



Sydney  
Secondary  
College  
Leichhardt

# SYDNEY SECONDARY COLLEGE LEICHHARDT

## YEAR 9 ASSESSMENT INFORMATION 2025



## YEAR 9 ASSESSMENT INFORMATION

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### INTRODUCTION

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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: Mr Clinton Ngo and Ms Rebekah Cullen
- Head Teacher Wellbeing: Ms Janine Ahie
- Deputy Principal Year 9: Mrs Sally Bury
- Head Teacher Learning and Enhancement: Ms Lisa Hartemink
- Aboriginal Education Officer: Ms Danielle Maslen
- Careers Adviser: Mr Huon Tran
- School Counsellors: Ms Libby Ahearn, Ms Jenny Zaman, Ms Kathy Hooper
- Student support officer: Ms Eloise Griffiths
- Principal: Mr Craig Marland

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.

## SSC Leichhardt Campus Assessment Policy

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Assessment is the process of identifying, gathering and interpreting information about student achievement. Effective school based assessment:

- enables students to demonstrate what they know, understand and can do
- is inclusive of, and accessible for, all students
- is valid: there is clear alignment between the syllabus, the assessment activity and the criteria used to assess
- identifies strengths, misunderstandings and skills not yet mastered
- enables timely and relevant feedback about learning progress
- provides opportunities for students to reflect on feedback
- is regular, purposeful and integrated throughout teaching and learning
- informs goal setting for learning and teaching.

### STANDARDS-REFERENCED ASSESSMENT

Standards-referenced assessment refers to the process of interpreting information about student learning in relation to standards. It is used to compare student performance to a standard with objective criteria rather than to the performance of other students. Standards-referenced assessment can provide meaningful feedback about student achievement and support consistent assessment and reporting.

#### What are standards?

A standards-referenced approach is used to assess and report student achievement in NSW. This approach comprises 2 components:

- syllabus outcomes and content describe what students are expected to learn
- how well students demonstrate achievement is described in performance standards such as the Common Grade Scale.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities in relation to content
- assess student progress and achievement in relation to intended learning
- report student progress and achievement at key points in time.

Performance standards used to report student achievement in NSW include:

- Common Grade Scale (Years 1 to 10)
- Stage 5 Course Performance Descriptors (end of Year 10)
- Common Grade Scale for preliminary courses (Year 11)
- HSC Performance Band Descriptions (Year 12)
- achievement level descriptions (Year 12 English Studies, Mathematics Standard 1, and Numeracy).

#### Common Grade Scale Years 1 to 10

The Common Grade Scale shown below can be used to report student achievement in Years 1 to 10 in NSW schools.

The scale describes performance at each of the 5 grade levels.

A- The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B- 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.

C- 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.

D- The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E- The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

If teachers use the Common Grade Scale to report student achievement in Years 1-10:

- the full range of grades can be used at any point in time in relation to what has been taught
- the grade reported should reflect student achievement in relation to the syllabus outcomes for the relevant stage of learning
- students in the first year of a stage are not restricted to lower grades
- students do not need to be working beyond the syllabus for their stage to receive a grade A or B.

### Types of assessment:

- **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.

- ensure approaches to assessment are inclusive of all students.
- 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 *Central* mark book
- **procedures for submission of assessments**
  - campuses may accept submissions using electronic systems such as MS Teams, OneNote, 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 where 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

## MALPRACTICE

**Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.**

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#).

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

[https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10\\_1\\_types\\_of\\_malpractice](https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice#acerule=n10_1_types_of_malpractice)

### Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

### Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or

- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

### **Collusion**

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

## **PROCEDURES FOR MALPRACTICE, PLAGIARISM, NON-ATTEMPT, NON-SERIOUS ATTEMPT AND NON-SUBMISSION OF TASKS**

The following text will be included in the 'additional information' (assessment policy) component of Year 9 assessment notifications.

### **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.**



**Any behaviour for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice or cheating. This includes the use of AI platforms.**

Technology issues is not generally accepted as a suitable excuse for late submission.

### **ASSESSMENT FOR LEARNING PRINCIPLES AND PRACTICES**

At Sydney Secondary Leichhardt Campus, we have adopted the NESAs 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 practices:

- **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 OneNote 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.

## SSC 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 course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

Grade level	Course Performance Description
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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 – 2 July 2025
- Year 8 – 19 June 2025
- Years 9 & 10 – 22 July 2025

## Grade Point Average and College Learning Plan

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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 on their 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 MOOMBA period will have a coaching session with their Moomba teacher or a wellbeing team 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 – 2 July 2025

Term 3 Week 2 – 30 July 2025

Term 4 Week 10 – 17 December 2025



**Sydney Secondary College**  
Balmain, Leichhardt,  
Blackwattle Bay

Student Name: \_\_\_\_\_  
Year: \_\_\_\_\_ Semester: \_\_\_\_\_

**College Learning Plan**  
**Student Reflection Sheet**  
Leichhardt Campus

**1. My College Grade Average (CGA)**

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

Subject	Grade	Points
Total number of points =		
<b>My CGA =</b>		
<i>(total points ÷ number of subjects)</i>		

**2. My areas of strength and areas for growth**

Areas of strength
Areas for growth



**3. My 2 draft SMART goals for this Semester**

Draft goal #1	Draft goal #2

**SECTION BELOW IS TO BE COMPLETED DURING YOUR COACHING SESSION**

My SMART goals for Sem __, _____	How I will achieve these
1.	
2.	



## Assessment illness/misadventure form

This form must be submitted before 8.50am to the appropriate Head Teacher(for in class exams or hand in assessment tasks) or Deputy Principal(for formal end of year exams) **on the day you return to school** (email is acceptable). Please attach any supporting documentation, including medical certificate for illness. **This form is also available on the school website and in hard copy.**

Student name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject and Class Teacher: \_\_\_\_\_

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/Deputy Principal Use Only:

Supporting evidence (attached):                      Yes                      No

Special consideration      accepted:                      Yes                      No

Action taken: \_\_\_\_\_

Head Teacher/Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Task (tick box)</b></p> <p><input type="checkbox"/> Hand in</p> <p><input type="checkbox"/> In-Class task</p> <p><input type="checkbox"/> Examination period</p> <p><input type="checkbox"/> Speech/performance</p> <p><input type="checkbox"/> Other _____</p> <p>_____</p>
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## YEAR 9 ASSESSMENT INFORMATION

### Assessment planning calendar Term 1 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2 3 Feb		School Development Day	School Development Day	School Development Day	Day one all students	
Week 3 10 Feb						
Week 4 17 Feb						
Week 5 24 Feb						
Week 6 3 Mar						
Week 7 10 Mar						
Week 8 17 Mar						
Week 9 24 Mar						
Week 10 31 Mar						
Week 11 7 Apr						School closes for Term 1

## YEAR 9 ASSESSMENT INFORMATION

### Assessment planning calendar Term 2 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 28 Apr		School Development Day	School Development Day			
Week 2 5 May						
Week 3 12 May						
Week 4 19 May						
Week 5 26 May						
Week 6 2 Jun						
Week 7 9 Jun		King's Birthday Holiday				
Week 8 16 Jun						
Week 9 23 Jun						
Week 10 30 Jun						School closes for Term 2



## YEAR 9 ASSESSMENT INFORMATION

### Assessment planning calendar Term 3 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 21 Jul		School Development Day				
Week 2 28 Jul						
Week 3 04 Aug						
Week 4 11 Aug						
Week 5 18 Aug						
Week 6 25 Aug						
Week 7 01 Sep						
Week 8 08 Sep						
Week 9 15 Sep						
Week 10 22 Sep						School closes for Term 3

## YEAR 9 ASSESSMENT INFORMATION

### Assessment planning calendar Term 4 2025

Week	Due this week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 13 Oct		School Developme nt Day				
Week 2 20 Oct						
Week 3 27 Oct						
Week 4 03 Nov						
Week 5 10 Nov						
Week 6 17 Nov						
Week 7 24 Nov						
Week 8 01 Dec						
Week 9 08 Dec						
Week 10 15 Dec						School Closes for Term 4

## YEAR 9 ASSESSMENT INFORMATION

### BEAN TO BARISTA TAS FACULTY HT CONTACT: Ms Trish Johnson

#### COURSE OUTLINE

In Bean to Barista, students learn all about the world of coffee and cafes. Throughout the year they learn and refine barista skills, including both coffee making and the communications and interpersonal skills required for quality customer interactions. Students conduct a personal learning project where they conduct in-depth research on a topic from the world of coffee and present their learning in a Gallery Walk. They also work in teams to create their own unique proposition for a café and create a signature bakery product based on the theme of their café. In addition to classroom learning, they are given the opportunity to run the school coffee cart at school functions.

#### ASSESSMENT SCHEDULE

	Task type	Task	Description	Weighting	Outcomes	Date
1	Research Task	All About Coffee	Students develop a driving question to explore a chosen aspect of coffee- agriculture, production, history, or extraction.	40%	EL5.6 EL5.7	Term 2 Week 2
2	Practical Assessment	Pit Crew Practical Assessment	Students form a work crew and to serve coffees to order. Students will set up, collect orders, complete, and deliver orders, and clean up afterwards. They also produce an instructional video demonstrating how to use the coffee machine.	30%	EL5.4 EL5.5	Term 3 Week 10
3	Business proposal	Design a Café Presentation	Students work collaboratively design a unique cafe- Groups prepare a posterboard presentation to demonstrate their learning	30%	EL5.1 EL5.2 EL5.3	Term 4 Week 2

#### COURSE OUTCOMES

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

### YEAR 9 COMMERCE HSIE FACULTY HT CONTACT: Ms Siobhan Christie (Rel.)

#### 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 them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students 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	Description	Weighting	Outcomes	Date
1	Group Presentation: Online submission	<b>Consumer and Financial Decisions</b> A group podcast on factors that influence consumer decisions.	30%  (COMK 15% COMS 15%)	COM5-2 COM5-4 COM5-7 COM5-8 COM5-9	Term 1 Week 8
2	CV and Job Interview: Online submission/in class	<b>Employment and Work Futures</b> Develop a CV and complete a mock job interview.	30%  (COMK 15% COMS 15%)	COM5-2 COM5-5 COM5-6 COM5-7 COM5-8	Term 2 Week 8
3	Examination: In class	<b>All topics</b> Examination to demonstrate commerce skills and communication	40%  (COMK 20% COMS 20%)	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-8	Term 3 Week 9

#### 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

### YEAR 9 COMPUTING TECHNOLOGY TAS FACULTY HT CONTACT: Ms Trish Johnson

#### COURSE OUTLINE

The study of Computer Technology 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 develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts.

#### ASSESSMENT SCHEDULE

	Task	Description	Weighing	Outcomes	Date
1	Analysing Data – Introduction to database and SQL on Grok Learning	Students develop an understanding of database structure and Structured Query Language (SQL) by completing 5 modules on a e-learning platform.	15%	CT5-EVL-01, CT5-COM-01	Term 1 Week 9
2	Analysing Data – Group project collecting and presenting data	Students persuade an audience with data transformed into information for a real-world problem or opportunity.	35%	CT5-DPM-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02	Term 2 Week 6
3	Mechatronic and Automated Systems – Introduction to Python on Grok Learning	Students will develop their language based coding skills, focused on the Python structure by completing 10 modules on a e-learning platform.	20%	CT5-EVL-01, CT5-THI-01	Term 3 Week 9
4	Mechatronic and Automated Systems – build a model	Students work collaboratively to create, record development and evaluate a mechatronic and/or automated system model.	30%	C5-DPM-01, CT5-COL-01, CT5-OPL-01, CT5-THI-01	Term 4, Week 4

#### COURSE OUTCOMES

Outcome	Description
CT5-SAF-01	Selects and applies safe, secure, and responsible practices in the ethical use of data and computing technology.
CT5-DPM-01	Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions.
CT5-COL-01	Manages, documents, and explains individual and collaborative work practices.
CT5-EVL-01	Understands how innovation, enterprise and automation have inspired the evolution of computing technology.
CT5-DAT-01	Explains how data is stored, transmitted, and secured in digital systems and how information is communicated in a range of contexts.
CT5-COM-01	Communicates ideas, processes and solutions using appropriate media.
CT5-OPL-01	Designs, produces, and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language.
CT5-THI-01	Applies computational, design and systems thinking to the development of computing solutions.
CT5-DAT-02	Acquires, represents, analyses, and visualises simple and structured data.
CT5-DES-01	Designs and creates user interfaces and the user experience.

## YEAR 9 ASSESSMENT INFORMATION

### COOK LIKE A CHEF TAS FACULTY HT CONTACT: Ms Trish Johnson

#### COURSE OUTLINE

In Cook Like a Chef, we explore the hospitality industry and develop the skills that successful chefs need. Through inquiry and practical based learning, students develop skills in hygienic food preparation, menu/recipe development, time management, collaboration, and communication.

They will complete a research project to develop an understanding of the hospitality industry and the many and varied roles that are available. They will learn food preparation skills and use reflection skills to develop a continuous improvement approach to their cooking. Finally, the class will work together to provide catering for a school event.

#### ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Working in the Hospitality industry	Students will research a Celebrity Chef and record their learning in a process diary. They will demonstrate their learning in a Gallery Walk	30%	EL56 EL52 EL57	Term 1 Week 11
2	The Reflective Chef	Student will participate in a series of practical lessons where they are taught skills in food preparation. They will use a process diary to record their learning reflections and use these reflections to improve their skills.	40%	EL53 EL54	Term 3 Week 3
3	Plan a Function	The class will work collaboratively to design a menu and run sheet for a school function. They will then use their collaboration skills to plan and run the food at a school event	30%	EL51 EL54 EL55	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

### CSI – TRUE CRIME HSIE FACULTY HT CONTACT: Ms Siobhan Christie (Rel.)

#### 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	Description	Weighting	Outcomes	Date
1	<b>Documentary</b> Student developed collaborative inquiry-based learning project	<b>True Crime on Trial</b> Students create a short film/documentary/podcast about the True Crime genre	30%	EL5-1 EL5-2 EL5-4 EL5-7	Term 1 Week 10
2	<b>Awareness Campaign</b> Student developed collaborative inquiry-based learning project	<b>Born This Way</b> Students create an awareness campaign	30%	EL5-2 EL5-4 EL5-6	Term 2 Week 9
3	<b>Mock Crime Scene</b> Student developed collaborative inquiry-based learning project	<b>Catch Me if You Can</b> Students create a mock crime scene portfolio presentation	40%	EL5-1 EL5-3 EL5-4 EL5-7	Term 3 Week 9

#### 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

### YEAR 9 ELECTIVE HISTORY HSIE FACULTY HT CONTACT: Ms Siobhan Christie (Rel.)

#### COURSE OUTLINE

In this Year 9 Elective History course, students will embark on an engaging exploration of historical themes and narratives through various lenses. This course will focus on the interpretation of history in film, the societal structures of Medieval Europe, the adventurous and often romanticised world of piracy, the contributions of women throughout history, and the role of archaeology in uncovering the past. Through a combination of film analysis, research projects, discussions, and hands-on activities, students will gain a multifaceted understanding of history and its representation in different contexts.

The study of history provides the intellectual skills to enable students to critically analyse 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	Description	Weighting	Outcomes	Date
1	Historical Film Review: Online submission	<b>Film as History</b> Research and analyse a historical film	30% (EK 10% ES 10% EC 10%)	E5-1 E5-2 E5-6 E5-7	Term 1 Week 9
2	Biography: Online submission	<b>Medieval and Early Modern Europe</b> Research a historical figure and write a biographical feature article	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: In class	<b>All topics</b> Examination to demonstrate knowledge and understanding of course content and concepts, skills and communication	40% (EK 20% ES 10% EC 10%)	E5-1 E5-4 E5-7 E5-8 E5-9	Term 3 Week 9

#### 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

### YEAR 9 ENGLISH ENGLISH FACULTY HT CONTACT: Ms Yasmin Bhamjee

#### 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, theme 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	Description	Weighting	Outcomes	Date
1	Life Writing: Multimodal Life Story	<b>Part A: Online submission</b> <b>Part B: In class reflection</b> Students produce a multimodal life story and write a reflection evaluating their work	30%	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	Term 1 Week 10
2	Discursive Writing: close study of a novel	<b>In Class assessment – Students</b> compose a personal essay exploring the way fictional characters represent social values and attitudes and how these can be connected to themselves and their world.	30%	EN5-URA-01 EN5-URB-01 EN5-URC-01	Term 2 Week 9
3	War Poetry: Critical Essay	<b>In class assessment</b> – students compose an essay analysing the way the poetry of World War I reflected shifting attitudes to war	30%	EN5-URA-01 EN5-ECA-01 EN5-URC-01 EN5-URB-01	Term 3 Week 8
4	End of Year Test	<b>In class assessment</b> – students will complete a series of multiple choice and short answers questions on language forms and features studied throughout the year	10%	EN5-URA-01	Term 4 Week 5

#### COURSE OUTCOMES

Outcome	Description
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

## 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 Specific Needs.

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

#### ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	<b>Food Selection and Health:</b> Hello Eats	Create a presentation (student choice) investigating the food consumption patterns in Australia, including the creation of a healthy meal kit recipe card. Practical assessment- students prepare a healthy recipe in class.	30%	5-3, 5-7, 5-8, 5-11	Term 2 Week 2
2	<b>Food in Australia:</b> Cultural Advertisement	Research and analyse Australian food culture and multicultural influences. Create a persuasive advertisement to encourage 'foodies' to visit Australia. Practical assessment- cook a cultural dish from advertisement in class.	30%	5-9, 5-10, 5-11	Term 3 Week 2
3	<b>Food for Specific Needs:</b> FunTiki World Tour	Research, plan and prepare a meal that is safe, nutritious and meets specific needs of guests on a holiday tour. Practical assessment- students will cook the dish they have planned in class.	40%	5-1, 5-6, 5-13	Term 4 Week 3

#### 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
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

### YEAR 9 FRENCH (870/871) LANGUAGES FACULTY HT CONTACT: Ms Tasnim Khaleque

#### COURSE OUTLINE

In Year 9, students will learn more sophisticated vocabulary structures through exploring the topics of personal style, daily routine, extra-curricular activities and food. Students will develop an appreciation of the interconnections of languages and cultures, peoples and communities, histories and economies. They will develop the ability to communicate in French for more meaningful interactions with speakers of French, encouraging socio-cultural understanding. For students with a French background, the study of French consolidates and reinforces language skills needed to maintain links with the French-speaking community. It provides them with opportunities to experience and deepen their understanding of the traditions of the country of their heritage.

#### ASSESSMENT SCHEDULE

	Unit	Task	Description	Weighting	Outcomes	Date
1	What's Your style?  <i>Quel est ton style?</i>	<b>Part A:</b> Understanding texts (ML5-UND-01)  <b>Part B:</b> Interacting (ML5-INT-01)	<b>A) Reading and Responding</b>  Read an article in French about an influencer and answer questions in English about the article.  <b>B) Role play</b> In pairs or small groups, record a podcast about who the influencers are in your life and why.	25%	ML5-INT-01  ML5-UND-01	Term 1 Week 11  In class
2	In my free time  Dans mon temps libre	Creating texts (ML5-CRT-01)	<b>Creating texts (Online magazine)</b>  Choose 3 sport and leisure activities you have recently participated in and create a short text about each one to contribute to an online magazine.	25%	ML5-CRT-01	Term 2 Week 10 Online Submission
3	A day in my life  <i>Une journée dans ma vie.</i>	<b>Part A:</b> Understanding texts (ML5-UND-01)  <b>Part B:</b> Creating texts (ML5-CRT-01)	<b>Part A: Reading and responding (English)</b> Read and respond to a French text where a student details their daily routine and extracurricular activities.  <b>Part B: Creating texts (Photo book)-digital or physical)</b> Create a photo book describing your daily activities, include relevant topics taught in class.	25%	ML5-UND-01  ML5-CRT-01	Term 3 Week 10 In class/Online Submission
4	I'm feeling great!  <i>J'ai la</i>	<b>Part A:</b> Understanding texts (ML5-UND-01)	<b>Part A: Reading and responding (English)</b> Read a blog post in French about teens discussing lifestyle	25%	ML5-UND-01	Term 4 Week 4

## YEAR 9 ASSESSMENT INFORMATION

	<i>pêche!</i>	<p><b>Part B:</b> Creating texts (ML5-CRT-01)</p>	<p>choices and diet and answer the questions in English.</p> <p><b>Part B: Video with French subtitles</b></p> <p>Create a video with French subtitles, for a French youth YouTube channel outlining your sporting interests.</p>		ML5-CRT-01)	In class
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### COURSE OUTCOMES

Outcome	Description
ML5-INT- 01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

## YEAR 9 ASSESSMENT INFORMATION

### YEAR 9 GEOGRAPHY (MANDATORY) HSIE FACULTY HT CONTACT: Ms Siobhan Christie (Rel.)

#### COURSE OUTLINE

In this Year 9 Mandatory Geography course, students will explore the dynamic nature of places and the importance of sustainable biomes in shaping our environment. The course will focus on two key themes: the concept of "changing places," which examines how social, economic, and environmental factors transform regions and communities, and the study of biomes, which investigates the characteristics, distributions, and sustainability of various ecosystems around the globe. Through field studies, case analyses, and collaborative projects, students will develop a comprehensive understanding of the interrelationships between people and places, as well as the significance of preserving our natural environments.

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	Description	Weighting	Outcomes	Date
1	Group PBL task	Changing Places	40%  (GK 10% GS 10% GC 20%)	GE5-3 GE5-5 GE5-7 GE5-8	Term 3 Week 6
2	Examination	All topics and geographical skills	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 Siobhan Christie (Rel.)

#### COURSE OUTLINE

In Year 9 Mandatory History, students will explore two significant themes: the Movement of Peoples, including the Industrial Revolution, and World War I. This course is designed to provide students with a comprehensive understanding of how these historical developments shaped the modern world and influenced human experiences across different societies.

The first unit, Movement of Peoples, will examine the various factors that led to significant population movements throughout history, with a particular emphasis on the Industrial Revolution. Students will investigate the social, economic, and political changes that accompanied industrialisation, including urbanisation, migration, and the transformation of labour. They will explore the impact of these movements on individuals and communities, as well as the broader implications for society and the economy.

The second unit focuses on World War I, a pivotal event that reshaped global politics and societies. Students will analyse the causes of the war, including nationalism, imperialism, and alliances, as well as the experiences of soldiers and civilians during the conflict. The course will cover key battles and strategies, the role of technology and warfare, and the war's lasting impact on subsequent history, including the Treaty of Versailles and the emergence of new political ideologies.

Students will develop critical historical thinking skills and gain a deeper appreciation for the complexities of human experiences during these transformative periods.

#### ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Examination: In class	<b>Movements of Peoples</b> Examination including essay question to be completed in class and demonstrate understanding of course content and historical skills.	60%  (HK 20% HS 30% HC 10%)	HT5-2 HT5-5 HT5-6 HT5-9 HT5-10	Term 1 Week 9
2	Historical Empathy Task: Physical submission	<b>WWI</b> Empathy task that demonstrates understanding of WWI and trench warfare.	40%  (HK 20% HC 20%)	HT5-1 HT5-3 HT5-7 HT5-9	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

### 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	Description	Weighting	Outcomes	Date
1	Engineering Principles Quizzes	Students answer a series of quizzes testing their understanding of key topic concepts	20%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-10	Term 1 Week 11
2	Engineering Challenge – Balsa Tower Folio	Students work in teams to develop a structural model of water tower from balsa wood that is then tested.	40%	IND5-1, IND5-2, IND5-3	Term 2 Week 10
3	Engineering Challenge – Machines Report	Students work in teams, or independently, to complete a mechanism that consists of a series of smaller machines.	40%	IND5-1, IND5-5, IND5-6	Term 4 Week 3

#### 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

**INDUSTRIAL TECHNOLOGY – MULTIMEDIA  
TAS FACULTY  
HT CONTACT: Mrs 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**

	<b>Task</b>	<b>Description</b>	<b>Weighting</b>	<b>Outcomes</b>	<b>Date</b>
1	Animation Project Proposal	Students write a project proposal for their 1-Minute Film Competition entry.	30%	5-1 5-3 5-7	Term 2 Week 2
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.	30%	5-4 5-6	Term 3 Week 2
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.	40%	5-2 5-5 5-9	Term 4 Week 3

**OUTCOMES ASSESSED**

<b>Outcome</b>	<b>Description</b>
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



**MARINE AND AQUACULTURE TECHNOLOGY  
SCIENCE FACULTY  
HT CONTACT: Ms Ellisa Dillera (Rel.)**

**COURSE OUTLINE**

Marine and Aquaculture Technology is an elective science subject which focuses on a range of skills in the context of marine and water related environments. This course is designed for students with an inquisitive scientific mind and provides students with the opportunity to plan and carry out a range of practical investigations and inquiry-based projects. Modules include areas such as: biology, ecology, leisure, aquaculture, employment, management and general interest.

**ASSESSMENT SCHEDULE**

	<b>Task</b>	<b>Description</b>	<b>Weighting</b>	<b>Outcomes</b>	<b>Date</b>
1	Aquarium Design, Construction and Maintenance	Students are to produce a group portfolio about their aquarium project which they are undertaking at school. Students produce a creative representation of this activity, present it to a small group and reflect on the activity. <b>Hand in portfolio and in-class.</b>	30%	EL5.2 EL5.4 EL5.5	Term 1 Week 7
2	Dangerous Marine Creature Research and Model	Students are to research an Australian native dangerous marine creature. Using their research, students produce: An informative poster about their chosen species. A 3D model of their species which demonstrates their physical features. <b>Hand in poster and model and in-class presentation.</b>	35%	EL5.1 EL5.5	Term 2 Week 7
3	Maritime Industries and Employment	Students are to research a range of different employment opportunities associated with marine or aquatic environment, resources and management. Students will produce fact sheets for three different careers, each of which should be from a different field or industry. Students will then present their fact sheets in a careers-expo style presentation. <b>Online submission and in-class.</b>	35%	EL5.3 EL5.7 EL5.6	Term 3 Week 7

**COURSE OUTCOMES**

<b>Outcome</b>	<b>Description</b>
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

### YEAR 9 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 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 substages: Stage 5.1, Stage 5.2 and Stage 5.3. These substages 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	Description	Weighting	Outcomes	Date
<b>Semester 1</b>					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 1 week 4 to Term 2 week 4
2	Topic Tests 1 and 2	<b>5.1</b> - Numbers - Algebra and Equations	20%	MA4-INT-C-01 MA5-ALG-C-01 MA5-EQU-C-01	Term 1 week 6 Term 1 week 9
		<b>5.2</b> - Numbers - Equations and Algebra		MA4-INT-C-01 MA5-ALG-C-01 MA5-EQU-C-01	Term 1 week 6 Term 1 week 9
		<b>5.3</b> - Financial Mathematics - Equations and Inequalities.		MA5-FIN-C-02 MA5-ALG-C-01 MA5-EQU-P-02	Term 1 week 6 Term 1 week 9
3	Semester 1 Examination	Examination based on topics studied during term 1	20%	MAO-WM-01 MA5-FIN-C-01 MA4-INT-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-EQU-P-02	Term 2 Week 5
<b>Semester 2</b>					
1	Maths Online	Online tasks to be completed on a weekly basis	10%		Term 2 week 5 to Term 4 week 3
2	Topic Tests 3 and 4	<b>5.1</b> - Coordinate Geometry - Surface Area and Volume	20%	MA5-LIN-C-01 MA5-ARE-C-01 MA5-VOL-C-01	Term 2 week 10 Term 3 week 5
		<b>5.2</b> - Coordinate Geometry - Surface Area and Volume		MA5-LIN-C-02 MA5-ARE-C-01 MA5-VOL-C-01	Term 2 week 10 Term 3 week 5

## YEAR 9 ASSESSMENT INFORMATION

		<b>5.3</b> - Surface Area and Volume - Trigonometry		MA5-ARE-P-01 MA5-VOL-P-01 MA5-TRG-C-01 MA5-TRG-C-02	Term 2 week 10 Term 3 week 2
3	Semester 2 Examination	Examination based on topics studied during term 3	20%	<b>5.1</b> MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-TRG-C-01 MA5-NLI-C-01 MA5-ALG-P-01  <b>5.2</b> MAO-WM-01 MA5-TRG-C-01 MA5-NLI-C-01 MA5-ALG-P-01 MA5-DAT-C-01 MA5-PRO-C-01  <b>5.3</b> MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-PRO-C-01 MA5-GEO-P-02 MA5-CIR-P-01	Term 4 Week 5

### COURSE 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.

Focus area	Stage 5
<b>Financial mathematics</b> Includes: Financial mathematics A Financial mathematics B	<b>MA5-FIN-C-01</b> solves financial problems involving simple interest, earning money and spending money  <b>MA5-FIN-C-02</b> solves financial problems involving compound interest and depreciation
<b>Algebraic techniques</b> Includes: Algebraic techniques A Algebraic techniques B (Path) Algebraic techniques C (Path)	<b>MA5-ALG-C-01</b> simplifies algebraic fractions with numerical denominators and expands algebraic expressions  <b>MA5-ALG-P-01</b> simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions ( <i>Path: Adv</i> )  <b>MA5-ALG-P-02</b> selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )

## YEAR 9 ASSESSMENT INFORMATION

<p><b>Indices</b></p> <p>Includes:</p> <p>Indices A</p> <p>Indices B (Path)</p> <p>Indices C (Path)</p>	<p><b>MA5-IND-C-01</b> simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p><b>MA5-IND-P-01</b> applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)</p> <p><b>MA5-IND-P-02</b> describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)</p>
<p><b>Equations</b></p> <p>Includes:</p> <p>Equations A</p> <p>Equations B (Path)</p> <p>Equations C (Path)</p>	<p><b>MA5-EQU-C-01</b> solves linear equations of up to 3 steps, limited to one algebraic fraction</p> <p><b>MA5-EQU-P-01</b> solves monic quadratic equations, linear inequalities and cubic equations of the form (<i>Path: Adv</i>)</p> <p><b>MA5-EQU-P-02</b> solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)</p>
<p><b>Linear relationships</b></p> <p>Includes:</p> <p>Linear relationships A</p> <p>Linear relationships B</p> <p>Linear relationships C (Path)</p>	<p><b>MA5-LIN-C-01</b> determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools</p> <p><b>MA5-LIN-C-02</b> graphs and interprets linear relationships using the gradient/slope-intercept form</p> <p><b>MA5-LIN-P-01</b> describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)</p>
<p><b>Non-linear relationships</b></p> <p>Includes:</p> <p>Non-linear relationships A</p> <p>Non-linear relationships B</p> <p>Non-linear relationships C (Path)</p>	<p><b>MA5-NLI-C-01</b> identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts</p> <p><b>MA5-NLI-C-02</b> identifies and compares features of parabolas and exponential curves in various contexts</p> <p><b>MA5-NLI-P-01</b> interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)</p>
<p><b>Numbers of any magnitude</b></p>	<p><b>MA5-MAG-C-01</b> solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures</p>

## YEAR 9 ASSESSMENT INFORMATION

<p><b>Pythagoras and trigonometry</b></p> <p>Includes:</p> <p>Trigonometry A</p> <p>Trigonometry B</p> <p>Trigonometry C (Path)</p> <p>Trigonometry D (Path)</p>	<p><b>MA5-TRG-C-01</b> applies trigonometric ratios to solve right-angled triangle problems</p> <p><b>MA5-TRG-C-02</b> applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p><b>MA5-TRG-P-01</b> applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)</p> <p><b>MA5-TRG-P-02</b> establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)</p>
<p><b>Area and surface area</b></p> <p>Includes:</p> <p>Area and surface area A</p> <p>Area and surface area B (Path)</p>	<p><b>MA5-ARE-C-01</b> solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p><b>MA5-ARE-P-01</b> applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)</p>
<p><b>Volume</b></p> <p>Includes:</p> <p>Volume A</p> <p>Volume B (Path)</p>	<p><b>MA5-VOL-C-01</b> solves problems involving the volume of composite solids consisting of right prisms and cylinders</p> <p><b>MA5-VOL-P-01</b> applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)</p>
<p><b>Properties of geometrical figures</b></p> <p>Includes:</p> <p>Properties of geometrical figures A</p> <p>Properties of geometrical figures B (Path)</p> <p>Properties of geometrical figures C (Path)</p>	<p><b>MA5-GEO-C-01</b> identifies and applies the properties of similar figures and scale drawings to solve problems</p> <p><b>MA5-GEO-P-01</b> establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)</p> <p><b>MA5-GEO-P-02</b> constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)</p>
<p><b>Data analysis</b></p> <p>Includes:</p> <p>Data analysis A</p> <p>Data analysis B</p> <p>Data analysis C (Path)</p>	<p><b>MA5-DAT-C-01</b> compares and analyses datasets using summary statistics and graphical representations</p> <p><b>MA5-DAT-C-02</b> displays and interprets datasets involving bivariate data</p> <p><b>MA5-DAT-P-01</b> plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)</p>
<p><b>Probability</b></p> <p>Includes:</p> <p>Probability A</p> <p>Probability B (Path)</p>	<p><b>MA5-PRO-C-01</b> solves problems involving probabilities in multistage chance experiments and simulations</p> <p><b>MA5-PRO-P-01</b> solves problems involving Venn diagrams, 2-way tables and conditional probability (<i>Path: Adv</i>)</p>

## YEAR 9 ASSESSMENT INFORMATION

<p><b>Ratios and rates</b></p> <p>Includes:</p> <p>Variation and rates of change A (Path)</p> <p>Variation and rates of change B (Path)</p>	<p><b>MA5-RAT-P-01</b> identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)</p> <p><b>MA5-RAT-P-02</b> analyses and constructs graphs relating to rates of change (<i>Path: Stn, Adv</i>)</p>
<p><b>Polynomials (Path)</b></p>	<p><b>MA5-POL-P-01</b> defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)</p>
<p><b>Logarithms (Path)</b></p>	<p><b>MA5-LOG-P-01</b> establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)</p>
<p><b>Functions and other graphs (Path)</b></p>	<p><b>MA5-FNC-P-01</b> uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)</p>
<p><b>Circle geometry (Path)</b></p>	<p><b>MA5-CIR-P-01</b> applies deductive reasoning to prove circle theorems and solve related problems (<i>Path: Ext</i>)</p>
<p><b>Introduction to networks (Path)</b></p>	<p><b>MA5-NET-P-01</b> solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)</p>

## YEAR 9 ASSESSMENT INFORMATION

### YEAR 9 MUSIC 2025 CREATIVE & PERFORMING ARTS FACULTY HT CONTACT: Mr James Raxworthy

#### COURSE OUTLINE

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.

#### ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	Performance	<b>In class:</b> Solo Performance	15%	5.1, 5.2	Term 1 Week 7
2	Composition	<b>Online submission:</b> Composition – on a piece of music using notation software	30%	5.4, 5.5, 5.6	Term 2 Week 3
3	Performance	<b>In class:</b> Solo / ensemble performance	25%	5.1, 5.3	Term 3 Week 7
4	Listening	<b>In class:</b> Listening Examination	30%	5.8, 5.9, 5.10	Term 4 Week 4

#### COURSE OUTCOMES

Outcome	Description
5.1	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.3	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
5.8	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

## YEAR 9 ASSESSMENT INFORMATION

### YEAR 9 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION PDHPE FACULTY HT CONTACT: Ms Lauren Williams (Rel.)

#### 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 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. Students 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	Description	Weighting	Outcomes	Date
1	Theory examination	<b>In class</b> - Navigating Safe Relationships examination	30%	PD5-3 PD5-10	Term 1 Week 11
2	Depth Study	<b>Online Submission and in class</b> - Heads Up: Self care strategy multimodal presentation	40%	PD5-1 PD5-6 PD5-7	Term 2 Week 9
3	Physical Literacy	<b>In class</b> - Net and Court: Movement skills and strategies in volleyball	30%	PD5-4 PD5-5 PD5-11	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

### YEAR 9 PHOTOGRAPHIC & DIGITAL MEDIA 2025 CREATIVE & PERFORMING ARTS FACULTY HT CONTACT: Mr James Raxworthy

#### COURSE OUTLINE

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.

#### ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	The Camera	In class: Introduction to camera functions and manual settings of the camera.	10%	5.1	Term 1 Week 6
2	Shapes and Shadows	Online submission: Introduction to photographers and camera skills.	30%	5.1, 5.3, 5.7	Term 2 Week 3
3	A Sense of Place	Online submission: Critical & Historical Study; Digital media exploring local area.	30%	5.2, 5.4, 5.9	Term 3 Week 4
4	Multiple Ways of Seeing	Online submission: Study of Photographers, Art movements Digital Journal	30%	5.5, 5.6, 5.8	Term 4 Week 4

**NB.: 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.**

#### COURSE OUTCOMES

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

### YEAR 9 PHYSICAL ACTIVITY AND SPORTS STUDIES PDHPE FACULTY HT CONTACT: Ms Lauren Williams (Rel.)

#### 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	Description	Weighting	Outcomes	Date
1	Examination	<b>In class</b> - Examination: Body Systems and Basic Anatomy	35%	PASS5-1, PASS5-10	Term 1 Week 10
2	Integrated	<b>Online Submission</b> - Physical Fitness - Individual fitness program	30%	PASS5-2, PASS5-8	Term 2 Week 6
3	Skills Analysis	<b>Hand in</b> - Fundamentals of movement- Practical analysis of a specific movement skill	35%	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

## YEAR 9 ASSESSMENT INFORMATION

### PSYCHOLOGY SCIENCE FACULTY HT CONTACT: Ms Ellisa Dillera (Rel.)

#### 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	Description	Weighting	Outcomes	Date
1	Independent Case Study	Students will research a mental disorder independently and present their findings as a product to inform a target audience. <b>Online submission and in-class.</b>	30%	EL5.2 EL5.6 EL5.7	Term 1 Week 7
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. <b>Online submission or hand in physical poster and in-class.</b>	35%	EL5.3 EL5.7	Term 2 Week 7
3	Behavioural Experiment (Group)	Students will work in groups to design an experiment and pitch their experiment, considering ethical guidelines. <b>Online submission and in-class.</b>	35%	EL5.3 EL5.4 EL5.7	Term 3 Week 7

#### COURSE OUTCOMES

Outcomes	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

### YEAR 9 SCIENCE SCIENCE FACULTY HT CONTACT: Ms Ellisa Dillera (Rel.)

#### 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	Description	Weighting	Outcomes	Date
1	Reaction Time Depth Study	Independent research and investigation task focusing on the nervous system. <b>Online submission.</b>	35%	SC5-5WS, SC5-6WS, SC5-7WS, SC5-14LW	Term 1 Week 11
2	Practical Assessment	Independent practical assessment on electrical circuits. <b>In-class, hard copy task.</b>	30%	SC5-4WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW	Term 3 Week 6
3	Yearly exam	Examination assessing skills and content from Term One, Two and Three. <b>In-class, hard copy exam.</b>	35%	SC5-11PW, SC5-14LW, SC5-17CW, SC5-7WS, SC5-8WS	Term 4 Week 5

#### 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

### YEAR 9 SHORT FILM MAKING ENGLISH FACULTY HT CONTACT: Ms Yasmin Bhamjee

#### 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 a range of 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 DSLR cameras 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 short film competitions such as Bloodfest and The Arts Unit Capture Film Festival. Through this course students get to enter the world of film and discover the magic of movie making!

#### ASSESSMENT SCHEDULE

	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.	35%	Independent inquiry Creative Thinking	Term 1 Week 9
2	Mini Documentary	Students are assessed on their documentary outline and the mark ups showing how the outline was changed during production.	35%	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.	30%	Collaborative Inquiry Communication and Interpersonal Skills	Term 3 Week 8

#### COURSE OUTCOMES

Outcomes	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

### YEAR 9 THE GREAT OUTDOORS PDHPE FACULTY HT CONTACT: Ms Lauren Williams (Rel.)

#### 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 was designed emphasising practical activities catering 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 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	Description	Weighting	Outcomes	Date
1	Water Safety	<b>Online Submission</b> - Water Safety Campaign	30%	EL5-1 EL5-2 EL5-4	Term 1 Week 9
2	Presentation	<b>Online Submission</b> – Survivor: Outdoor Challenge	30%	EL5-1 EL5-2 EL5-4 EL5-5	Term 2 Week 10
3	Presentation	<b>Online submission and in class</b> – Orienteering: Design and implement an Orienteering course	40%	EL5-1 EL5-2 EL5-4 EL5-7	Term 3 Week 7

#### 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

**TINKERING WITH TIMBER  
TAS FACULTY  
HT CONTACT: Ms Trish Johnson**

**COURSE OUTLINE**

In Tinkering with Timber, students use inquiry-based learning, critical thinking and collaboration while also learning practical timber skills. They undertake a research project exploring the societal and historical applications of timber products with a focus on First Nations perspectives. Students nurture their creative abilities by designing and building a folding camp stool with the design process documented in a folio. They then apply their skills to design an object of their choosing that is made using offcuts from a nearby timber recycling business and enter their projects in a competition called the Offcut Challenge. They collaborate with peers to display their work in a Timber Showcase.

**ASSESSMENT SCHEDULE**

	<b>Task</b>	<b>Description</b>	<b>Weighting</b>	<b>Outcomes</b>	<b>Date</b>
1	Timber game construction folio	In this unit, students will work independently to investigate timber types, milling processes, and construction methods as they work independently to construct a small timber game, enhancing their creative thinking and practical skills.  They demonstrate their learning through the completion of a folio.	30%	EL56 EL52	Term 2 Week 2
2	Folding Stool Folio	Students design and make a folding stool. They use reflective thinking to improve their work and record their learning in a folio	30%	EL51 EL53	Term 3 Week 2
3	Offcut Challenge Showcase	Students design and make a scale model using timber offcuts. They enter their projects in an Offcut Challenge  They then collaboratively organise a Timber Showcase to show off their Offcut Challenge designs	40%	EL54 EL55 EL57	Term 4 Week 2

**COURSE OUTCOMES**

<b>Outcome</b>	<b>Description</b>
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

### YEAR 9 VISUAL ARTS 2025 CREATIVE & PERFORMING ARTS FACULTY HT CONTACT: Mr James Raxworthy

#### COURSE OUTLINE

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.

#### ASSESSMENT SCHEDULE

	Task	Description	Weighting	Outcomes	Date
1	The Surface Making Art	<b>Hand in:</b> Making and studying experimental artworks with a focus on Abstract Expressionism (Conceptual Framework)	30%	5.1, 5.8	Term 1 Week 10
2	The Power of the Print: Postmodernism	<b>Hand in:</b> Variety of printing techniques (Artist's practice, AHAC and incorporate Postmodernism)	30%	5.6, 5.10	Term 3 Week 10
3	Examination	<b>In class:</b> The Frames and Conceptual Framework	40%	5.7, 5.8, 5.9	Term 4 Week 3

#### COURSE OUTCOMES

Outcome	Description
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
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





# Sydney Secondary College

**Leichhardt    Balmain    Blackwattle Bay**

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