YEAR 9 2025

Assessment Booklet

9

Contents

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 9 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 9 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
- 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 most school activities, including excursions, competitions and sporting events. Under some circumstances an exemption may be granted, however it is the student's responsibility to inform their class teacher that they will be applying for an Illness/Misadventure 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 ensure their mobile phone is turned off and locked in their pouch and other wearable technology is removed and placed in their bag. 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

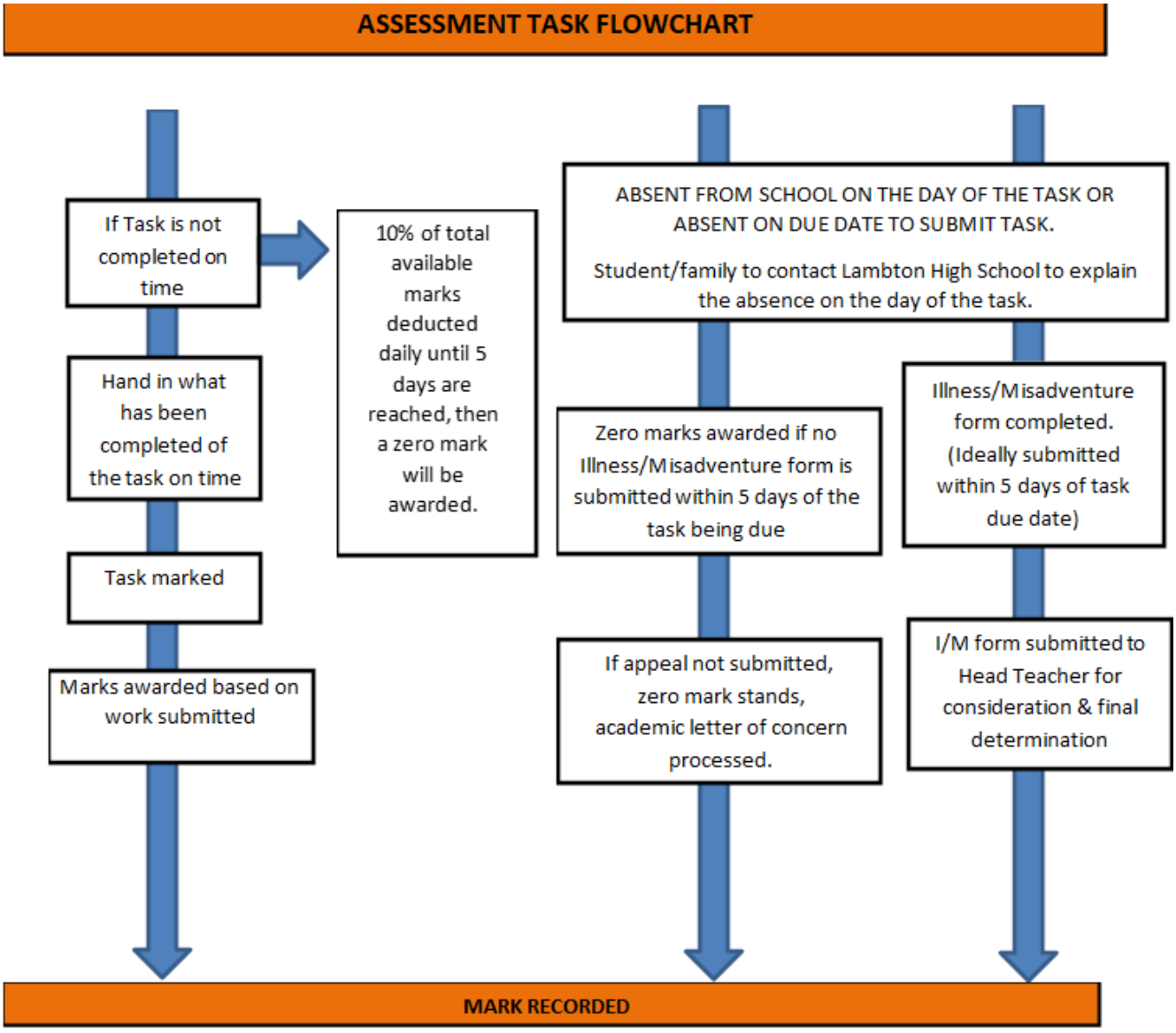
For students in Years 7-9 tasks handed in late will incur a **10% penalty of the full marks available per day for up to 5 days. After the 5th day a zero mark will be awarded**.

Where a student is absent on the due date:

- Where possible, if a written task is to be submitted 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 submitted 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 Form must be submitted to support the Illness 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 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 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.

Print form

Year 9 Illness / Misadventure Application

Lambton High School

Student Details

Student Name *	Your name.
Student Email Address *	@education.nsw.gov.au
Year Group *	

Assessment Task Information

Faculty of Assessment Task Class *	Select faculty
Date of Assessment Task *	DD/MM/YYYY
Classroom Teacher *	E.G - Mr Mitten
Subject Name *	E.G - English Standard
Task Type *	

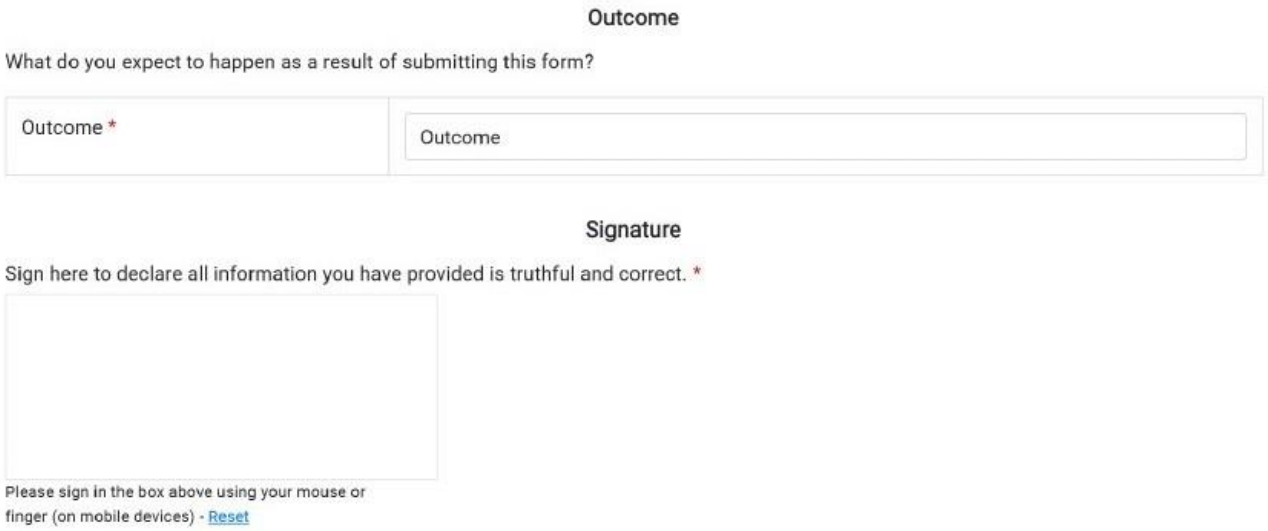
Reasoning

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 *	Provide some background on the circumstances here.
Supporting Documentation	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

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

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 (including the unauthorised use of Artificial Intelligence)
- 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.
- 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 9 courses are included in the fees paid during the enrolment process.

Year 9 Assessment Plan

Week	Year 9 2025 - Term 1		
3			
4			
5			
6	Elective History	PE Practical	
7	NAPLAN		
8	Drama		
9	English	Music / History / Geography	Science
10	PASS Practical / Music	Industrial Technology Multimedia	PDHPE Practical
11	Commerce	PDHPE - Theory / Child Studies	Visual Arts / Music
Week	**Term 2**		
1			
2	IST	Maths	PASS Theory
3	History/Geography		
4	IT - Engineering	IT - Timber	Textiles Technology / Photography
5	Elective History		
6	Drama		
7			Science
8	English		
9			
10	Music		
Week	**Term 3**		
1			
2			
3	Commerce	Food Technology	
4	Music	Photography	
5			
6	Maths	PDHPE Practical	Industrial Technology Multimedia / Geography
7	IST		Elective History
8	Drama		
9		History/Geography	Child Studies
10	PASS Practical	PDHPE Practical	Visual Arts
Week	**Term 4**		
1	IT - Engineering	IT - Timber	Marine
2	Textiles Technology	English	
3	History / Geography	PDHPE Theory	Photography
4	Year 9 Yearly Exams.		
5			
6			
7			
8			
9			
10			

Child Studies

Subject Contribution $35

Course Description

Child Studies allows students to connect with the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

Course Coutline

Unit 1: Preparing for Parenthood - Conception to Birth

This unit deals with Preparing for Parenthood and the cycle of conception to birth. It looks at the underlining issues being considered while planning to become a parent. Additionally, it explains the journey of the human life from conception to birth.

Unit 2: Newborn Care – Growth and Development (Infancy)

This unit examines care of the newborn child and growth and development in infancy. It highlights developmental milestones and services available for babies who meet the milestones and those who do not.

Unit 3: Family Interactions – Food and Nutrition in Childhood

This unit examines Family Interactions and Food and Nutrition in Childhood. It looks at family roles and responsibilities. Food for Special Occasions is studied by both practical and theoretical application.

Unit 4: Play and the developing Child – Growth and Development

This unit examines the appropriate parenting practices and the resources and factors that can contribute to the wellbeing of children and families.

Stages of development and growth are also studied.

Course Outcomes

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

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Task 1: Planning for Parenthood – Baby Nursery	CS: 5.1, 5.2	35%	Term 1 - Week 11
Task 2: Children's Birthday Party	CS: 5.9, 5.6	35%	Term 3 - Week 9
Task 3: Yearly Examination	CS: 5.3, 5.5, 5.8	30%	Term 4 - Week 4-5

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 Research Task Research / written	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1	20% 10%	Term 1, Week 8/9
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: Writing Task	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	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
FT5-10selects 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

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. **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: Research and In-class response	GE5-3, GE5-8	60%	Term 1, Week 9, Term 3, Week 6
Task 2: Geographic skills and coursework	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, IND5-6, 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 4/5

Industrial Technology - Timber

Subject Contribution $60

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		**Semester 2**	
Practical	**Associated Theory**	**Practical**	**Associated Theory**
	Introduction to the Workshop		
Trinket Box	• Personal Safety • Project Planning • Timber Terms • Timber Identification • Hand Tools • Disc Sander • Joining Timber • Adhesives • Hinging • Finishes	**Small Coffee Table**	• 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, including Digital Project Management Folios for each project
- Maintain safe and responsible work habits.
- Successfully attempt set tests and exams.
- 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.

Mathematics – Vocational path

Subject Contribution $24

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

MAO-WM-01 Working Mathematically

develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-TRG-C-01

applies trigonometric ratios to solve right-angled triangle problems

MA5-FIN-C-01

solves financial problems involving simple interest, earning money and spending money

MA4-ALG-C-01

generalises number properties to operate with algebraic expressions including expansion and factorisation

MA5-EQU-C-01

solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-IND-C-01

simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-MAG-C-01

solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-ARE-C-01

solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-LIN-C-01

determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-ALG-C-01

simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-PRO-C-01

solves problems involving probabilities in multistage chance experiments and simulations

MA5-GEO-C-01

identifies and applies the properties of similar figures and scale drawings to solve problems

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
- Students should bring a device each lesson

Mathematics – Standard path

Subject Contribution $24

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

MAO-WM-01 Working Mathematically - develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-TRG-C-01 - applies trigonometric ratios to solve right-angled triangle problems

MA5-FIN-C-01 - solves financial problems involving simple interest, earning money and spending money

MA4-ALG-C-01 - generalises number properties to operate with algebraic expressions including expansion and factorisation

MA5-EQU-C-01 - solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-IND-C-01 - simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-MAG-C-01 - solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-ARE-C-01 - solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-LIN-C-01 - determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-ALG-C-01 - simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-PRO-C-01 - solves problems involving probabilities in multistage chance experiments and simulations

MA5-GEO-C-01 - identifies and applies the properties of similar figures and scale drawings to solve problems

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
- Students should bring a device each lesson

Mathematics – Rich path

Subject Contribution $24

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 Working Mathematically - develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-TRG-C-01 - applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 - applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-FIN-C-01 - solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 - solves financial problems involving compound interest and depreciation

MA5-ALG-C-01 - simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-EQU-C-01 - solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 - solves monic quadratic equations, linear inequalities and cubic equations of the form [Equation] *(Path: Adv)*

MA5-EQU-P-02 - solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations *(Path: Adv)*

MA5-IND-C-01 - simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 - applies the index laws to operate with algebraic expressions involving negative-integer indices *(Path: Adv)*

MA5-IND-P-02 - describes and performs operations with surds and fractional indices *(Path: Adv)*

MA5-MAG-C-01 - solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-ARE-C-01 - solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-VOL-C-01- solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-LIN-C-01 - determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 - graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-ALG-P-01 - simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions *(Path: Adv)*

MA5-ALG-P-02 - selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions *(Path: Adv)*

MA5-PRO-C-01 - solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 - solves problems involving Venn diagrams, 2-way tables and conditional probability *(Path: Adv)*

MA5-NLI-C-01 - identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 - identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 - interprets and compares non-linear relationships and their transformations, both algebraically and graphically *(Path: Adv)*

MA5-GEO-C-01 - identifies and applies the properties of similar figures and scale drawings to solve problems

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
- Students should bring a device each lesson

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%	Term 2, Week 10
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.
- 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 and Digital portfolio Check #1	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 Final Submission	5.1, 5.2, 5.3	40%	Term 4, Week 3

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

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	20%	Term 1 Week 10
Practical Assessment **Part A:** Gymnastics/Games (LTMNH Wk 6, ABO Wk 10) **Part B:** Dance/Offensive Strategy (Wk 6 Dance, Wk 10 OF/ST Term 3)	PD5-4, PD5-11	Gym: 10% Games: 15% Dance: 10% OF/ST: 15%	Term 1 Term 3
Yearly Examination	PD5-6, PD5-9	30%	Term 3 Week 4/5

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

Science

Subject Contribution: $5

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**
Literacy and Numeracy	SC5-12ES, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES	35%	T1 W9
Practical	SC5-4WS, SC5-5WS, SC5-6WS, SC5-16CW,	35%	T2 W7
Yearly Examination	SC5-8WS, SC5-10PW, SC5-16CW, SC5-12ES	30%	T4 W4/5

Textiles Technology

Subject Contribution $45

Course Description

Textiles Technology students undertake project work, identify functional requirement and aesthetic features of their designs, demonstrate decision-making processes and express individual ideas. Students demonstrate practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies. These investigations enable them to design, produce and evaluate quality textile projects with confidence.

The course encourages students to be resourceful, creative, proactive and responsible learners. During this course, students develop:

- Knowledge and understanding of the properties and performance of textiles
- Knowledge and understanding of, and skills in design for a range of textile applications
- Knowledge and understanding of the significant roles of textiles for the individual consumer and for society
- Skills in he creative documentation, communication and presentation of design ideas
- Skills in the critical selection and proficient an dcreative use of textile materials, equipment and techniques to produce quality textile items
- Knowledge and skills to evaluate quality in the design and construction of textile items

Course Outline

Unit 1 – 'Like a kaleidoscope'

Students will develop skills in using the sewing machine, designing, fabric manipulation and documenting the production of a textile prototype.

Design Brief: In the fashion industry designers document all of the stages of design. The process of a visual dseing development is often kept in a 'design journal.' Students are required to design and construct a specialised journal cover to be used in the fashion industry to assist in the preservation of all design journalling. Fabric decoration and manipulation will be used to enhance aesthetic appeal.

Unit 2: 'Fashion Culture'

Students examine the impact and influence associated with a variety of cultures. A digitised designer board and apparel garment will be created to showcase a selected cultural perspective. Students will utilised hand illustration and computer aided design to produce fashion samples. The designer boards will include a collection of textile renderings and shading to achieve 3-dimensional finishes.

Outcomes

TEX5-1 explains the properties and performance of a range of textile items
TEX5-2 justifies the selection of textile materials for specific end uses
TEX5-3 explains the creative process of design used in the work of textile designers
TEX5-4 generates and develops textile design ideas
TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11 demonstrates competence in the production of textile projects to completion
TEX5-12 evaluates textile items to determine quality in their design and construction

Assessment Program (may vary with prior notification)			
Nature of Task	**Outcomes**	**Weight**	**Timeframe**
Assessment Task 1 – Project and Documentation	TEX: 5.4, 5.5, 5.9	30%	Term 2 – Week 4
Assessment Task 2 – Fashion Design Collection Board	TEX: 5.4, 5.6, 5.8	30%	Term 4 – Week 2
Testing, Documentation and Experimentation	TEX: 5.10, 5.11, 5.12	40%	Ongoing

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