Sydney Secondary College Leichhardt

SYDNEY SECONDARY COLLEGE LEICHHARDT

YEAR 9 ASSESSMENT INFORMATION

YEAR 9 ASSESSMENT INFORMATION

INTRODUCTION

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

- Classroom Teachers
- Head Teachers of all Faculties
- Year Advisers: Ms Eleni Stratigos and Ms Alex Tsesmelis
- Head Teacher Wellbeing: Ms Janine Ahie (Relieving)
- Deputy Principal Year 9: Mr Vince O'Donnell
- Head Teacher Learning and Enhancement: Ms Cherryl Ellis
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: Mr Anthony Brien
- School Counsellors: Christie Kenny (Mon, Wed, Thu) Kristina Baker (Tue, Fri)
- Principal: Mrs Tracey Casey

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisers. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mrs Tracey Casey
Principal
February 2022

SSC Leichhardt Campus Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

Assessment of Learning (summative assessment) **-** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Usually occurs at defined key points during a unit of work 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 depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment for Learning (formative assessment) involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Usually occurs throughout the teaching and learning process to clarify student learning and understanding.

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 for new learning.

Sydney Secondary College Leichhardt Campus is expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievement) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others, in ways that meet their needs
- report assessments (satisfactorily completion and grades for Year 10) to the NSW Education Standards Authority NESA.

SSC Leichhardt Campus will develop

- **assessment programs/schedules** that inform students of the
    - number of tasks
    - type of tasks
    - mark value/weighting
    - due dates
- **assessment notifications** ("generally at least two weeks' written notice") that inform students of:
    - the scope of the assessment task
    - the form of the assessment task
    - the timing and duration of the task
    - the outcomes being assessed
    - the marking guidelines/criteria
- **malpractice procedures that inform students of**

  - what malpractice is
  - the penalty if malpractice is proven
- **procedures for maintaining secure records of all marks awarded for assessment tasks**
  - all marks to be stored in the faculty *Sentral* mark book
- **procedures for submission of assessments**
  - campuses may accept submissions using electronic systems such as Edmodo, one note, email or paper submissions. Technology failures will not be a valid excuse for late submission.
- **procedures for late submission and request for extension**
  - penalties will be imposed for late submissions of assessment tasks, if an Illness/Misadventure Application is not accepted by the campus/school. Parents will be informed in writing when a zero mark is awarded.
- **procedures for student absence from tasks and prolonged absences**
  - students will complete the task immediately on return to school at a time arranged with the head teacher/ classroom teacher
  - tasks will be completed, where possible, in isolation from the class cohort
  - In prolonged approved absence an estimate may be given
- **procedures for non-attempt, non-serious attempt and non-submission of an assessment task**
  - non-attempt concerns if there is no evidence of academic engagement with the task
  - non-serious attempt concerns where students write frivolous or objectionable material
  - non-submission concerns the failure to submit a task for marking
  - a zero mark will be awarded for non-attempt, non-serious attempt and non-submission of an assessment task
- **procedures for disability provisions**
  - **Principals** have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks including examinations. Provisions are provided to ensure that students with a disability are able to access and respond to a task. Campuses should consider implementing disability provisions based on recommendations from their Learning Support Team

'N' determination-Year 10
SSC Leichhardt Campus will inform parents and students about their child's progress.
A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

a) followed the course developed or endorsed by NESA; and
b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
c) achieved some or all of the course outcomes.

Principals may determine that, as a result of absence, the course completion criteria may not be met. Warning letters must relate the student's absence to the non-completion of course requirements.

  - parents /guardians will be informed in writing when a student fails to follow NESA course requirements (a, b, c above). This includes when a student is awarded a zero for an assessment task for non-attempt or non-serious attempt or non-submission of an assessment task
  - the 'N' Determination (non-completion of course requirements) warning letters outline the specific requirements that have not been met, the action required to redress the situation and the time frame.
  - If there is no satisfactory improvement as the year progresses, then an 'N' determination may be recommended. A minimum of two N determination warning letters in any subject may mean that a student will be declared unsatisfactory in that subject and receive an N determination.

- Where a student feels she or he has sufficient grounds to appeal against an 'N' determination/s in a subject(s) because of poor overall attendance or non-compliance with the requirements, then a student can appeal. Students who wish to lodge an appeal are to see the Principal for advice about the required procedures and for information about the final dates for appeals. Appeals are made first at school level and then to NESA. The Principal will consider all information provided by the student and parents about the circumstances relating to student non-performance. NESA has the final say in awarding grades, after the school has made a decision.

Procedures for malpractice, plagiarism, non-attempt, non-serious attempt and non-submission of tasks.
This will be included in the 'additional information' (assessment policy) component of assessment notifications.

Year 10
This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school – i.e., when your medical certificate expires.

If an assessment is submitted after the due date or is a non-attempt or non-serious attempt without a valid reason a mark of zero will be awarded and the student involved will re-attempt the assessment in order to meet course outcomes. **If plagiarism is evident an automatic mark of zero will be given** and the student/s involved will re-attempt the assessment in order to meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way'.**

Years 7-9

This is a formal assessment item. Absence due to illness, funeral, family situation, etc. must be supported by a medical certificate or appropriate documentation, presented to the Head Teacher on the first day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school.

Penalties for unacceptable late submission and non-attempt of assessment are as follows: One day late- 10% of total mark; Two days late- 20% of total mark; Three days late- 30% of total mark; Four days late- 40% of total mark; Five days late- 50% of total mark; More than five days late- mark of zero. If the work has not been submitted after a week the student/s involved will re-attempt the task in order to meet course outcomes.

If plagiarism is evident an automatic mark of zero will be given and the student/s involved will re-attempt the assessment.

If the assessment is a serious non-attempt or non-attempt noted by both the Teacher and Head Teacher, the student will receive zero and will re-attempt the assessment in order to meet course outcomes. Any form of malpractice and misadventure will also result in parental contact by the respective teacher and student/s involved in the **malpractice may be further supported through the 'Leichhardt Way' behaviour support process.**
Technology issues is not generally accepted as a suitable excuse for late submission.

Assessment for Learning Principles and Practices

YEAR 9 ASSESSMENT INFORMATION

At Sydney Secondary Leichhardt Campus, we have adopted the NESA *Assessment for Learning Principles* as the foundation for our assessment practice. It is the responsibility of all teachers at SSCL to familiarise themselves with this document and have a clear understanding of the practical implications for the development, design and preparation of any assessment tasks.

Formative and summative assessment practices give students an opportunity to demonstrate what they know, understand, and can do at a given point in time. These *Assessment for Learning Principles and Practices* must be incorporated into learning at SSCL. They underpin our belief that quality assessment is a critical part of the learning process.

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practises:

- **Emphasises the interactions between learning and manageable assessment strategies that promote learning.** In practice this means:
    - Teachers reflect on the purposes of assessment and on their assessment strategies.
    - Assessment activities allow for demonstration of learning outcomes.
    - Assessment is embedded in learning activities and informs the planning of future learning activities.
    - Teachers use assessment to identify what a student can already do.
    - The quantity of assessment tasks should be sufficient to ensure that students can demonstrate what they know and can do, ensuring that we do not over assess.
    - Consideration must be given to the number of tasks students are required to complete at that time.
    - All assessment tasks MUST go to the Head Teacher for checking.
    - A minimum of two weeks' notification is required for all formal tasks.
    - Holiday breaks cannot be included as part of the (minimum) two-week assessment notification of time.
    - No task is to be undertaken or submitted in the week leading up to examinations (unless negotiated with all students in the course).
    - No task is to be undertaken or submitted in the week after holidays unless there has been at least two weeks' notice prior to the holidays.

- **Clearly expresses for the students and teacher goals of the learning activity.** In practice this means:
    - Students understand the learning goals and the criteria that will be applied to judge the quality of their achievement.
    - The task must include the assessment criteria.
    - Students receive feedback that helps them make further progress.
    - Students to complete a submission cover sheet.
    - The task MUST be placed on the SSCL assessment proforma.

- **Reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark.** In practice this means:
    - Teachers use tasks that assess, and therefore encourage, deeper learning
    - The assessment activity and criteria will allow for students to access all marking ranges.
    - Feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement.
    - Assessment is an integral component of the teaching and learning process rather than being a separate activity.
    - Students to be awarded an A-E grade based on the standards and course performance descriptors (where applicable; marks are acceptable where applicable).
    - The task may include an explicit literacy and/or numeracy component where appropriate.

- **Provides ways for students to use feedback from assessment.** In practice this means:

- Feedback is directed to the achievement of standards and away from comparisons with peers.
- Feedback is clear and constructive about strengths and weaknesses.
- Feedback is individualised and linked to opportunities for improvement.
- Feedback must be timely, explicit, and constructive offering guidance for future improvement
- All tasks must be returned to students within two weeks from the date of submission. This does include school holidays, so a task submitted in the last week or term must be returned the first week of the next term.

- **Helps students take responsibility for their own learning.** In practice this means:
  - Assessment includes strategies for self and peer assessment emphasising the next steps needed for further learning.
  - A copy of the task must be uploaded onto Edmodo (and/or One Note) on the day it is distributed.

- **Is inclusive of all learners.** In practice this means:
  - Assessment against standards provides opportunities for all learners to achieve their best.
  - Assessment activities are free of bias.

Leichhardt Campus School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
2. Progress in the learning outcomes will be indicated using the Common Grade Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

Student Progress Interviews will be held in the school hall on the following dates:

- Year 7- Wednesday 15 June 4.00-7.30 p.m.
- Year 8- Wednesday 22 June 4.00-7.30 p.m.
- Years 9 & 10 – Wednesday 20 July 3.30-7.30 p.m.

Grade Point Average and College Learning plan

In 2021 Sydney Secondary College implemented a College Learning Plan (CLP) to support all students to individually reflect on their academic progress, supporting students to set goals in identified areas of growth in response to their semester reports.
Students will be given a presentation in core class groups in period one of the scheduled day to enable them to contextualise their report and complete a self reflection activity using their individual subject grades, 'Commitment to Learning' descriptors and teacher comments. A Grade point average will be calculated from the students semester one report grades for every subject.
After the initial presentation and self reflection the following periods will involve classes at a time withdrawn to the I-Centre to have a coaching session with a staff member to review the grade point average, set goals and strategies to achieve these goals. Student's grade point average, goals and strategies for success will be recorded in a College Learning Plan in Sentral and will facilitate an ongoing conversation for all students and teachers focused on student identified areas of improvement.

Students will be notified at school of the arrangements for each session.

Dates for College Learning Plan mentoring for Year 9 are:

Term 2 Week 10 - Monday 27 June 2022

Sydney Secondary College
Balmain, Leichhardt, Blackwattle Bay

Student Name: **Core class:**

College Grade Average

Your College Grade Average (CGA) enables you to reflect on your personal academic achievement.

Calculating your College Grade Average

Your College Grade Average (CGA) also offers a comparison to how well you are progressing when measured against the cohort (your year group). You will be provided with the average CGA across your entire year group that can then be compared to your CGA. This provides you with a reference point of how much you are either above or below the Year Group's average. Over time this also allows you to monitor your progression when measured against your cohort.

Step 1: List all your grades and then convert them to the number of points they are worth.

Outstanding = A = 5 points
High = B = 4 points
Sound = C = 3 points
Basic = D = 2 points
Limited = E = 1 point

Step 2: Total the points

Step 3: Average the points by dividing the total by the number of subjects you studied.

For examples:
A student received the following overall grades for the subjects they studied

Step 1: Convert grades to points

English	Outstanding	5 points
Science	High	4 points
Maths	Outstanding	5 points
French	Sound	3 points
Music	High	4 points
PDHPE	Limited	1 points

Step 2: Total Points = 22

Step 3: Average the points
College Grade Average (CGA) (Number of subjects studied) 22÷6 = 3.66

CALCULATE YOUR CGA

Subject	Grade	Points
English		
Maths		
Science		
HSIE		
PDHPE		
Elective 1		
Elective 2		
VIBE Elective		
Total number of points =		
CGA (total points÷ number of subjects) =		
Five Word Summary		

Sydney Secondary College
Balmain, Leichhardt, Blackwattle Bay

Student Name: **Core class:**

Report Analysis Reflection Semester 1, 2022

1. **Complete using the 'Areas of Learning' from your report**

Areas of Learning			
Subject	**Grade**	**Report Comments**	
		Positives	**Challenges**
English			
Maths			
Science			
PDHPE			
HSIE			
Elective 1			
Elective 2			
VIBE Elective			

2. Complete using the Social Development and Commitment to Learning from your report

	English	Maths	HSIE	PDHPE	SCIENCE	Elective1	Elective 2	VIBE		
Commitment to learning	*For each subject write C, U, S or R for: Consistently, Usually, Sometimes or Rarely*									
Respects themselves, others and the community										
Acts responsibly and cooperatively in class										
Participates productively in learning										
Completes all coursework (classwork, homework and assessment tasks)										

3. Using the 'Commitment to Learning' table, total the number of 'Consistently', 'Usually', 'Sometimes', and 'Rarely' that you received. Is this reflective of your effort?

Total number from your student profile chart			
Consistently	Usually	Sometimes	Rarely

Assessment illness/misadventure form

This form must be submitted to the appropriate Head Teacher **on the day you return to school** (emailed is acceptable). Please attach any supporting documentation. **Also available on the school website and in hard copy.**

Student name: _____ Year: _____

Class Teacher: _____ Subject: _____

Title of task: _____

Original due date of task: _____

Applications may be in respect of (please select one option):

(A) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment (e.g., influenza, an asthma attack, a cut hand).

OR

(B) **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment (e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g., a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

Note: A student who has suffered an injury such as a broken writing arm immediately before an assessment (e.g., test) will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during an assessment period
- matters avoidable by the student (e.g., misreading of timetable; misinterpretation of examination paper).

Parent/caregiver signature: _____ Date: _____

Student signature: _____ Date: _____

This application process is as per NESA expectations and standards. This form, once completed, will be placed in the student's central file.

Head Teacher Use Only:

Supporting evidence (attached): Yes No

Special consideration accepted: Yes No

Action taken: _____

Head Teacher signature: _____ Date: _____

Assessment planning calendar Term 1 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3 7 Feb						
Week 4 14 Feb						
Week 5 21 Feb						
Week 6 28 Feb						
Week 7 7 Mar						
Week 8 14 Mar						
Week 9 21 Mar						
Week 10 28 Mar						
Week 11 4 Apr						

Assessment planning calendar Term 2 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 25 Apr						
Week 2 2 May						
Week 3 9 May	NAPLAN (Years 7 & 9)		NAPLAN	NAPLAN	NAPLAN	
Week 4 16 May						
Week 5 23 May						
Week 6 30 May						
Week 7 6 Jun						
Week 8 13 Jun						
Week 9 20 Jun						
Week 10 27 Jun						

Assessment planning calendar Term 3 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 18 Jul						
Week 2 25 Jul						
Week 3 1 Aug						
Week 4 8 Aug						
Week 5 15 Aug						
Week 6 22 Aug						
Week 7 29 Aug						
Week 8 5 Sep						
Week 9 12 Sep						
Week 10 19 Sep						

Assessment planning calendar Term 4 2022

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 10 Oct						
Week 2 17 Oct						
Week 3 24 Oct						
Week 4 31 Oct						
Week 5 7 Nov						
Week 6 14 Nov						
Week 7 21 Nov						
Week 8 28 Nov						
Week 9 5 Dec						

YEAR 9 ASSESSMENT INFORMATION

BEAN TO BARISTA
TAS FACULTY
HT contact: Ms Trish Johnson

COURSE OUTLINE

In Bean to Barista, we look into the foundations of what it takes to become a small business entrepreneur. The course provides students with the opportunity to explore what it is like to be a coffee shop owner and design and create their own school café. Through inquiry and practical based learning students develop skills in crafting the perfect commercial quality coffee and a range of other cafe items. Students will develop and design their own cafe by investigating and surveying how local businesses operate. successfully. They will work in teams to create their own unique business identity and demonstrate it to our school community in a real life situation. Students will learn about: barista skills; communications and interpersonal skills; hospitality skills; business management; food production; graphic and interior design; commercial appliances and machinery; marketing; health and safety; customer service and sustainable work practices. The final product will be a school run coffee cart.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	All About Coffee	Students develop a driving question to explore a chosen aspect of coffee- agriculture, production, history, or extraction.	30%	EL52 EL56 EL 57	Term 1 Week 11
2	Design a Café Folio	Students work collaboratively to develop a design for a café- layout, logos, menu, recipe cards, ordering systems, digital advertisement etc. Each student submits an individual café design folio based on the work of the group	40%	EL51 EL53 EL57	Term 3 Week 3
3	Pit Crew Practical Assessment	Students in a work crew	30%	EL54 EL55 EL57	Term 3 Week 10

COURSE OUTCOMES

Outcome	Description
EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

COMMERCE
HSIE FACULTY
HT contact: Ms Lisa Hartemink

COURSE OUTLINE

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

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

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Group Presentation	A group presentation on an aspect of the Consumer and Financial Decisions topic	30% COMK 15% COMS 15%	COM5-2 COM5-4 COM5-7 COM5-8 COM5-9	Term 1 Week 8
2	CV and Job Interview	Students develop a CV and prepare for a job interview in which they demonstrate their understanding of the Employment and Work Futures topic	30% COMK 15% COMS 15%	COM5-2 COM5-5 COM5-6 COM5-7 COM5-8	Term 2 Week 9
3	Yearly Examination	Students will be examined on their knowledge of all topics	40% COMK 20% COMS 20%	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-8	Term 4 Week 2

COURSE OUTCOMES

Outcome	Description
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 timelines

YEAR 9 ASSESSMENT INFORMATION

CSI – TRUE CRIME
HSIE FACULTY
HT contact: Ms Lisa Hartemink

COURSE OUTLINE

The focus of this unit is to explore the concepts of true crime through a diverse set of lenses, including anthropology, psychology, the investigative processes, justice and ethics. Its principle aim is to develop students' 21st century skills in collaborative and critical thinking processes that promote creativity, communication, reflection and self-directed learning. Through the investigative process, students will learn to analyse and explain real world issues related to the study of criminology, will gain knowledge about the various aspects of the criminal justice system and a deeper understanding of human behaviour.

The course provides students with the opportunity to learn from projects that promote deep and significant learning in a highly personalised environment. CSI-True Crime assists students' capacity to drive their own learning, increase opportunities for engagement and enrichment, and most importantly, to encourage students to become successful lifelong learners.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Teacher developed collaborative inquiry based learning project	Students create a podcast or vodcast about the nature of true crime and a true crime case study	30%	EL5-1 EL5-2 EL5-4 EL5-7	Term 1 Week 10
2	Student developed inquiry based learning project	Students create a product that protects citizens from crime	30%	EL5-3 EL5-5 EL5-4	Term 2 Week 9
3	Student developed collaborative inquiry based learning project	Students create a mock crime scene and a portfolic	40%	EL5-1 EL5-3 EL5-4 EL5-7	Term 3 Week 10

COURSE OUTCOMES

Outcome	Description
EL5-1	Thinks creatively
EL5-2	Think critically
EL5-3	Think reflectively
EL5-4	Work collaboratively
EL5-5	Use communication and inter-personal skills
EL5-6	Work independently
EL5-7	Demonstrate learning to an audience

YEAR 9 ASSESSMENT INFORMATION

ELECTIVE HISTORY
HSIE FACULTY
HT contact: Ms Lisa Hartemink

COURSE OUTLINE

The study of history in the elective course equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

The study of history provides the intellectual skills to enable students to critically analyses and interpret sources of evidence in to construct reasoned explanations, hypotheses about the past and a rational and informed argument. History also enables students to understand, deconstruct and evaluate differing interpretations of the past.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Historical Film Review	Students develop a film review based on a film studied in the Film as History topic	30% EK 10% ES 10% EC 10%	E5-1 E5-2 E5-6 E5-7	Term 1 Week 10
2	Biography	Students create a biography of a historical personality studied in the Medieval and Early Modern Europe topic	30% EK 10% ES 10% EC 10%	E5-3 E5-4 E5-5 E5-8 E5-9 E5-10	Term 2 Week 7
3	Yearly Examination	Students will be examined on their knowledge of all topics	40% EK 20% ES 10% EC 10%	E5-1 E5-4 E5-7 E5-8 E5-9	Term 4 Week 3

COURSE OUTCOMES

Outcome	Description
EH5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
EH5-2	Examines the ways in which historical meanings can be constructed through a range of media
EH5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
EH5-4	Explains the importance of key features of past societies or periods, including groups and personalities
EH5-5	Evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
EH5-6	Identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
EH5-7	Explains different contexts, perspectives and interpretations of the past
EH5-8	Locates, selects and organizes relevant historical information from a number of sources, including ICT, to undertake historical inquiry
EH5-9	Uses historical terms and concepts in appropriate contexts
EH5-10	Selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

YEAR 9 ASSESSMENT INFORMATION

ENGLISH
ENGLISH FACULTY
HT contact: Ms Stephanie Ward

COURSE OUTLINE

During Stage 5 English students continue to respond to and compose a range of texts. In Year 9 students explore the English Textual Concepts character, context and literary value in depth while building their understanding of a range of language forms and features and their varying effects and purposes across different texts and technologies. They investigate the way the authorial voice can reflect different perspectives and cultural ideas and develop connections between the texts and both private and public worlds. Students continue to develop their written expression and thinking skills by learning to write discursively, creatively, critically and reflectively.

A balance between explicit teaching and student-centered approaches are integrated into the program to develop students' ability to reflect on their own learning and to develop their increasingly sophisticated skills in critical thinking, communication, collaboration and creativity.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Critical Analysis – Essay Writing	Drama in Context – Students write an essay on how Shakespeare's context influenced the meaning and reception of his work, focusing on the close study of The Taming of the Shrew	30%	EN5-1A EN5-3B EN5-4B EN5-7D EN5-8D	Term 1 Week 9
2	War Poetry	In class – students sit an exam on the poetry of World War I. Part 1: students compare two unseen poems and respond in short answer form Part 2: (cross curricular component with HSIE) students use a poem as inspiration to write a historically accurate creative narrative depicting the experiences of a soldier	40%	EN5-3B EN5-4B EN5-6C EN5-7D	Term 2 Week 8
3	Discursive Writing	In Class - Students compose a personal essay exploring the connections that can be made between the characterization in their novel and their own lives and world.	30%	EN5-1A EN5-3B EN5-5C EN5-7D	Term 3 Week 8

COURSE OUTCOMES

Outcome	Description
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5 –6C	investigates the relationships between and among texts.
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds.
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

YEAR 9 ASSESSMENT INFORMATION

FOOD TECHNOLOGY
TAS FACULTY
HT contact: Ms Trish Johnson

COURSE OUTLINE

The following assessment tasks are designed to give students and opportunity to explore food related issues through a variety of theoretical and practical tasks. These tasks are aimed at enhancing the learning and understanding of the four key focus areas covered this year – *Food Selection and Health, Food In Australia and Food for Special Needs.*

***** Fully enclosed black leather school shoes must be worn for practical lessons*****

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be assessed	Due Date
1	Digital Presentation	Students create a digital presentation for a chosen audience by investigating TWO (2) diet related disorders. Each disorder should be displayed on its own presentation using a software of your choice	25%	FT5-3 FT5-6 FT5-8 FT5-9 FT5-13	Term 1 Week 11
2	Folio	Folio to demonstrate the process used by students to develop two meals that meet a specific subject's nutritional needs. Practical assessment- cook one of the dishes in class	25%	FT5-1 FT5-2 FT5-7 FT5-10 FT5-11	Term 2 Week 10
3	Presentation	Research and analyses the food traditions of a culture that has influenced Australian food habits. Present research in a digital presentation. Practical assessment- cook a dish from the culture in class	25%	FT5-5 FT5-8 FT5-11 FT5-12 FT5-13	Term 3 Week 10
4	Yearly Examination	Exam covering Food Safety and Health, Food for Specific Needs and Food in Australia	25%	FT5-1 FT5-2 FT5-6 FT5-7 FT5-12	Term 4 Week 4

COURSE OUTCOMES

Outcome	Description
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

YEAR 9 ASSESSMENT INFORMATION

GEOGRAPHY (MANDATORY)
HSIE FACULTY
HT contact: Ms Lisa Hartemink

COURSE OUTLINE

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Group PBL task	Students develop a presentation that pitches their plan for an urban renewal project	40% GK 10% GS 10% GC 20%	GE5-3 GE5-5 GE5-7 GE5-8	Term 3 Week 8
2	Examination	Students will be examined on their knowledge of all topics and the geographical skills taught	60% GK 30% GS 20% GC 10%	GE5-1 GE5-2 GE5-3 GE5-7 GE5-8	Term 4 Week 2

COURSE OUTCOMES

Outcome	Description
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
GE5-4	Accounts for perspectives of a range of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
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

YEAR 9 ASSESSMENT INFORMATION

HISTORY (MANDATORY)
HSIE FACULTY
HT contact: Ms Lisa Hartemink

COURSE OUTLINE

The study of 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.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Essay	Students will write a research essay based on the Movements of Peoples topic	70% HK 20% HS 30% HC 20%	HT5-2 HT5-4 HT5-6 HT5-9 HT5-10	Term 1 Week 10
2	Combined English/History Test	Students will write a historical empathy task based on stimulus material related to WWI poetry as part of their combined English/history test	30% HK 20% HC 10%	HT5-1 HT5-7 HT5-9 HT5-10	Term 2 Week 8

COURSE OUTCOMES

Outcome	Description
HT5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	Explains and analyses the causes and effects and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	Select 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 concept when communicating an understanding of the past
HT5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

YEAR 9 ASSESSMENT INFORMATION

INTERGRATED COMPUTING
TAS FACULTY
HT contact: Ms Trish Johnson

COURSE OUTLINE

The study of Integrated Computing assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through a series of tasks, students engage in the design processes to investigate information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Designing for User Experience	Students work in pairs to design an app and produce an individual folio.	30%	IC5.1 IC5.5 IC5.7 IC5.8 IC5.9	Term 2 Week 3
2	Modelling with Data	Students produce an infographic and report through the investigation of real world data.	30%	IC5.3 IC5.4 IC5.5 IC5.7 IC5.9	Term 3 Week 3
3	Creating Intelligent Systems	Students work collaboratively to design an Intelligent System. Students may present their projects at the STEM Showcase.	40%	IC5.1 IC5.2 IC5.3 IC5.6 IC5.8	Term 4 Week 4

COURSE OUTCOMES

Outcome	Description
IC5-1	Selects and justifies the application of appropriate hardware and software to a range of projects
IC5-2	Explores the effects of past, current and emerging computing technologies on the individual and society
IC5-3	Justifies responsible practices and ethical use of computing technologies
IC5-4	Considers safety and security issues when working with data and information
IC5-5	Investigates the roles and responsibilities of people in development of projects in a range of contexts
IC5-6	Designs, produces and evaluates algorithms for digital solutions and implements them in a general-purpose programming language
IC5-7	Uses data to design, produce and evaluate a digital solution that effectively communicates and transforms information
IC5-8	Identifies and participates in collaborative work practices

YEAR 9 ASSESSMENT INFORMATION

INDUSTRIAL TECHNOLOGY – ENGINEERING
TAS FACULTY
HT contact: Ms Trish Johnson

COURSE OUTLINE

Course content is divided in four focus areas over year 9 and year 10. These focus areas are:

- Engineering Structures (Year 9, Semester One), Mechanisms (Year 9, Semester Two),
- Control systems (Year 10, Semester One) and Alternate Energy (Year 10, Semester Two).

These are studies through problem and project based learning projects. Assessment will be project based with each Focus area having one or more projects.

***** Fully enclosed black leather school shoes must be worn for practical lessons*****

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Structural Engineering Quizzes	Students answer a series of quizzes testing their understanding of key topic terms	25%	IND5-1 IND5-2 IND5-3 IND5-4 IND5-10	Term 1 Week 7
2	Engineering Challenge – NASA Structure Folio	Students work independently to design a rocket assembly using the guidelines from the NASA Rocket Assembly Challenge.	25%	IND5-2 IND5-3 IND5-7 IND5-8 IND5-9	Term 2 Week 3
3	Engineering Challenge – Balsa Tower Folio	Students work in teams to develop a structural model of water tower from balsa wood that is then tested.	25%	IND5-1 IND5-5 IND5-6 IND5-7 IND5-9	Term 3 Week 3
4	Engineering Challenge – Machines Report	Students work in teams, or independently, to complete a mechanism that consists of a series of smaller machines.	25%	IND5-2 IND5-4 IND5-6 IND5-8 IND5-0	Term 4 Week 5

OUTCOMES ASSESSED

Outcome	Description
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

YEAR 9 ASSESSMENT INFORMATION

INDUSTRIAL TECHNOLOGY – MULTIMEDIA
TAS FACULTY
HT contact: Ms Trish Johnson

COURSE OUTLINE

The Industrial Technology Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Animation Project Proposal	Students write a project proposal for their 1-Minute Film Competition entry	25%	IND5-1 IND5-3 IND5-6 IND5-7 IND5-9	Term 1 Week 11
2	Animated Film & Design Folio	Students work in teams to produce an entry to the 1-Minute Film Competition. Individually, they document the process of designing and producing their film in a folio.	25%	IND5-2 IND5-3 IND5-4 IND5-5 IND5-8	Term 2 Week 10
3	Website design proposal	Individually submit a project proposal for their website that communicates information & educates a target audience about a chosen local/global issue	25%	IND5-2 IND5-5 IND5-8 IND5-9 IND5-10	Term 3 Week 9
4	Yearly exam	Yearly exam looking at the knowledge and skills underpinning the multimedia course	25%	IND5-1 IND5-4 IND5-6 IND 5-7 IND5-10	Term 4 Week 4

OUTCOMES ASSESSED

Outcome	Description
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

YEAR 9 ASSESSMENT INFORMATION

iSTEM
TAS FACULTY
HT contact: Ms Trish Johnson

COURSE OUTLINE

Students will complete tasks to enhance learning and understanding of STEM with four units of work during Year 9, Starting with STEM Fundamentals, student will then explore Sustainable transport, Mechatronics and 3D CAD/CAM. Course content will be delivered through inquiry and project based learning with online delivery allowing students greater access to the learning. Assessments include evaluation reports, design folios and exams.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	STEM Fundamentals Report	STEM Fundamentals Report- students complete a series of STEM fundamentals challenges and write a reflective report	25%	5-1 5-2 5-5 5-8 5-10	Term 1 Week 11
2	Electric Kombi- Folio	Students work collaboratively to design an electric motor to power a cardboard Kombi van. They use data collected from sensors to improve their design	25%	5-2 5-3 5-7 5-9 5-10	Term 2 Week 10
3	Roving Robotics	Students work collaboratively to program a robot to complete an obstacle course. Learning is documented in a Folio	25%	5-1 5-3 5-4 5-6 5-7	Term 3 Week 10
4	Yearly Examination	Exam covering all content studied during the year	25%	5-5 5-6 5-8 5-9 5-10	Term 4 Week 3

COURSE OUTCOMES

Outcome	Description
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

MATHEMATICS
MATHEMATICS FACULTY
HT contact: Mr. Mahmut Yanar

COURSE OUTLINE

The aim of this course is for students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. In class, students will solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Teachers will highlight the connections between the areas of mathematics and other disciplines in order to foster students' appreciation of mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three sub stages: Stage 5.1, Stage 5.2 and Stage 5.3. These sub stages are not designed as prescribed courses, and many different 'endpoints' are possible. Most Leichhardt students will study most of the Stage 5.1 and 5.2 outcomes. In addition, some students will also study some, or all, of the Stage 5.3 outcomes.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be assessed	Due Date
1	Topic Tests and MathsOnline Tasks	Three topic Tests and weekly online submissions	25%	MA5.2-1WM MA5.2-6NA MA5.1-5NA MA5.2-8NA MA5.1-8MG MA5.1-10MG	Term 1 Week 9
2	Half Yearly	Examination based on topics studied during term 1	25%	MA5.1-2WM MA5.2-1WM MA5.1-5NA MA5.2-6NA MA5.3-3WM MA5.2-7NA	Term 2 Week 4
3	Task 3	Application of mathematics theory in real life situations	20%	MA5.1-4NA MA5.3-8NA MA5.1-6NA MA5.3-7NA MA5.1-7NA MA5.2-4NA MA5.2-9NA	Term 3 Week 4
4	Yearly	Examination based on topics studied during term 3	30%	MA5.1-8MG MA5.3-1WM MA5.1-10MG MA5.3-2WM MA5.1-13SP MA5.3-3WM MA5.2-12MG MA5.2-13MG MA5.2-17SP	Term 4 Week 3

COURSE OUTCOMES:

5.1 Mathematics outcomes:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

5.2 Mathematics Outcomes

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results
MA5.2-4NA solves financial problems involving compound interest
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms & cylinders
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

5.3 Mathematics Outcomes

MA5.3-1WM uses & interprets formal definitions and generalisations when explaining solutions &/or conjectures
MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA performs operations with surds and indices
MA5.3-7NA solves complex linear, quadratic, simple cubic,simultaneous equations, rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient, distance on the Cartesian plane, applies standard forms of the equation of a straight line
MA5.3-9NA sketches and interprets a variety of non-linear relationships
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA uses function notation to describe and sketch functions
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG applies formulas to find volumes of right pyramids, right cones, spheres & related composite solids
MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP uses standard deviation to analyse data
MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

YEAR 9 ASSESSMENT INFORMATION

MUSIC
CREATIVE & PERFORMING ARTS FACULTY
HT contact: Mr James Raxworthy

Course Content:
Students will study the concepts of Music through the learning experience of performing, composing and listening. Students will learn this within the context of a range of styles, periods and genres.

Students extend their learning about music in the selected topics through

- *Performing* as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- *Composing* as a means of self-expression, musical creation and problem solving
- *Listening* as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students are expected to perform on their main instrument or voice and bring their instrument to every music lesson.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Performance	Solo performance of a piece (own choice)	20%	5.2 5.3	Term 1 Week7
2	Composition	Composition - Topic based using notation software	25%	5.4 5.5 5.6	Term 2 Week 5
3	Listening & Performance	Ensemble piece Listening Test	30%	5.1 5.3 5.7 5.11	Term 3 Week 7
4	Listening	Exam	25%	5.8 5.9 5.10	Term 4 Week 3

OUTCOMES ASSESSED

Outcome	Description
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 demonstrating interpretation of musical notation and the application of different types of technology
5.3	Performs music 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 and 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	Understands musical concepts through analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	Understands musical concepts through aural identification, discrimination, memorization and notation in the music selected for study
5.9	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
5.10	Demonstrates an understanding of the influence and impact of technology on music
5.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music

OPPORTUNITIES AND PATHWAYS IN PHYSICAL ACTIVITY AND SPORT
PDHPE FACULTY
HT contact: Mr Angus Glynne

COURSE OUTLINE

Opportunities and Pathways in Physical Activity & Sport (OPPAS) is a stage 5 vibe elective affording students an opportunity to explore a select few occupations within the field of 'sport, physical activity & health'. Over the course of a school year, the following occupations will be explored: Nutrition, Sports Journalism, Coaching, Physiotherapy, Strength & Conditioning in a Rehabilitation based context.

OPPAS is a predominantly theory-based elective with a vigorous academic approach to learning. The elective consists of four modules comprising of two individual and two group-based assessments, aligning with the five different areas of future focused learning.

Students in this course will have an opportunity to explore their own driving questions and case studies within the pre-determined contexts. This is so that teachers can advise and guide students throughout the process towards their project completion.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Individual presentation	Poster Board and Infographic Station	30%	EL51 EL52 EL53 EL57	Term 2 - Week 2
2	Digital Presentation	Sports Journalism Blog	30%	EL51 EL52 EL54 EL56 EL57	Term 3 - Week 2
3	Integrated (Practical and Theory)	Theory – Portfolio on a Coaching Plan. Practical – Video Resources to Complement Port Folio	40%	EL51 EL52 EL54 EL55 EL57	Term 4 - Week 2

COURSE OUTCOMES

Outcome	Description
EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

YEAR 9 ASSESSMENT INFORMATION

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
PDHPE FACULTY
HT contact: Mr Angus Glynne

COURSE OUTLINE

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Student's practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Dates
1	ProBL Presentation	Heads Up – Create, design and present a mental health and wellbeing strategy	25%	PD5-6 PD5-7	Term 1 Week 8
2	Peer assessment	Invasion Games – Tactical awareness and movement skills assessment	25%	PD5-4 PD5-5 PD5-11	Term 1 Week 10
3	Physical Literacy and movement	Net and Court – Movement skills and strategies in volleyball	25%	PD5-4 PD5-5 PD5-10	Term 3 Week 6
4	Theory examination	Navigating Safe Relationships examination	25%	PD5-1, PD-5-3	Term 3 Week 10

COURSE OUTCOMES

Outcome	Description
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 9 ASSESSMENT INFORMATION

PHOTOGRAPHIC & DIGITAL MEDIA
CREATIVE & PERFORMING ARTS FACULTY
HT contact: Mr James Raxworthy

Course Content:

The units of study will include:

- An introduction to photography; using a DSLR camera and camera-based activities;
- Learning about composition;
- Storing and presenting images in digital still form;
- An introduction to Photoshop and digital media.

Students enhance their learning about photographic and digital media art making through critical and historical studies, as well as making photographic artworks. Students are required to document their photographic and digital media (PDM) art making and study in their PDM online journal.

Course assessment:

The teacher will regularly monitor and provide feedback on student work by viewing the PDM online journal. Students are to submit their photographic tasks and their PDM journal for assessment each term.

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	The Camera	Introduction to camera functions and manual settings of the camera.	10%	5.1	Term 1 Week 5
2	Shapes and Shadows	Introduction to photographers and camera skills.	30%	5.1 5.3 5.7	Term 2 Week 2
3	A Sense of Place	Critical & Historical Study; Digital media exploring local area.	30%	5.2 5.4 5.9	Term 3 Week 4
4	Multiple Ways of Seeing	Study of Photographers, Art movements Digital Journal	30%	5.5 5.6 5.8	Term 4 Week 4

OUTCOMES ASSESSED

Outcome	Description
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-audience-world
5.3	makes photographic 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
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-audience-world 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

YEAR 9 ASSESSMENT INFORMATION

PHYSICAL ACTIVITY AND SPORTS STUDIES
PDHPE FACULTY
HT contact: Mr Angus Glynne

COURSE OUTLINE

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

This course promotes the concept of learning through movement and many aspects of this syllabus can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

The units of study in Year 9 PASS include:

- Body Systems and Energy for Physical Activity
- Physical activity for Fitness
- Australia's Sporting Identity
- Fundamentals of Movement Skill Development
- Event Management
- Lifestyle, leisure & Recreation

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Examination	Examination: Body Systems and Basic Anatomy	35%	PASS5-1 PASS5-10	Term 1 Week 10
2	Integrated	Physical Fitness- Individual fitness program	35%	PASS5-1 PASS5-2 PASS5-8	Term 2 Week 5
3	Skills Analysis	Fundamentals of movement- Practical analysis of a specific movement skill	30%	PASS5-5 PASS5-6 PASS5-9	Term 3 Week 8

COURSE OUTCOMES

Outcomes	Description
PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives information
PASS5-5	Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
PASS5-6	Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-9	Performs movement skills with increasing proficiency
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

PSYCHOLOGY
SCIENCE FACULTY
HT contact: Mr Will Murton (Relieving)

COURSE OUTLINE

The human mind is a fascinating realm equally as scary as it is mysterious. In this course you will learn not only about how our mind works but why it works and what happens when it doesn't work exactly the way we want it to. Based on their interests, students will research and develop questions around the four main categories of psychology that will be explored; abnormal, social, behavioural, and cognitive psychology. Students will gain a better understanding of the processes involved with conducting experiments related to psychology and the design limitations they will inevitably face from individual biases. Students will engage with future focused skills in line with Leichhardt's 4C's + R scaffolds, to think critically, be creative, work collaboratively and communicate their ideas with audiences as well as reflect on these skills in the context of psychology.

Topics and ideas within this course include: what is psychology; comparing psychology and psychiatry; being ethical in psychology; clinical psychology; comparing normal and abnormal psychology; social animals; bystander effect; behaviour in a group; individual biases; behavioural psychology; reinforcement and punishment; applied behavioural analysis; reinforcement and punishment; conditioning; cognitive psychology; personality; motivation and memory.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Independent Case Study	Students will research a mental disorder independently and present their finding as a product to inform a target audience.	30%	EL5.1 EL5.6 EL5.7	Term 1 - Week 9
2	Paired Cognitive Assessment	Students will design an experiment in pairs that tests memory based on research on cognitive psychology. Students will then reflect on their efforts.	30%	EL5.1 EL5.3 EL5.5	Term 2 - Week 9
3	Behavioural Experiment (Group)	Students will work in groups to design an experiment and make a video to pitch their experiment, considering ethical guidelines.	40%	EL5.2 EL5.4 EL5.5 EL5.3	Term 3 – Week 9

COURSE OUTCOMES

Outcome	Description
EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

YEAR 9 ASSESSMENT INFORMATION

SCIENCE
SCIENCE FACULTY
HT contact: Mr Will Murton (Relieving)

COURSE OUTLINE

The aim of the Year 9 program is to develop students:

- 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, understanding of and skills in applying the processes of Working Scientifically
- knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Practical Investigation and Process Skills	Process, present and analyse information	35%	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-11PW	Term 1 Week 6
2	Depth Study	Group research and investigation task	30%	SC5-6WS SC5-7WS SC5-8WS SC5-9WS	Term 2 Week 8
3	Yearly exam	Exam covering knowledge and skills	35%	SC5-14LW SC5-7CW SC5-7WS SC5-8WS SC5-12ES	Term 4 Week 2

COURSE OUTCOMES

Outcomes	Description
SC5-4WS	questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually & collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid & reliable data and information, individually & collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence- based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

YEAR 9 ASSESSMENT INFORMATION

SHORT FILM MAKING
CREATIVE AND PERFORMING ARTS FACULTY
HT contact: Mr James Raxworthy

COURSE OUTLINE

Short Film Making is designed to get students to take an idea that starts in their imagination, build it from the ground up and then ultimately see it realised on the screen. Through an interactive and hands on approach, students will be taught all the fundamentals of basic film production. Over the course of a year students will make four short films. Emphasising creativity and team work students will learn to appreciate the multiple roles and skills required to make a film. Students will learn to script, storyboard, shoot, edit and make a soundtrack. They will shoot their films on a mobile phone or device (like an iPad or Android equivalent) and learn to use film editing software such as Adobe Premier Elements. They will explore different genres of film making including animation, documentary and horror and create work designed to be entered into student film competitions such as Tropfest Jnr and Bloodfest. Through this course students get to enter the world of film and discover the magic of movie making!

ASSESSMENT SCHEDULE

Task No.	Task	Description	Weighting	Outcomes	Date
1	Stop motion animation	Students are assessed on their creative concept for their short animation and their processes for learning how to create it.	25%	Independent inquiry Creative Thinking	Term 1 Week 8
2	Mini Documentary	Students are assessed on their documentary outline and the mark ups showing how the outline was changed during production.	25%	Critical Thinking Reflective Thinking	Term 2 Week 6
3	Short horror film	Students are assessed on their collaboration skills and use of effective communication and interpersonal skills during the project.	25%	Collaborative Inquiry Communication and Interpersonal Skills	Term 3 Week 8
4	Short Film Festival Entry PITCH	Students are assessed on their pitch for their short film idea.	25%	Demonstration of Learning	Term 4 Week 2

COURSE OUTCOMES

Outcome	Description
EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

THE GREAT OUTDOORS
PDHPE FACULTY
HT contact: Mr Angus Glynne

COURSE OUTLINE

'The Great Outdoors - Survive and Thrive' is a creative course that enables students to develop skills that will enable them to be active and contributing members of society. This course helps to develop an understanding of our relationships with the environment, others and ourselves. This course has been designed with an emphasis on practical activities that cater to individual interests within sport and recreational industries. The areas of sport and recreation are widespread and varied industries within Australia. This course aims to provide a framework that enables students to engage in these industries now and into the future.

Students will be studying of the following modules: Water Safety, Amazing Race and outdoor challenges, Where am I? (Orienteering), and How to survive from the sun to the sea.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	**Water safety**	Students will design a water safety campaign.	35%	EL51, EL52, EL54	Week 8 Term 1
2	**Outdoor Challenge**	Students design an extreme outdoor challenge event	35%	EL51, EL53, EL54 EL55	Week 9 Term 2
3	**Orienteering**	Students will design an Orienteering course and compete in selected courses	30%	EL51 EL52, EL54 EL57	Week 7 Term 3

COURSE OUTCOMES

Outcome	Description
EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

YEAR 9 ASSESSMENT INFORMATION

VISUAL ARTS
CREATIVE AND PERFORMING ARTS FACULTY
HT contact: Mr James Raxworthy

Course Content:
Students will extend their learning about visual arts through critical and historical study as well as making artworks. They will study artworks using the Frames, Structural, Subjective, Cultural and Post Modern and the Conceptual Framework.

Students are required to document their art making and art study in their visual arts process diary. Extend their learning about visual arts through critical and historical study as well as making artworks.

Course assessment:

- Students are assessed throughout the year.
- Each term students submit their art making tasks and visual arts process diary for assessment.
- Each semester students are to complete an assignment.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Date
1	The Surface - Making Art	Making and studying experimental artworks with a focus on Abstract Expressionism	30%	5.1 5.7 5.8	Term 1 Week 9
2	The Portrait	Painting, drawing & digital media techniques	25%	5.3 5.6 5.9	Term 2 Week 9
3	The Power of Print	Variety of printing techniques	25%	5.5 5.6 5.10	Term 3 Week 9
4	Exam	The Frames and Conceptual Framework	20%	5.7 5.8 5.9	Term 4 Week 2

OUTCOMES ASSESSED

Outcome	Description
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.3	Make artworks informed by an understanding of how frames affect meaning
5.6	Demonstrates technical accomplishment and refinement when making artworks
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 the relationship between artist world and audience in critical and historical interpretations of art
5.9	Demonstrates how the frames provide different interpretations in art
5.10	Demonstrates how art criticism and art history construct meaning

YEAR 9 ASSESSMENT INFORMATION

VISUAL DESIGN
CREATIVE AND PERFORMING ARTS FACULTY
HT contact: Mr James Raxworthy

COURSE OUTLINE

Visual Design provides students with opportunities to connect aspects of both art and design through various projects that students will develop and create. Students will make and design images and objects that have both an aesthetic value and conceptual meaning. This course is designed to enable students to gain an increased sense of accomplishment and independence in their representation of ideas in different fields of design. This elective builds on aspects of the Stage 4 mandatory Visual Arts course. It provides opportunities for students to use and expand on their skills developed in visual art whilst also developing skills and understanding of the design process. Visual Design as an artistic practice plays a significant role in the contemporary world and this course gives students the chance to explore the interesting connection between art and design. The areas covered in this course provide students with opportunities to make active connections to aspects of their world. The principal aims of this course are to develop students creative and critical thinking processes in a collaborative environment, promoting communication and reflection. To demonstrate their achievement of course outcomes, students will work on a series of inquiry-based design projects.

ASSESSMENT SCHEDULE

Task No	Task	Description	Weighting	Outcomes to be Assessed	Due Date
1	Zine "*Word on the Street*"	Students will work individually to create a visual and written Zine publication responding to the driving question: '*How can we use a Zine to inspire and connect youth?*'	25%	EL54 EL51 EL53	Term 1, Week 10
2	Wearable design (textiles, jewelry, clothing and image	Students will work individually to create wearable designs from recycled materials and objects. Students can create textile wearables, jewelry, and images. Students will investigate the driving question: '*How can recycled materials change our fashion industry?'*.	35%	EL52 EL51 EL57	Term 2, Week 10
3	Brand/Product design (product, packaging, advertising)	Students will work either individually or collaboratively to design a brand/product (packaging and advertising inclusive). The design process will respond to the question: '*How can we use visual design to build a successful brand?*'	40%	EL52 EL55 EL56 EL57	Term 4, Week 3

COURSE OUTCOMES

Outcome	Description
EL5.1	Think creatively
EL5.2	Think critically
EL5.3	Think reflectively
EL5.4	Work collaboratively
EL5.5	Use communication and inter-personal skills
EL5.6	Work Independently
EL5.7	Demonstrate learning to an audience

Sydney Secondary College

Leichhardt Balmain Blackwattle Bay

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