timber

Subject Contribution \$55

Course Description

Industrial Technology allows students to develop practical skills, and technical knowledge through a basically practical program of activities. Students will be introduced to and allowed to work with various equipment to gradually consolidate students learning experience. Regular theory work will be given to introduce, and reinforce skills taught in practical work.

- The fee of \$ **55.00** (paid for the whole year) covers only the basic components for the four set projects. If this fee is not paid, students will not be able to complete the set practical work.
- Students are working in an industrial area, and therefore must meet current WHS legal requirements.

Course Outline

The major emphasis of the Industrial Technology courses is on students being actively involved in the planning, development and construction of quality practical projects.

Course content will include practical construction, associated theory, design and management, research tasks, class skills tests, and Examinations.

Semester 1

Practical

Trinket Box

Associated Theory

Introduction to the Workshop

- Personal Safety
- Project Planning
- Timber Terms
- Timber Identification
- Hand Tools
- Disc Sander
- Joining Timber
- Adhesives
- Hinging
- Finishes

Semester 2

Practical

Small Coffee Table

Associated Theory

- Project Planning
- Timber Identification
- Joining Timber
- Portable Drill
- Drill Press
- Biscuit Jointer
- Assembly
- Router
- Decoration
- Finishes

Course Outcomes

- IND4-1 identifies and applies fundamental WHS principles when working with tools, materials and machines
- IND4-2 applies a design process in the modification of projects
- IND4-3 identifies and uses a range of hand and machine tools to produce quality practical projects
- IND4-4 selects and uses a range of relevant materials for specific purposes
- IND4-5 selects and uses communication techniques when designing, making and evaluating projects and ideas
- IND4-6 participates in collaborative work practices in the learning environment
- IND4-7 applies skills, processes and materials to a variety of contexts and projects
- IND4-8 evaluates products in terms of functional use and aesthetics
- IND4-9 identifies a range of technologies and their intended uses
- IND4-10 describes the impact of technology on society, the environment and cultural issues locally and globally

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Introduction to Wood- Trinket Box	IND4-1, IND4-2, IND4-3, IND4-8	30	Term 2, Week 4
The Coffee Table Project	IND4-1, IND4-2, IND4-3, IND4-5, IND4-8	40	Term 4, Week 1
Yearly Examination	IND4-1, IND4-7, IND4-9, IND4-10	30	Term 4, Week 4/5

Specific Subject Requirements

To gain a Result in Year 10, students should reach a minimum standard:

Year 9.

- Successfully complete set practical project work.
- Complete all set theory work.
- Maintain safe and responsible work habits.
- Successfully attempt set tests and exams.
- Complete the report on the Research Topics.
- Students will need to meet minimum requirements in Year 9 before beginning Year 10 section of the course.
- Practical work may be marked progressively, but a final date is set for completion of work.
- If a student is absent from a written assessment task, they must provide a letter of explanation from their parent/carer.
- Always keep a copy of your assignment work in hard copy form, on a portable disk, on a hard drive and email a copy of the task to your school account. This will ensure technological problems (such as computer malfunction, power surge, loss of work, no printer ink) will not result in a loss of some or all of marks.
- A penalty of 10% of the full marks per day will be consistently applied for the submission of late tasks. After 5 days the student will receive zero
- Students are not permitted to plagiarise and must submit wholly their own work, or are to acknowledge the work of others
- Students MUST bring all necessary equipment to each class.
- For Industrial Technology courses, this will include not only their bookwork, but also an apron and their own safety glasses to be worn to ensure protection in the Industrial Arts workshops.
- Students will only be permitted to work in the Industrial Arts Workshops when wearing shoes or boots with a solid upper.

Marine and Aquaculture Technology

Subject Contribution \$30

Course Description

The oceans, inland waterways and other bodies of water cover more than 70 per cent of the Earth’s surface and influence all forms of life on this planet. Of the 33 animal phyla, 28 are found in water; 13 of these are exclusively marine. Internationally, the oceans are viewed either as areas rich in minerals and marine life which can supply our needs virtually without limit, or else as repositories for agricultural, industrial and domestic waste. Nationally, the United Nations declaration of the Australian Exclusive Economic Zone in 1994 effectively doubled this country’s size and responsibilities. Australia now controls an area of the oceans that is 1.3 times the size of its landmass.

Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment and consider how to effectively manage 69 630 kilometers of coastline, 14.8 million square kilometers of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.

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

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

Australia’s dependence on the marine environment is essential in the present age and its importance historically is reflected in its use for over 60 000 years. This timeline is at the core of many areas of study in this course.

Course Outline

Knowledge, understanding and skills

Students will develop:

- knowledge and understanding of marine and aquatic environments
- knowledge and understanding of the economic sustainability of aquaculture
- knowledge and understanding of the role of aquaculture in the preservation of wild seafood stocks and the marine environment
- knowledge, understanding and skills that promote ethical and sustainable practices in the use, management, and protection of the marine environment
- knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities
- knowledge and understanding of the industries and organisations using, managing, and regulating aquaculture and the marine environment
- knowledge and skills in researching, experimenting, and communicating in marine and aquaculture contexts.

Core

Core 1: Introduction to Marine and Aquaculture Technology 25 indicative hours

Option Content is provided for a range of optional modules in focus areas. Each module is designed for 15 hours indicative course time. Students can specialise by studying multiple modules from a focus area or can undertake a broad selection of modules from across focus areas. Refer to the syllabus for other optional modules. The following modules have been selected:

Modules may include any of the following:

Biology Waterbirds of New South Wales Mangroves	Ecology The Oceans Rock Platforms Introducing Estuaries Living together in the Sea Marine Pests and Threats
Aquaculture Aquarium Design, Construction and Maintenance	General Interest Marine Disasters Personal Interest Project Local Area Study

Outcomes

- MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- MAR5-2 identifies, describes, and evaluates the social and economic importance of marine ecosystems
- MAR5-3 identifies, describes, and evaluates the effects humans have had on the marine environment
- MAR5-4 explains why aquaculture provides an economically sustainable source of food
- MAR5-5 assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
- MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits
- MAR5-7 identifies, describes, and evaluates the ethical, social and sustainability issues
- MAR5-8 identifies, describes, and evaluates policies for monitoring and conserving the marine environment
- MAR5-9 selects and uses a broad range of contemporary materials, equipment, and techniques with confidence in aquaculture and marine settings
- MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations, and leisure pursuits
- MAR5-12 identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
- MAR5-13 collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
- MAR5-14 recalls aspects of the marine environment using relevant conventions, terminology, and symbols

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Task 1 - First Aid and Safety, In and Around Bodies of Water	MAR5-1 MAR5-4 MAR5-8 MAR5-9 MAR5-11	25%	Term 1 Week 10/11
Task 2 - Aquarium Design, Construction and Maintenance	MAR5-7, MAR5- 9, MAR5-10, MAR5-11, MAR5- 13, MAR5- 14	35%	Term 3 Week 5/6
Task 3 - Personal Interest Project - Presentation	MAR5 -1 to MAR5- 14 as required	40%	Term 4 Week 1/2

Mathematics – Vocational path

Subject Contribution \$15

Course Description

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Course Outline

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’ (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.

Outcomes

As prescribed in the NSW Board of Studies Mathematics Syllabus:

As prescribed in the NESA Mathematics Syllabus:

MAO-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-TRG-C-01, MA5-ARE-C-01, MA5-GEO-C-01, MA5-DAT-C-02, MA5-PRO-C-01.

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Semester One Examination (written exam)	Term 1/2 topics	35%	Term 2 Week 2
Term 3 Test (written exam)	Term 2/3 topics	30%	Term 3 Week 6
Semester Two Examination (written exam)	Term 3/4 topics	35%	Term 4 Weeks 4/5

Specific Subject Requirements

- Students MUST bring a calculator to each Mathematics lesson.
- Students MUST bring all necessary equipment to each class.

Mathematics – Standard path

Subject Contribution \$15

Course Description

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Course Outline

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’ (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.

Outcomes

As prescribed in the NSW Board of Studies Mathematics Syllabus:

MAO-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-EQU-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-TRG-C-01, MA5-ARE-C-01, MA5-GEO-C-01, MA5-DAT-C-02, MA5-PRO-C-01.

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Semester One Examination (written exam)	Term 1/2 topics	35%	Term 2 Week 2
Term 3 Test (written exam)	Term 2/3 topics	30%	Term 3 Week 6
Semester Two Examination (written exam)	Term 3/4 topics	35%	Term 4 Weeks 4/5

Specific Subject Requirements

- Students MUST bring a calculator to each Mathematics lesson.
- Students MUST bring all necessary equipment to each class.

Mathematics – Rich path

Subject Contribution \$15

Course Description

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Course Outline

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’ (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.

Outcomes

As prescribed in the NSW Board of Studies Mathematics Syllabus:

MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MA5-MAG-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-ARE-C-01, MA5-VOL-C-01, MA5-GEO-C-01, MA5-PRO-C-01, MA5-PRO-P-01.

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Semester One Examination (written exam)	Term 1/2 topics	35%	Term 2 Week 2
Term 3 Test (written exam)	Term 2/3 topics	30%	Term 3 Week 6
Semester Two Examination (written exam)	Term 3/4 topics	35%	Term 4 Weeks 4/5

Specific Subject Requirements

- Students MUST bring a calculator to each Mathematics lesson.
- Students MUST bring all necessary equipment to each class.

Music

Subject Contribution \$25

Course Description

Music involves the study of the Concepts of Music through Performing, Composition, and Listening within the context of a range of styles through the study of compulsory and additional topics. The concepts of music will be studied using examples from the topics for Year 9: Music of a culture, Music for Radio, Film Television and Multimedia, Australian Music and Theatre music.

Course Outline

Students will:

- Develop knowledge, skills, and understanding of the musical concepts through performing as a means of self-expression Interpreting musical symbols and developing solo and/ or ensemble techniques
- Develop knowledge, skills and understanding of the musical concepts through composing as a means of self-expression, musical creation and problem-solving
- Develop knowledge, skills and understanding of the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts
- Value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening

Outcomes

- 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 evaluation 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 concepts 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 in music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of all music
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Composition	5.4, 5.5, 5.6	15%	Term 1, Week 9/10/11
Performance	5.1, 5.2, 5.3	10%	
Listening	5.7, 5.8, 5.9, 5.10	15%	
Composition	5.4, 5.5, 5.6	15%	Term 3, Week 4
Performance	5.1, 5.2, 5.3	15%	
Performance	5.1, 5.2, 5.3	15%	Term 4, Week 4/5
Listening	5.7, 5.8, 5.9, 5.10	15%	

Photographic and Digital Media

Subject Contribution \$30

Course Description

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. The broad areas of photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia.

Course Outline

Students will develop knowledge, understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

In making photographic and digital works, students:

- investigate practice, the conceptual framework and the frames and a range of ideas and interests in at least one of the areas of still, interactive and moving forms and undertake a broad investigation of one or more of these forms, for example, video and web design; or a more specialised focus of one form, for example, wet photography.
- investigate computer-based technologies.
- use a journal to document explorations of ideas and interests, experiments with materials, techniques and technologies, and to record relevant technical information.
- build a portfolio, developed over time, using a range of photographic and digital equipment and techniques, and various investigations of the world.
- In critical and historical interpretations, students:
 - use the conceptual framework and the frames to understand the field of photographic and digital media.
 - investigate relevant events, photographers, artists, designers, agencies and critical accounts of photographic and digital media practice.

Outcomes

Making

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and Historical Interpretations

- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 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
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Task 1: Body of Work #1	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 2, Week 4
Task 2: Photographer Research Task/Presentation	5.7, 5.8, 5.9, 5.10	30%	Term 3, Week 3/4
Task 3: Body of Work #2 and Digital Portfolio	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	40%	Term 4, Week 3

Physical Activity and Sports Studies

Subject Contribution \$5

Course Description

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.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

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.

Course Outline

Theory Units

- Body Systems and Energy for Physical Activity
- Fundamentals of Movement Skill
- Coaching
- Nutrition and Physical activity

Practical Units

- Badminton
- Floor
- Hockey
- Snorkeling
- Tennis
- Volleyball
- Sof-crosse
- Ultimate
- Frisbee
- Cycling

Outcomes

Theory

- PASS 5.1 discusses factors that limit and enhance the capacity to move and perform
- PASS 5.2 analyses the benefits of participation and performance in physical activity and sport
- PASS 5.5 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- PASS 5.6 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- PASS 5.7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS 5.8 displays management and planning skills to achieve personal and group goals
- PASS 5.9 performs movement skills with increasing proficiency
- PASS 5.10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Half Yearly Examination	5.1, 5.2, 5.6	20%	Term 2 Week 2
Practical Games and Application 1 Practical Games and Application 2	5.5, 5.6, 5.7, 5.9	50%	Term 1 Week 10 Term 3 Week 10
Yearly Examination	5.6, 5.10	30%	Term 4 Week 4/5

Personal Development / Health / Physical Education (PD/H/PE)

Subject Contribution \$5

Course Description

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Course Outline

Theory Units

- Nutrition: My Kitchen Rules
- Relationships: I'll Be There for You
- Drugs: Breaking Bad
- Consumer Health: The House Of Wellness

Practical Units

- Volleyball
- Social/Square Dance
- Softball
- Netball
- Mini- tennis
- Austag
- Touch football
- Australian Rules
- Basketball
- Gymnastics
- Offensive Strategy

Outcomes

Theory

- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- 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
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-9 assesses and applies self- management skills to effectively manage complex situations Practical
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Nutrition (Theory Task)	PD5-2 PD5-7 PD5-8	25%	Term 1 Week 10
Practical Assessment Part A: Gymnastics/Games (LTMNH Wk 5, ABO Wk 10) Part B: Dance/Offensive Strategy (Wk 6 Dance, Wk 10 OF/St)	PD5-4	20%	Term 1 Week 10
Yearly Examination	PD5-4 PD5-11	Dance 10% OS 20%	Term 3 Week 6/10

Science

Subject Contribution NA

Course Description

The Science course is structured to develop

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology

Course Outline

Throughout the year students will undergo a study of the following:

Term 1: Living World (LW 1&2): Ecosystems, human body systems, disease

Term 2: Physical World (PW 1&2): Heat transfer, properties of waves, applications of waves, predicting and describing motion in 1 dimension

Term 3: Chemical World (CW 1&2): Structure and properties of atoms and elements, the periodic table

Term 4: Earth and Space (ES 1&2): Features of the universe, Plate tectonics, earthquakes and volcanoes

Outcomes

The stage 5 course is broken into;

Knowledge and Understanding

- develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science

Skills

- develop knowledge, understanding of, and skills in, applying the processes of Working Scientifically

Value and Attitude Objectives

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Research Task and quiz	SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW	30%	T1 W10
Data analysis	SC5-4WS, SC5-5WS, SC5-7WS, SC5-8WS, SC5-10PW	30%	T2 W9
Yearly Examination	SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-10PW, SC5-16CW	40%	T4 W4/5

Visual Arts

Subject Contribution \$60

Course Description

Visual Arts involves the making and studying of artworks and builds on the interests, knowledge, understanding and practical skills developed in Year 7 & 8. The topic areas are drawn from the student’s world and culture. Students create Body of Art Works (BOWs) across the year and document their artmaking in their Visual Arts Process Diary (VAPD). Writing about Art (Art History and Criticism), supports student’s understanding of Visual Art’s place in our world (visual literacy and communication), and their own artmaking.

Course Outline

At the end of the Year 9 Visual Arts course, students will be able to:

- Make artworks using a range of 2D, 3D and 4D forms, materials and techniques
- Make artworks that demonstrate a developing level of technical skills in various media
- Work towards the development of a body of work
- Use their diaries to document their research and investigation of their world (both real and imagined)
- Produce completed artworks for exhibition and display
- Work individually and collaboratively to produce artworks
- Examine artworks for meaning through critical and historical studies of art
- Apply different points of view to interpret and explain art works

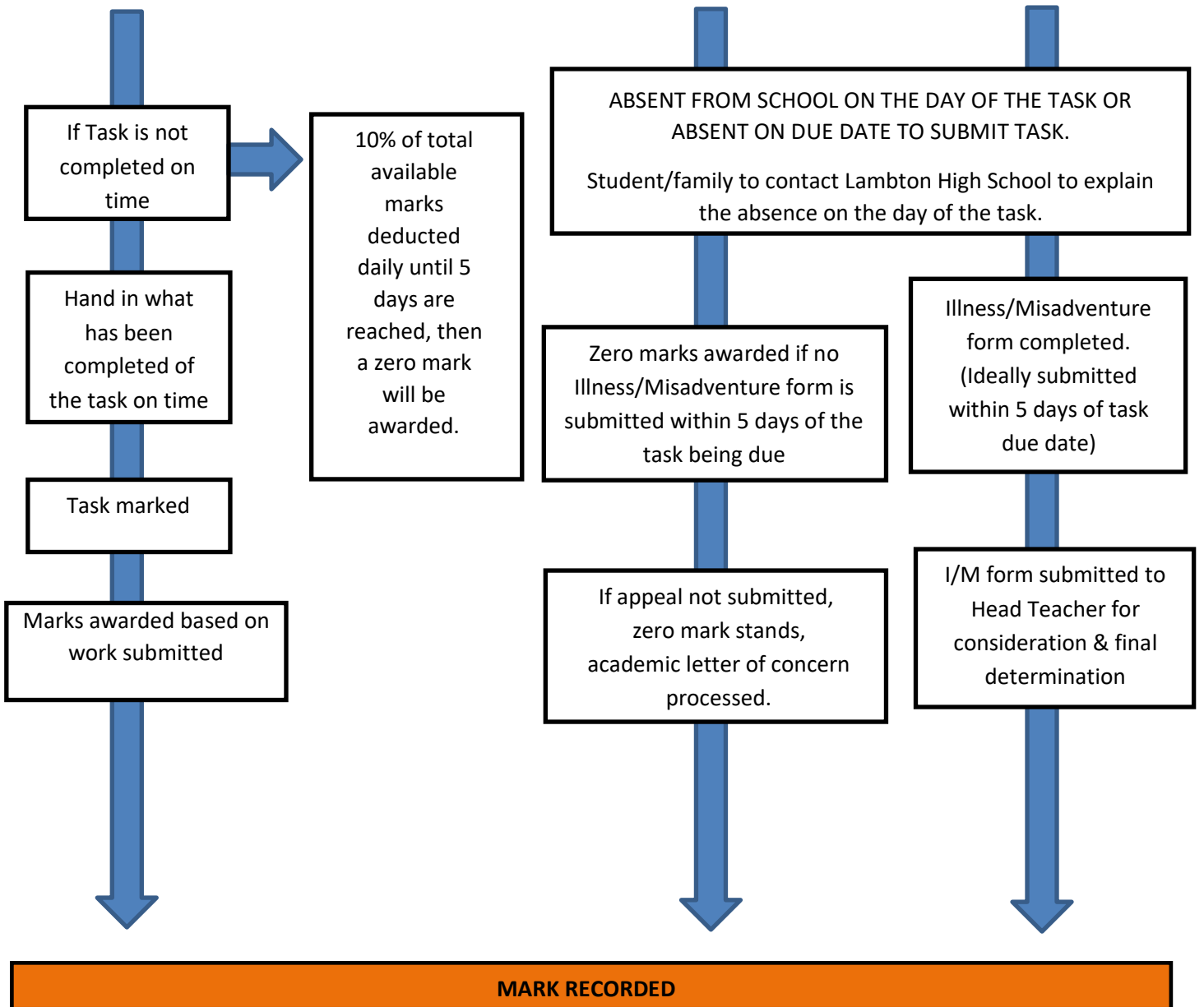
Outcomes

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

Assessment Program (may vary with prior notification)			
Nature of Task	Outcomes	Weight	Timeframe
Task 1. VAPD Documentation and Critical & Historical Responses VAPD Documentation and related CHS art writing response using the frames	5.1, 5.3, 5.6, 5.7, 5.9	30% (VAPD 20% CHS 10%)	Term 1 Week 11
Task 2. Art Making #2	5.2, 5.4, 5.5	40%	Term 3 Week 10
Task 3. CHS art writing response (Yearly Examination)	5.8, 5.10	30%	Term 4 Week 4-5

Appendices

ASSESSMENT TASK FLOWCHART




MISSED ASSESSMENT TASK DUE TO ILLNESS OR MISADVENTURE

Years 7 – 9

Lambton High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below.



To be completed online

 Print form



Year 9 Illness / Misadventure Application

Lambton High School

Student Details

Student Name *	<input type="text" value="Your name."/>
Student Email Address *	<input type="text" value="@education.nsw.gov.au"/>
Year Group *	<input type="text"/>

Assessment Task Information

Faculty of Assessment Task Class *	<input type="text" value="Select faculty"/>
Date of Assessment Task *	<input type="text" value="DD/MM/YYYY"/>
Classroom Teacher *	<input type="text" value="E.G - Mr Mitten"/>
Subject Name *	<input type="text" value="E.G - English Standard"/>
Task Type *	<input type="text"/>

Reasoning

Please provide more information about your illness or misadventure circumstances.

Please note that these items are not grounds for misadventure:

- Technology failure.
- Failure to remember due date.
- Workplace commitments

Reasoning *	<input type="text" value="Provide some background on the circumstances here."/>
Supporting Documentation	<input type="text" value="Select file ..."/> Browse ... Please upload any justification or evidence as required.

Outcome

What do you expect to happen as a result of submitting this form?

Outcome *	Outcome
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Signature

Sign here to declare all information you have provided is truthful and correct. *

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)