

# **GREYSTANES HIGH SCHOOL**



## **Student Assessment Handbook**

**Year 9**

**2024**

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Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the Principal.

# Year 9 Adviser

It is with great excitement that I take you on to Year 9 at Greystanes High School. You are now in stage 5, where you start to take your first steps to independent learning and gain the Record of School Achievement (RoSA). You will also have the opportunity to complete 2 subjects of your choice (Electives). This document outlines the requirements for all courses you will complete this year.

As your year advisor, I am here to assist you in terms of your wellbeing to ensure you get the best opportunity to grow and learn in a positive environment. Please approach me with any concerns and I will guide you to the best of my ability.

All the best with your schooling and I look forward working with you. This is your year to shine!

Your Year Adviser

Ms G Drakos  
Maths Faculty  
Located Downstairs G Block



## Schedule of Fees - 2024

### General Contribution

Senior Students (Years 11 & 12)	\$ 100
Junior Students (Years 7 – 10)	\$ 80
2 <sup>nd</sup> Child	\$ 45
3 <sup>rd</sup> and Subsequent Children	\$ 30

It is expected that all families will be committed to pay their share of the additional costs to ensure quality educational experiences for their child. All students benefit from the additional resources purchased using the school contribution. Families with genuine financial hardship should arrange an appointment with the Principal to arrange a full or partial exemption. Students who receive Centrelink support are expected to use part of their payments to meet the school and subject contribution. This is in line with the Federal Government contract for the provision of the payment.

### Years 9/10 Courses

Students choose to study two elective courses in Years 9 & 10. When electing to study subjects parent/carers need to take into consideration the costs associated with studying the subject as the subject fees are compulsory. The selection of courses with fees requires the fees to be paid in Term One so all consumable materials required for use by students are available. When subjects are not paid, students will be provided with alternative work. The following list provides the course fee for all elective and enrichment courses. Please note that Enrichment courses may also have a fee attached to them.

*Note Course information is provided only for elective courses in this booklet and some courses have no fee.*

### Year 9 Mandatory Fee

Subject Technology Access fee (all students)	\$ 65 per year
(English, Maths, Science, History/Geography, PD/H/PE)	

### Elective Fees

Design & Technology	\$ 60 per year
Drama	\$ 20 per year
Food Technology	\$ 140 per year
Film Studies	\$ 30 per year
Industrial - Metal	\$ 60 per year
Industrial - Timber	\$ 60 per year
Computer Technology	\$ 35 per year
Music	\$ 40 per year
Photographic & Digital Media	\$ 75 per year
Visual Arts	\$ 75 per year

*\*Note: a cost may be incurred for an organised excursion in CAPA*

## Merit Award System 2024

**School Values Positive Entry/PBL School Values letter** are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

<b>Respect</b>	Student	Uses polite and considerate communication Listens attentively to teacher and other students Is fair and plays by sports rules
<b>Responsibility</b>	Student	Assists teacher or other students Helps keep room or playground tidy Reports bullying or unsafe work environment
<b>Active Learning</b>	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding Diligently completes class or homework tasks

Students will be awarded a school values acknowledgment through an online entry on Sentral. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

**Merit/Commendation** letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

### Higher Awards

**Silver Award** – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

**Gold Award** – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

**Silver and Gold awards will be presented at Presentation Night.**

### Examples of School and Community Service

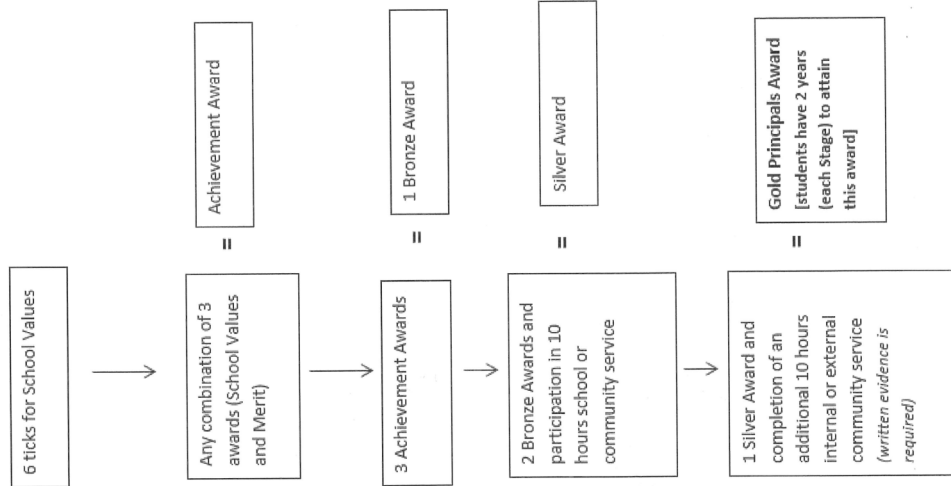
School service examples:-  
Night of Stars performing/assisting  
Debating/Public Speaking  
Examination reader/writer  
Volunteer – Parent Teacher  
Year 12 Mocktails waitressing  
Grade or KO sports assistant  
Library monitor

Community service examples:-  
Charity work/fundraising  
Volunteer work  
Tutoring  
Local sporting events helper  
Helping at a nursing home

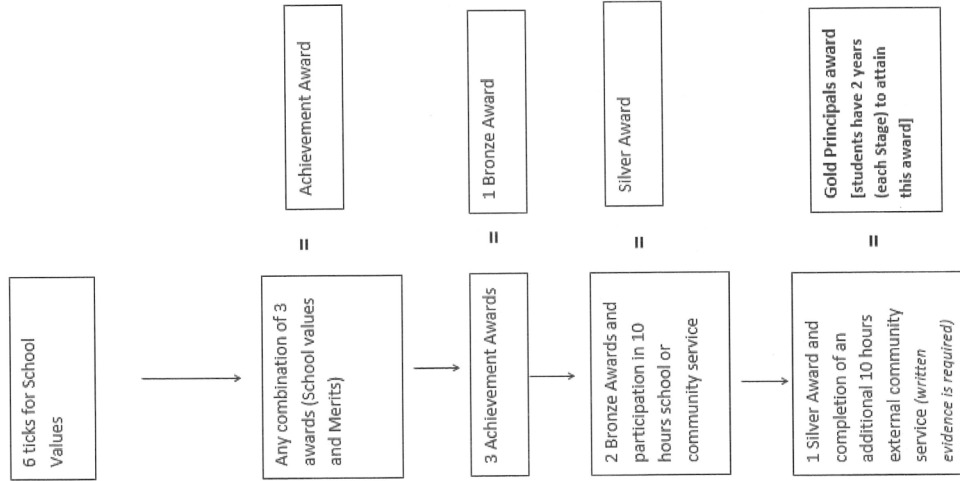
A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

**PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.**

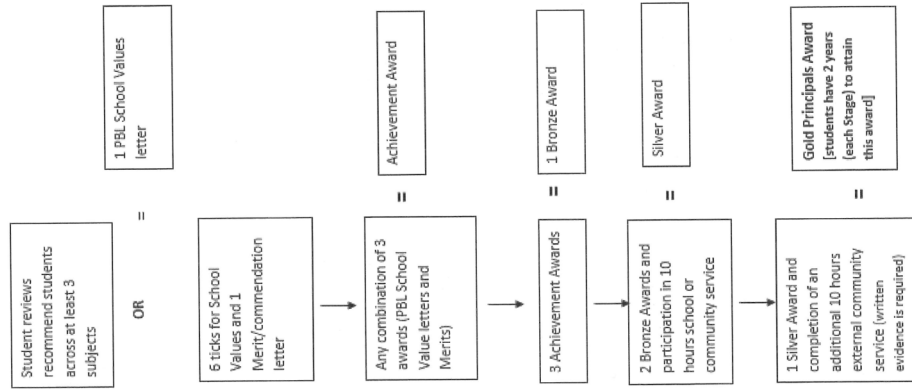
## STAGE 4



## STAGE 5



## STAGE 6



# BYOD Program

At Greystanes High School there is a mandatory BYOD program across all years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- ◆ **Students are responsible for securing and protecting their own devices at school.** Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- ◆ Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

**Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: [bit.ly/byodsoftware](http://bit.ly/byodsoftware)**



# Student Assessments

## Assessment

Each course of study will have a series of assessment tasks. These will take a variety of forms including essays, topic tests, examinations, research tasks and practical class assessments.

At the completion of each task, students will receive a mark or grade for that task.

## Method of Reporting

Reports will be available on a semester basis. There will also be a Parent Information Evening and a Parent Teacher Night.

## Student Responsibilities

**Assessment tasks must be completed on or by the due date.**

Failure to complete a task by the required date will result in marks being deducted.

Note:

It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

**All work must be that of the students.**

In the case of malpractice e.g. copying or Internet dumping, the student may suffer a penalty or be awarded zero. The decision will be made by the Principal in consultation with the relevant Head and class teacher.

**All work, not only Assessment Tasks, is to be completed.**

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied, i.e. assignments, practical work, class essays, topic tests or research are completed. Failure to complete all set work may place the student's completion of Stage 5 outcomes in jeopardy.

A genuine attempt at all tasks, including assessment tasks, must be made. All work must be submitted to an acceptable standard and as a hard copy (on paper), unless otherwise directed by the teacher.





# Plagiarism Policy

## Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- ◆ understand what plagiarism is;
- ◆ know the procedures that will be used when plagiarism occurs; and
- ◆ develop strategies to avoid plagiarism including the correct use of referencing.

## Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- ◆ When students use the ideas, words or work of **other students** and submit these in an assessment task as their own;
- ◆ When students use the ideas, words or work from published sources (Internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**; and
- ◆ When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

## Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



## How should sources be referenced at the end of work?

Students are required to acknowledge sources as a means of providing written recognition of any ideas that are used or adapted for their work.

Refer to the link below for information.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## About the Record of School Achievement - RoSA

The eligibility requirements for the RoSA relate to curriculum, school attendance and the completion of Year 9 and Year 10 courses at a satisfactory standard.

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

- ♦ attended a government school, an accredited non-government school or a recognised school outside NSW;
- ♦ undertaken and completed courses of study that satisfy the NSW Education Standards Authority (NESA)'s curriculum and assessment requirements for the Record of School Achievement; and
- ♦ complied with any other regulations or requirements (such as attendance) imposed by the Minister or the NSW Education Standards Authority (NESA); and completed Year 10.

Students leaving school who do not meet the RoSA requirements can access a printed Transcript of Study. While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

### **School attendance**

Rules relating to school attendance remain unchanged. Under these rules, the NSW Education Standards Authority (NESA) does not set a minimum attendance for the satisfactory completion of a course. However, the Principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the Principal. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the NSW Education Standards Authority (NESA), are met.

### **Issuance of RoSA documentation by the NSW Education Standards Authority (NESA)**

The formal Record of School Achievement credential (RoSA) will be awarded to eligible students when they leave school. Schools will be required to notify the NSW Education Standards Authority (NESA) of eligible students leaving. The Record of School Achievement (RoSA) will be provided by the NSW Education Standards Authority (NESA) in printed format.



<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## Pattern of Study in Year 9

Students will study the following units.

**Mandatory units:** Students must fulfil mandatory subject requirements in order to be eligible for the award of the RoSA. These subjects include:

- |               |             |             |             |
|---------------|-------------|-------------|-------------|
| ◆ English     | (6 periods) | ◆ PDHPE     | (4 periods) |
| ◆ Mathematics | (6 periods) | ◆ History   | (4 periods) |
| ◆ Science     | (4 periods) | ◆ Geography | (4 Periods) |

**Elective units:** Students MUST choose two elective courses in Year 9, (2 periods per week). These elective courses are carried through to Year 10.

*Students will qualify for 200 hours in each elective for the Record of School Achievement in Year 10.*

**Enrichment units:** Students will have the opportunity to select three enrichment units in Year 9. These units may be selected by students on the basis of personal interest or used to strengthen their skills in the core subjects. The units offered each year varies each is studied only for one semester. Some Enrichment courses will incur a fee which will be indicated at the time of selection.

## Assessment of Students and Reporting to Parents

When students complete classwork, homework or assignment and assessment work their achievement of syllabus outcomes will be graded using a common A-E scale. The majority of students in Years 9 or 10 are expected to achieve the syllabus outcomes at a 'C' grade achievement level. This grade indicates that the student is working at a standard appropriate for their stage of learning. The majority of students are expected to reach this standard.

Those students who are working above the level expected by others at this stage of learning will achieve an A or B grade. Students finding work more difficult to cope with will achieve a D or E grade. This standard is below that expected for students at this same stage of learning.

Description of achievement level	Wording	Grade or Letter
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.	Outstanding	A
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 these skills to most situations.	Thorough	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.	Sound	C
The student has a basic knowledge and understanding of the main areas of content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding of the main areas of content and has achieved a very limited level of competence in the processes and skills,	Limited	E

# Year 9 Assessment

Year 9 and 10 performance will result in the award of the Record of School Achievement (RoSA). It is important for students to complete all work assigned to them including homework, assignment work and course work. This applies to all subjects.

In Year 9, failure to complete a task by or on the required date will result in marks being deducted. Note: It is expected that students hand in their work on the due date in the lesson of the subject of the task, NOT after that time.

Students at the start of Year 9 receive a copy of a student handbook. This booklet contains information about student responsibilities and procedures regarding assessment, guidelines for exemption, plagiarism, course descriptions, report outcomes and an assessment schedule.

Student performance will be reviewed throughout the year where the Year Advisor leads a student review. This will result in commendation letters for those students performing well or letters of concern for those students not performing to a standard expected. The Year Advisor may organise parent meetings to discuss student progress with the Deputy Principal in charge of Year 9.

For the Record of School Achievement (RoSA), students are required to:

- ◆ follow the course developed or endorsed by the Board of Studies
- ◆ apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- ◆ achieve some or all of the course outcomes

## Student Responsibilities

### 1. Assessment tasks must be completed on or by the due date.

Failure to complete a task will result in marks being deducted.

### 2. All work must be that of the students.

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Principal after consultation with the relevant Head Teacher and class teacher.

### 3. All course work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily completed i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc.

*Failure to complete course work may place the student's Record of School Achievement (RoSA) in jeopardy.*

### 4. A genuine attempt at all tasks must be made.

Non-serious or non-genuine attempts at a task will result in a letter of unsatisfactory progress being issued and the student will be required to redo the task to a standard reflective of their ability. **Note:** The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not complete the task to a standard reflective of their ability.

### 5. Regular school attendance is expected.

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 85% of time in the year unless ill.

### 6. Work must be submitted in an appropriate form and according to an acceptable standard.

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# English

## Course Description:

The aim of English in Year 9 is to extend and consolidate each student's capacity to use, understand, appreciate, reflect on and enjoy the English language across a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Students will study four major units throughout the year. Throughout all units students will encounter a range of texts, including novels, plays, poems, songs, non-fiction, films, picture books and short stories. They will use devices to publish their work and the internet for research. They will also be asked to express their ideas and understanding in many different ways.

<b>Unit A:</b> <i>Distinctive Voices</i>	In this unit students will have the opportunity to explore how distinctive voices can be used to express personal and shared experiences. Students will be exposed to texts that convey distinctive voices and will work to analyse the language and structural features that shape a text.
<b>Unit B:</b> <i>Ethics and Persuasion</i>	In this unit students learn about the principals of ethics and how they shape the way texts are created and interpreted. Students learn how texts which explore ethical conundrums can be used to persuade audiences into feeling and thinking differently. Students study a range of non-fiction texts in this unit.
<b>Unit C:</b> <i>Getting into Genre</i>	In this unit students explore how language choice and techniques are used to adhere to the origins and conventions of different genres for deeper meaning in literature.
<b>Unit D:</b> <i>Auteur Unit</i>	In this unit students engage in a comprehensive study of film and explore its power as a medium for storytelling and communication. Students focus on an auteur, or range of auteurs, and learn about the distinctive elements that make directors both artistically and culturally significant.

## Report Outcomes:

These outcomes will be appearing on both the Semester One and Semester Two reports. Individual classroom teachers will use a student's performance in assessment tasks and examinations. Homework and class activities will also be used to informally assess these outcomes.

Students will have:

- Read a range of increasingly sophisticated texts using a variety of processes and technologies
- Spoken in an expanding selection of formal and informal registers
- Listened to and viewed material for detail, pleasure and increased understanding
- Composed a range of increasingly complex responses using different processes and technologies
- Shaped meaning with appropriate use of language, textual features and context
- Critically evaluated own and group learning processes

## English - Continued

<b>Assessment Task</b>	<b>Timing</b>	<b>Weighting %</b>
<b>Unit A</b> —Distinctive Voices—Extended Response	Term 1	<b>20</b>
<b>Unit B</b> —Animal Rights—Multimodal Presentation	Semester 1 or 2	<b>20</b>
<b>Unit C</b> —Getting into Genre—Creative Composition	Semester 1 or 2	<b>20</b>
<b>Unit D</b> —Auteur—Scene Analysis and Extended Response	Semester 1 or 2	<b>20</b>
Class activities—Progressive	Semester 1 or 2	<b>20</b>
<b>Total Weighting %</b>		<b>100</b>



# Mathematics

## Course Description

The Core–Paths structure is designed to encourage aspiration in students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

Maths Core – is designed to provide students with the foundation for Mathematics Standard 2 in Stage 6.

The aim for most students is to demonstrate achievements of the Core and as many Path outcomes as possible by the end of Stage 5.

Maths Path – incorporates all Core concepts encouraging students to refine their skills in making and testing hypotheses. Students will be required to tie a variety of mathematical concepts and skills together in solving problems and undertaking investigations. It is essential preparation for further study in the Stage 6 Mathematics Advanced Course.

## Program Summary

### Semester 1 – Maths Core/Path

*Students will have:*

- Simplified expressions that involve algebraic fractions with numerical denominators
- Simplified algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- Applied the index laws to operate with algebraic expressions involving negative-integer indices
- Solved measurement problems by using scientific notation to represent numbers and rounded to a given number of significant figures
- Solved problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

### Semester 2 – Maths Core/Path

#### Unit Outcomes

*Students will have:*

- Solved financial problems involving simple interest, earning money and spending money
- Solved linear equations of up to 3 steps, limited to one algebraic fraction
- Solved financial problems involving compound interest and depreciation
- Determined the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
- Graphed and interpreted linear relationships using the gradient/slope-intercept form

## Mathematics - Continued

### Assessment Schedule

Students sit common tests every term. This is for all students in the year. Results from these tests are used to moderate class marks which teachers have for their individual classes. The class assessment will be based on a range of class based assessment including project work, assignments and practical problem solving activities based on the topic content. Students are expected to supply their own equipment (pen, ruler, pencil, sharpener, eraser, calculator) for the test. Calculators will not be loaned for the test with the following exceptions: 1. a student has supplied their own calculator and it does not work or 2. a note from a parent/caregiver has been supplied advising of the circumstances for not having a calculator (this is to be provided the day before the task to ensure the teacher can arrange to have a calculator available). It is recommended that students have one of the following models of Casio calculators, fx 82AU Plus II, fx 100 AU Plus or fx 8200 AU.

<b>Date of Task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 6</b>	<b>Weighting %</b>
<b>Type of Task</b>					
Common Test	20%				<b>20</b>
Common Test		20%			<b>20</b>
Common Test			20%		<b>20</b>
Common Test				20%	<b>20</b>
Class Assessment	5%	5%	5%	5%	20
<b>Total Weighting %</b>					<b>100</b>

# Science

## Course Description– Semester 1

In this unit students revisit many of the concepts introduced in Stage 4 and build on their understanding of how to keep humans alive and well. Cell requirements and function, lead us to further practical skills using microscopes. Students develop their knowledge of the human body by studying the endocrine, nervous and reproductive systems and investigate what can go wrong with each. Students also explore current issues, research and developments in science by evaluating the use of resources and the impact humans have on ecosystems. Development of skills that will be of use in the world beyond the science classroom will be emphasised with students drawing conclusions, using critical thinking and evaluating the relevance of the material they are handling.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

## Report Outcomes

*Students will have:*

- ◆ Demonstrated knowledge and understanding of the content in this unit.
- ◆ Planned and conducted a variety of investigations.
- ◆ Processed and analysed data and information.
- ◆ Researched and communicated information effectively.

## Assessment Schedule—Semester 1

%Type of Task	Date of Task	Weighting %
Human Systems Test	Term 1 or 2	20
Assignment on Resources	Term 1 or 2	20
Ongoing classwork	Term 1 or 2	10
<b>Total Weighting %</b>		<b>50</b>

## Please note -

Due to equipment restrictions not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.

Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above eg- practical reports, class tests, homework, data interpretation and analysis.

## Science - Continued

### Course Description—Semester 2

This unit allows students to explore the realms of the very small. They will experiment with light and electricity and process information about atoms. Students will use practical skills to set up circuits and measure and record data. They will explore the properties of light and extrapolate laboratory experiments to explain real life phenomena. They will use classification skills to enable them to appreciate the function of the periodic table and the way in which an understanding of atoms can lead to practical applications such as the use of nuclear power.

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. A range of formal and informal strategies will provide opportunities for students to achieve the outcomes.

### Report Outcomes

*Students will have:*

- ◆ Demonstrated knowledge and understanding of the content in this unit.
- ◆ Planned and conducted a variety of investigations.
- ◆ Processed and analysed data and information.
- ◆ Researched and communicated information effectively.

Type of Task	Date of Task	Weighting %
Yearly Examination	Term 4	20
Practical Test - Electricity	Term 3 or 4	20
On going classwork	Term 3 or 4	10
<b>Total Weighting %</b>		<b>50</b>

### Please note -

Due to equipment restrictions not all teachers will start with the same topic. Exact dates of tasks will be provided by the teacher.

Assessment is ongoing throughout the course. All student work will be continually monitored and individual teachers may set tasks in addition to those listed above eg- practical reports, class tests, homework, data interpretation and analysis.

# Geography

## Course Description

Through the study of Australian and Global issues and processes, students will develop understanding of the topics—Sustainable Biomes and Environmental Change and Management.

## Report Outcomes

*Students will have:*

- ◆ Explained the diverse features and characteristics of a range of places and environments.
- ◆ Explained the processes and influences that form and transform places and environments.
- ◆ Analysed interactions and connections between people, places and environments.
- ◆ Assessed perspectives and management strategies concerning sustainability.
- ◆ Used a range of relevant geographical tools for inquiry.
- ◆ Communicated geographical information to a range of audiences using a variety of strategies.

## Program Summary

Course Overview:

- ◆ Sustainable Biomes.
- ◆ Environmental Change and Management.

## Assessment Schedule

Date of Task	Term 1 or 3	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
<b>Type of Task</b>					
Research Report		35%			<b>35</b>
Semester Examination			35%		<b>35</b>
Course Work				30%	<b>30</b>
<b>Total Weighting %</b>					<b>100</b>

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a significant part of the assessment weighting.

# History

## Course Description

This course examines **The Making of the Modern World** from 1750 to 1945. This was a period of industrial and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism and the colonisation of Australia was part of the expansion of European power. The period culminated in World I (1914-1918) and World War II (1939-1945).

## Report Outcomes

*Students will have:*

- ◆ Shown a knowledge and understanding of the nature of history, significant changes and developments in the modern world and Australia's history.
- ◆ Shown a knowledge and understanding of ideas, movements, people and events that shaped the modern world and Australia.
- ◆ Shown an ability to empathise with peoples of the past.
- ◆ Demonstrated the ability to use historical sources.
- ◆ Demonstrated the skills to undertake the process of historical inquiry by locating, selecting, organising and presenting historical information.
- ◆ Demonstrated the ability to communicate an understanding of history using appropriate terms and forms to create well-structured texts.

## Program Summary

Course overview

- ◆ Depth Study 1 – The Industrial Revolution or Movement of Peoples or Progressive ideas and movements .
- ◆ Depth Study 2 – Making a nation or Asia and the world.
- ◆ Depth Study 3 – Australians at War ( World Wars I and II).

A site study, mandatory in Stage 5, either virtual or real, may be undertaken as part of the Year 9 course.

## Assessment Schedule

Date of Task	Term 1 or 3	Term 1 or 3	Term 2 or 4	Ongoing	Weighting %
<b>Type of Task</b>					
Source Study	25%				<b>25</b>
Research Task		25%			<b>25</b>
Semester Examination			30%		<b>30</b>
Course Work				20%	<b>20</b>
<b>Total Weighting %</b>					<b>100</b>

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a significant part of the assessment weighting.

# PDHPE

## Course Description

This is a one semester course. Students build on previously developed knowledge, understanding and skills in relation to mental health, healthy food habits and sexual health. They identify the broad range of factors that have potential to impact the health behaviours of young people and analyse health resources.

Students participate and are assessed in sports including fitness, athletics, International Sports, netball, cricket and survivor games.

## Report Outcomes

*Students will have:*

- ◆ Demonstrated fundamental movement skills
- ◆ Adapted and improvised movement skills to perform creative movement across a range of dynamic physical activity contexts
- ◆ Planned, implemented and critiqued strategies that enhance health, safety and wellbeing
- ◆ Researched and appraised the effectiveness of health information and support services

## Assessment Schedule

Date of Task	Term 1	Term 2	Ongoing	Weighting %
Type of Task				
Theory	Mental Health Task 25%	In-class Literacy Task Contraception 25%		50
Practical			Basic Movement Skills 25%	
			Application of Skills 25%	50
<b>Total Weighting %</b>				<b>100</b>

### Please note:

Assessment is ongoing throughout the course. All students' work, both individually and in group situations, will be continually monitored and assessed. Individual teachers may set tasks in addition to those listed above, eg. class tests, in class assignments.



## Child Studies - Elective Course

### Course Description

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

### Report Outcomes

*Students will have:*

- ◆ Demonstrated knowledge and understanding of child development from preconception through to and including the early years.
- ◆ Displayed knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children.
- ◆ Applied appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development.
- ◆ Developed skills in researching, communicating and evaluating issues related to child development.
- ◆ Planned and implemented engaging activities when educating and caring for young children within a safe environment.
- ◆ Demonstrated communication, problem solving and decision making skills.

### Program Summary

The following topics are covered in this course:

- ◆ New born care.
- ◆ Conception to birth.
- ◆ Growth and development.
- ◆ Play and the developing child.
- ◆ Family interactions.

### Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	Weighting %
Type of Task						
Practical Tasks			25%			25
Research Tasks		25%		25%		50
Yearly Examinations					25	25
<b>Total Weighting %</b>						<b>100</b>

# Commerce - Elective Course

## Course Description

This course will provide the knowledge, skills, understanding and values to enable young people to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

## Report Outcomes

Students will have:

- ◆ evaluated options for solving problems and issues
- ◆ applied consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- ◆ analysed key factors affecting commercial and legal decisions
- ◆ analysed the rights and responsibilities of stakeholders in a range of consumer, financial, business, legal and employment contexts
- ◆ researched and assessed information using a variety of sources
- ◆ explained information using a variety of forms

## Program Summary

The following core elements will be incorporated into the teaching and learning program over Years 9 and 10:

- ◆ Consumer and Financial Decisions
- ◆ The Economic and Business Environment
- ◆ Employment and Work Futures
- ◆ Law, Society and Political Involvement

## Assessment Schedule

Date of Task	Term 1 Week 8	Term 2 Week 5-6	Term 3 Week 8	Term 4 Week 3-4	Ongoing	Weighting %
Type of Task						
Research Task	20%					20
Semester Examination		20%				20
Group Task			20%			20
Yearly Examination				30%		30
Course work					10%	10
<b>Total Weighting %</b>						<b>100%</b>

Student participation in class activities and the satisfactory completion of homework are essential components of this course and will constitute a significant part of the assessment weighting.

# Design and Technology - Elective Course

## Course Description

The course provides opportunities for students to develop a general knowledge, understanding and skills in relation to designing their own projects. Students will study the design process explicitly and produce a design portfolio relating to each project. They will use this knowledge to design their own projects using a variety of materials.

*The course fee is for the purchase of course materials to complete practical projects.*

***Students are required to wear full leather shoes in practical classrooms at all times.***

## Report Outcomes

*Students will have:*

- ◆ analysed and applied a range of design concepts and processes.
- ◆ applied and justified an appropriate process of design when developing design ideas and solutions.
- ◆ evaluated and explained the impact of past, current and emerging technologies on the individual society and environments.
- ◆ analysed the work and responsibilities of designers and the factors affecting their work.
- ◆ developed and evaluated innovative, enterprising and creative design ideas and solutions to a range of audiences.
- ◆ selected and applied management strategies when developing design solutions.

## Program Summary

The following elements will be continuously incorporated in to the teaching and learning program:

- ◆ WHS and risk management
- ◆ Explicit teaching of the design process
- ◆ Using a variety of materials to creatively design projects that need consumer needs.
- ◆ The factors that effect design and the work of designers
- ◆ Designing, communicating and evaluating design projects
- ◆ Producing and completing quality design projects

The diversity of approaches to design projects provides development of high order thinking, potential future solutions and understanding of conceptual principles.

## Assessment Schedule

Date of Task	Term 1 Week 9	Term 2 Week 10	Term 4 Week 2	Term 4 week 5	Weighting %
Type of Task					
Practical and portfolio	15%	25%		30%	<b>70</b>
Research	Assignment 15%				<b>15</b>
Examinations			Semester Test 15%		<b>15</b>
<b>Total</b>					<b>100</b>

## Drama - Elective Course

### Overview:

The Year 9 Drama course encompasses the development of beginning dramatic skills over the course of the year. Skills building areas include Stagecraft and the Elements of Drama, Improvisation and Playbuilding, and Movement. Theatrical styles include Realism, Vaudeville, Melodrama and Clowning. Opportunities exist for group and individual (solo) performances, as well as making videos.

Semester 1	Semester 2
<p><b>Term 1 – Introduction to Drama and Performance Skills</b>                      This term, students will develop an understanding of stagecraft and the technical language used when working in theatrical performance. They will begin to understand some of the key Elements of Drama, as well as developing foundation skills in Improvisation and Playbuilding through the development and understanding of the group dynamic in Drama.</p>	<p><b>Term 3 – Acting Skills and Script Interpretation</b>                      Following on from their newfound physical skills, students will commence this term learning how to project and create character through a short unit on using the voice as an actor. They will then embark on a major unit of study in Script Interpretation and Acting in the realist style. Students will work with short monologues or duologues to rehearse a scene to perform for assessment using all the skills learned so far.</p>
<p><b>Term 2 – Physical Theatre, Creative Movement and Mime</b>                      This Movement unit will provide students with the skills and confidence needed to create and devise visually interesting dramatic works. They will learn safe practice in movement and find different ways to convey meaning using physicality, spatical dynamics and proxemics.</p>	<p><b>Term 4 – Vaudeville, Clowning/Comedy, Melodrama, Small Screen Drama</b>                      A variety of different performance styles studied this term will give students broad experience across a range of traditions that will benefit their playbuilding work to create interesting and dynamic group performances. Students will learn about and experiment with performance skills in Vaudeville, Clowning/Comedy, Melodrama. Students may also have the opportunity to write, direct and create their own Soap Opera Video.</p>

	Term 1 Semester 1	Term 2 Semester 2	Term 3 Semester 3	Term 4 Semester 4	Weighing %
<b>Classwork</b>	Participation and contribution to class exercises, performance, discussions; cooperation in group tasks; independent solo work; log book entries, classwork, etc.				20
	5%	5%	5%	5%	
<b>Performance Assessment</b>	Short Performance using Stage Directions and Elements of Drama	Group Playbuilding Performance – Elements of Drama/Physical Theatre	Monologue or Duologue – Scripted Performance	Group Playbuilding Performance – Melodrama, Vaudeville or Soap Opera	60
	15%	15%	15%	15%	
<b>Logbook &amp; Theory (Relates to Performance Assessment)</b>	Logbook as stated in specific task requirements	Logbook as stated in specific task requirements	Logbook as stated in specific task requirements	Logbook as stated in specific task requirements	20
	5%	5%	5%	5%	
	25	25	25	25	Total 100

## French - Elective Course

### Course Description

The French Elective Course enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Students will gain a greater understanding of the grammatical and linguistic features of the French language and how they are linked to the cultural values of French-speaking communities.

### Report Outcomes

*A student can:*

- ◆ identify and interpret information in a range of texts. (LFR5-2C)
- ◆ engage in sustained French interactions to exchange information, ideas and opinions. (LFR5-1C; LFR5-5U)
- ◆ demonstrate French pronunciation and intonation to create meaning. (LFR5-5U)
- ◆ analyse complex French grammatical and linguistic features. (LFR5-7U)
- ◆ explain and reflect on the interrelationships between language, culture and identity. (LFR5-8U)
- ◆ respond to and compose French texts, using a range of formats. (LFR5-4C)

### Topics Covered

- |                            |                                |
|----------------------------|--------------------------------|
| ◆ Returning to School      | ◆ Conjugation                  |
| ◆ Clothes and Fashion      | ◆ Verbs                        |
| ◆ Body parts and health    | ◆ Negation                     |
| ◆ Cuisine and Food Culture | ◆ Past tense                   |
| ◆ Work and Occupations     | ◆ Adjectives                   |
| ◆ Leisure and Hobbies      | ◆ Feminine/masculine agreement |
| ◆ Holidays and Travel      |                                |
| ◆ Modes of Transport       |                                |
| ◆ The Francophone world    |                                |

TYPE OF TASK	SCHEDULE	WEIGHTING %
Listening and Reading Task	Term 1	25
Culture and Language Immersion	Term 2	20
Multimodal Presentation: Speaking and Writing	Term 3	20
Yearly Exam	Term 4	25
Classwork	Ongoing	10
<b>Total Weighting %</b>		<b>100</b>

# Food Technology - Elective Course

## Course Description

This course provides opportunities for students to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationship between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

## Report Outcomes

- ◆ **FT5-1** Demonstrated hygienic handling of food to ensure a safe and appealing product.
- ◆ **FT5-5** Applied 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** Justified food choices by analysing the factors that influence eating habits
- ◆ **FT5-8** Collected, evaluated and applied information from a variety of sources
- ◆ **FT5-9** Communicated ideas and information using a range of media and appropriate terminology
- ◆ **FT5-12** Plans, prepares, presents and evaluates food solutions for specific purposes

## Program Summary

Though a study of food and its applications in domestic, commercial, industrial and global settings, the program caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in the study of Food Technology. This is essential to the development of sound food habits and contributes significantly to the wellbeing of all Australians. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production process

## Course fee

There is a charge for this unit to pay for food ingredients required to produce food products throughout the year. **This must be paid by Week 4 of each Semester.** Work Health and Safety policy requires students wear leather school shoes. An apron must also be worn which can be purchased from the school uniform shop for \$5.00 or hired each practical lesson for \$1.

## Assessment Schedule

Date of Task	Weekly	Term 1 Week 9	Set by school calendar	Term 3 Week 8	Term 4 Week 2	Weighting %
Type of Task						
Practical Experiences	40%					<b>40</b>
Semester Examinations					Yearly Exam 30	<b>30</b>
Design Activities		Food in Australia 15		Food selection and health 15		<b>30</b>
<b>Total Weighting %</b>						<b>100</b>

## Industrial Metal - Elective Course

### Course Description

This course provides opportunities for students to develop general knowledge, understanding and skills in relation to the metal and associated industries.

Project work promotes the sequential development of construction skills. The theory work is directly related to the practical work, materials and tools used.

### Report Outcomes

*Students will have:*

- ◆ Used personal protective equipment when working with materials, tools and machines.
- ◆ Identified, selected and used suitable processes and techniques for general metal projects.
- ◆ Displayed cooperative, orderly and responsible work habits in the workshop.
- ◆ Identified issues relating to the sustainability of resources in the timber industry.
- ◆ Recalled and communicated technical terms and related theory.
- ◆ Maintained a folio of related theory work.

### Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ WH&S and risk management.
- ◆ the properties and application of timber, metal technology and hardware.
- ◆ industrial technology and the impact of metal industries has on society.
- ◆ designing, communicating and evaluating of metal based projects.
- ◆ producing quality metal products.

### Course Fee

The course fee is for the purchase of course materials to complete practical projects.

Students are required to wear full leather shoes in the workshop at all times. An apron will be supplied by the school.

### Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 4 Week 1	Term 4 Week 2	Weighting %
Type of Task						
Practical Classwork	70%					<b>70</b>
Research Assignment		10%				<b>10</b>
Examinations			5%		5%	<b>10</b>
MP. Portfolio				10%		<b>10</b>
<b>Total Weighting %</b>						<b>100</b>



# Industrial Technology - Timber - Elective Course

## Course Description

This course provides opportunities for students to develop general knowledge, understanding and skills in relation to the timber and associated industries.

Project work promotes the sequential development of construction skills. The theory work is directly related to the practical work, materials and tools used.

## Report Outcomes

*Students will have:*

- ◆ Used personal protective equipment when working with materials, tools and machines.
- ◆ Identified, selected and used suitable processed and techniques for general wood projects.
- ◆ Displayed cooperative, orderly and responsible work habits in the workshop.
- ◆ Identified issues relating to the sustainability of resources in the timber industry.
- ◆ Recalled and communicated technical terms and related theory.
- ◆ Maintained a folio of related theory work.

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ WH&S and risk management.
- ◆ the properties and application of timber, timber technology and hardware.
- ◆ industrial technology and the impact of timber industries has on society.
- ◆ designing, communicating and evaluating of timber based projects.
- ◆ producing quality timber products.

## Course Fee

The course fee is for the purchase of course materials to complete practical projects.

Students are required to wear full leather shoes in the workshop at all times. An apron will be supplied by the school.

## Assessment Schedule

Date of Task	Ongoing	Term 1 Week 9	Term 2 Week 6	Term 4 Week 1	Term 4 Week 2	Weighting %
Type of Task						
Practical Classwork	70%					70
Research Assignment		10%				10
Examinations			5%		5%	10
MP. Portfolio				10%		10
<b>Total Weighting %</b>						<b>100</b>

# COMPUTING TECHNOLOGY - Elective Course

## Course Description

This course provides students the opportunity to achieve a balance between the theoretical and practical aspects of Computing Technology.

Computing Technology enables students 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.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

## Report Outcomes

The study of Computing Technology enables students to:

- ◆ Become safe and responsible users of computing technologies and developers of innovative digital solutions.
- ◆ Develop an understanding of the interrelationships between technical knowledge, social awareness and project management.
- ◆ Develop their ability to think creatively to produce and evaluate products.
- ◆ Develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

## Program Summary

Core learning for *Computing Technology 7–10* is embedded across each focus area and within each content group. The core consists of:

- Thinking skills
- Social and cultural awareness
- Technical knowledge and skills
- Project management.

Date of Task	Ongoing	Term 1	Term 2	Term 3	Term 2	Weighting %
Type of Task		Week 9	Week 6	Week 9	Week 6	
Projects		Technology Project 30%				30
Research				Technology Report 30%		30
Examinations					Yearly Exam 30%	30
Google Classroom and file management	10%					10
<b>Total Weighting %</b>						<b>100</b>





# Japanese—Elective Course

## Course Description

This course is an introductory course in Japanese. It aims to develop a student's listening, speaking, reading and writing skills in basic Japanese. Students will also study various aspects of Japanese culture. They will learn to read and write in the Hiragana, Katakana and Kanji alphabets. This course may be studied by students who have not previously studied Japanese, as well as those who completed the Year 8 course..

## Report Outcomes

*Students will have:*

- ◆ Evaluated and responded to information, opinions and ideas in texts
- ◆ Experimented with linguistic patterns to compose texts in Japanese using a range of formats for different context, purposes and audiences
- ◆ Demonstrated an understanding of key aspects of Japanese writing conventions

## Topics covered

- ◆ Invitations
- ◆ Shopping
- ◆ Our local area
- ◆ Activities at home and school
- ◆ Describing teachers and friends
- ◆ Body parts and illnesses
- ◆ Entertainment
- ◆ Travelling in Japan

## Assessment Schedule

Task	Date of Task	Weighting %
E invitation	Term 1	15
My local area map task	Term 2	15
Digital diary Vlog	Term 2	15
Teachers and Friends Task	Term 3	15
Yearly Examination	Term 4	15
Coursework	Term 4	25
<b>Total Weighting %</b>		100



## Literacy - Elective Course

### Course Description

This is a one semester course or half year course. Students will build on their knowledge of key language conventions and strengthen their capacity to write for either a persuasive or imaginative purpose. Students also work on their reading skills, revisiting key comprehension strategies to ensure deep engagement with increasingly complex texts

### Report Outcomes

Students will have:

- ◆ Spelt with increasing accuracy
- ◆ Read widely for meaning and comprehension
- ◆ Wrote for imaginative and persuasive purposes
- ◆ Analysed texts for language and structural features

### Assessment Schedule

Type of Task	Timing	Weighting %
PreTest Reading	Term 1 or 3	0
Pre Test Writing	Term 1 or 3	0
Post Test Reading	Term 2 or 4	40
Post Test Writing	Term 2 or 4	40
Class/Coursework	Ongoing	10
<b>Total Weighting %</b>		<b>100</b>

### Please note:

Assessment is ongoing throughout the course. All students' work, both individually and in group situations, will be continually monitored and assessed. Individual teachers may set tasks in addition to those listed above, eg. class tests, in class assignments.

# Music - Elective Course

## Course Description

This introductory course enables students to develop further understanding and skills in Music. Students will study the compulsory topic of Australian Music, Music for Small Ensembles and Classical Music. They will participate in composition, listening and performance activities. Students will examine how the concepts of music are utilized and discuss the similarities and differences between the topics.

## Report Outcomes

*Students will have:*

- ◆ Demonstrated an understanding of musical notation in performances and composition.
- ◆ Performed in a variety of styles demonstrating technical skill.
- ◆ Composed, improvised or arranged in a variety of musical styles
- ◆ Demonstrated aural discrimination of the concepts of music.
- ◆ Demonstrated an understanding of the way music is made within particular cultural and historical contexts.

## Program Summary

Over the course of the year students will learn about music through the study of Australian Music, Music for Small Ensembles and Classical Music

### Semester One and Semester Two

**Australian Music** - Students will explore a range of music from a variety of Australian composers and performers. This music studied will be representative of a variety of styles and will include music from Contemporary, Jazz, Art Music, Film and Traditional genres.

**Music for Small Ensembles** - Students will explore music that is played by ensembles that have between 2-10 members. The music studied will be from a range of ensembles including vocal, string, brass and contemporary.

**Classical Music** - Students will explore how Classical Music was the 'Popular' music of the 1800's (1750-1820) and study music from the three big stars—Beethoven, Mozart and Haydn.

## Course Fee

The course fee is for the purchase of course materials to complete practical projects.

## Assessment Schedule

Component	Term 1	Term 2	Term 3	Term 4	Weighting %
Composition			Traditionally notated composition 25%		25
Listening	Written analysis task – 10%			Vlog research task – 20%	30
Performance		Small Ensemble – 20%		Own choice performance from one of the topics studied – 25%	45
<b>Total Weighting %</b>					100

# Photographic and Digital Media - Elective Course

## Course Description

Students explore photographic and digital media in the development of a Portfolio of Work. Students explore a range of techniques to produce digital images and, black and white photographs. The impact that photography had on the world and the role of the photographer, designer, film maker as artist will be explored through the Conceptual Framework and Frames.

## Report Outcomes

*Students will have:*

- ◆ Engaged in the making of works by exploring a variety of techniques and conventions of photography.
- ◆ Extended their experimentation through the use of cameras, digital software and darkroom techniques.
- ◆ Comprehended that works can be discussed in different ways.
- ◆ Successfully completed a research assignment.
- ◆ Presented a Portfolio of Work and/or Journal, recording all their studies.

## Program Summary

The following elements will be continuously incorporated into the teaching and learning program:

- ◆ Case studies of relevant photographers, designers, film makers and artists.
- ◆ Safe use of equipment in the darkroom and digital media labs.
- ◆ Theory and application of the Conceptual Framework and Frames, to develop an understanding of how works can be understood and created.
- ◆ Development of a Portfolio of Works.
- ◆ Development of a Journal throughout the course, documenting all class work, homework, procedures and evaluations.

**Requirements:** A4 sketchbook, (Art Diary), pens, pencils, eraser, glue stick and ruler.

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Critical/Historical Studies		History of Photography 20%		Artists' Studio Techniques 20%	<b>40</b>
Practical and Journal	Digital Imaging and Journal 20%	Photograms and Journal 20%	Portfolio and /or Journal 20%		<b>60</b>
<b>Total Weighting %</b>					<b>100</b>



# Physical Activity and Sports Studies (PASS) - Elective Course

## Course Description

Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills and assist the performance of others. Students will develop the capacity to move with skill and creativity in a wide range of movement experiences and environments and to value movement as a source of personal enjoyment and satisfaction. They will explore physical activity and sport from national, community and individual perspectives and will develop a broad understanding of the roles and effects of physical activity and sport, and the benefits and opportunities they can provide.

## Report Outcomes

### Semester 1

*Students will have:*

- ◆ Analysed how the major body systems contribute to performing fundamental movement skills.
- ◆ Explored the structure and function of the major body systems.
- ◆ Participated in a variety of sports demonstrating the ability to adapt and modify movement skills in different contexts.
- ◆ Performed movement skills accurately and efficiently in competitive situations.

### Semester 2

*Students will have:*

- ◆ Measured physical fitness and designed strategies to achieve fitness goals.
- ◆ Demonstrated a knowledge and understanding of the unit components.
- ◆ Demonstrated basic skills required for each sport studied.
- ◆ Discussed the nature and impact of historical and contemporary issues in sport and physical activities.

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Ongoing	Weighting %
Type of Task	Topic Test	Movement Analysis	Fitness testing and evaluation	Case Study		
Theory	15%					<b>50</b>
		15%				
				20%		
Practical					Basic Movement Skills	<b>50</b>
					Application of Skills1 15%	
			20%			
<b>Total Weighting %</b>						<b>100</b>

# Visual Arts - Elective Course

## Course Description

Students explore their local environment to create a Body of Work in forms such as drawing, painting, digital and/or traditional photography. Students study the works of a variety of artists both contemporary and historical, using the Frames and Conceptual Framework as points of reference.

## Report Outcomes

*Students will have:*

- ◆ Made artworks, investigating the properties of particular forms, materials and techniques.
- ◆ Experimented with a range of media to produce a Body of Work.
- ◆ Comprehended that works can be explained critically and historically in different ways.
- ◆ Completed a research assignment.
- ◆ Presented a Visual Arts diary recording their art making and critical/historical studies.

## Program Summary

### What will the student learn about?

Students learn about the making of different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their art making.

### What will students learn to do?

Students learn to make artworks, including traditional and contemporary forms. They will learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their art making practice in their Visual Arts diary. Students learn to investigate and respond to a wide range of artists and artworks. They also learn to interpret and explain the function and relationships within the art world.

## Requirements

A Visual Arts diary and stationary items as needed plus possible excursion costs.

## Course Fee

The course fee is for the purchase of course materials to complete practical projects.

## Assessment Schedule

Date of Task	Term 1	Term 2	Term 3	Term 4	Weighting %
Type of Task					
Art Making		BOW and VAD 20%	BOW and VAD 20%	BOW and VAD 20%	60
Critical / Historical Studies	Research Task 20%		Research Task 20%		40
<b>Total Weighting %</b>					<b>100</b>