Orange High School

Year 9 RoSA Assessment Booklet

2024

Creating the Future

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ORANGE HIGH SCHOOL

Excellence, opportunity and tradition

Orange High School Policy for Assessment in Stage 5

INTRODUCTION

Dear Student,

Orange High School is proud of high academic achievement. We look forward to working with each of you to achieve your potential in Stage 5.

It is very important that you read this book carefully. It contains the guidelines and expectations for your school-based assessment tasks. The tasks will help form your final assessment for your Record of School Achievement (RoSA).

The staff at Orange High School are here to support you. Please seek assistance when you need it.

My best wishes for the coming year. Work hard and achieve your potential. Remember our school vision "At Orange High School we ignite a lifelong love of learning which supports us to explore, change and create our place in the world".

Warmest regards,

Alison McLennan
Principal

WHAT IS ROSA?

The Record of Student Achievement (or RoSA) is the formal credential awarded to eligible students who choose to leave school prior to receiving their HSC. Students will also be able to view and download a transcript of their achievements when applying for jobs or further education or training. To be eligible for a RoSA, students will need to have completed the mandatory requirements for Stage 5 (Years 9 and 10)

What is the Record of Student Achievement (or RoSA)?
The RoSA is an electronic record of student achievements and includes:

- Grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12
- Vocational courses and students' vocational experiences
- Citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Results from optional on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

There are no external examinations for the RoSA. All assessment is internal and based on work completed in Stage 5 (Years 9 and 10). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Educational Standards Authority (NESA) for inclusion on the RoSA.

COURSE PERFORMANCE DESCRIPTORS

Student grades are based on the assessment tasks outlined in this document. These grades are based on the A - E Grade Scale and Course Performance Descriptors developed by NESA. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

Grade	General Performance Descriptors
A Outstanding achievement	The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B High achievement	The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C Sound achievement	The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D Basic achievement	The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E Limited achievement	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.

REQUIREMENTS FOR THE AWARD OF THE ROSA

To meet the requirements of the RoSA in Stage 5 (Years 9 and 10), students are required to study both core courses and elective courses. There are minimum hours associated with the completion of each course. Students are required to engage in a range of learning activities to demonstrate the outcomes associated with each course studied.

CORE COURSES: ALL STUDENTS MUST UNDERTAKE

- English
- Mathematics 5.1, 5.2, 5.3.
- Science
- Human Society and its Environment – History and Geography
- Personal Development, Health and Physical Education.

Elective Courses
All Students must undertake at least one 200 hour elective course (studied in both Year 9 and 10).

Subsequent elective courses can be studied as:

- A second 200 hour course (studied in Year 9 and 10)
- A 100 hour course (studied in Year 9)

WORK REQUIREMENTS

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

In all courses, students are required to:

- Submit all assessment tasks by the **due date**
- Make a genuine attempt to complete course work – **in class and homework activities**
- **Attend** regularly (a minimum of 85% attendance is expected)

Where a student is not meeting these requirements in a particular course, a warning letter will be sent home informing parents that the student is at risk of receiving an N determination.

If the student has not met all mandatory requirements by the end of Year 10, they will not be eligible to receive a RoSA in that year and may not be able to progress to Year 11 and 12.

ORANGE HIGH SCHOOL ASSESSMENT PROGRAM

The assessment requirements for each course are set out in the course syllabus. Orange High School has developed an assessment program for each course offered, following these requirements. These programs are set out in this booklet and are designed to assist teachers to determine the final RoSA grade.

STUDENT RESPONSIBILITIES

- Attempt **all work** and submit work to an **acceptable standard** and in an appropriate format.
- Submit Assessment Tasks on the **due date**, directly to the teacher, and sign a sheet of receipt, both when the task is distributed and when it is submitted. Under no circumstances should an assessment task be left on a teacher's desk in their staffroom or classroom.
- Be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class, or when an extension is sought (see below).
- If absent from lesson(s) **actively pursue** whether an assessment task has been issued.
- Satisfactorily **explain** all full and partial **absences** from school and class.
- Present their **own work** – copying and pasting or writing someone else's work (without acknowledging the source) is plagiarism and will result in a zero mark.
- Acknowledge all **sources** of information used, eg bibliographies.

Illness/Misadventure and consideration of Absence Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control may wish to apply for special consideration. Students must formally apply by completing the Illness/Misadventure and/or Extension Application Form. The application form is available from a Deputy Principal. In the case of illness, a Doctors Certificate must accompany the application for illness and/or extension.

Misadventure refers to any **valid** reason, other than illness, for not completing, submitting or being present for an assessment task. **Documentary evidence** should accompany the application for misadventure and/or extension.

Consideration of absence can be sought for legitimate absences eg. school sporting events that clash with in-class tests, important events, such as funerals.

It is important to note that:

- Students must pursue the illness/misadventure process. There is no onus on the class teacher to instigate this process.
- Work submitted late **without** approval for illness/misadventure, extension of time, or consideration of absence will be marked, though a **10% deduction penalty** per day will apply for each day that the task is late. If, after 5 days (from the original due date), the task has still not been submitted, a mark of **zero** will be awarded, and
- A NESA **N determination warning letter** will be sent to the student's home address. (See appendix D).

If the illness/misadventure application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day or, in exceptional circumstances, an estimate will be used based on assessment evidence.

Process for seeking extension, consideration of absence or illness/misadventure

Step 1
Student collects the relevant application form from the faculty Head Teacher of the subject or the Deputy Principal *within two school days of the students' return to school* (if illness/misadventure) or *5 days prior to the due date of the task* (if extension or consideration of absence).

Step 2
Students must fully complete the Application for Special Consideration form attaching any relevant documentation, ensuring that parents/guardians have signed the form.

Step 3
The student submits the completed form to the subject Head Teacher.

Step 4
The subject Head Teacher will make a recommendation and hand the form back to the student.

Step 5
The student will hand the completed form to the Deputy Principal, who may consult the assessment committee before approving or denying the application.

Step 6
The Deputy Principal will notify the student and the faculty Head Teacher of the result ASAP.

If the illness/misadventure, consideration of absence or extension application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or, an estimate will be used based on assessment evidence, or the school will use a mark based on a substitute task. Any substitute task should:

- Be based on the same components or outcomes as the original task,
- Test or measure the same knowledge or skills as the original task,
- As far as possible, be of comparable standard to the original task,
- Be assessed in the same manner as the original task.

Practical tasks cannot usually be made up due to the nature of the tasks except in exceptional circumstances.

Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

Extension of time requested by students

Notice of **foreseeable absences** must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates/tasks.

Students are permitted to submit tasks prior to the due date in these situations where this has been negotiated with the class teacher and Head Teacher. It is the student's responsibility to plan around foreseeable absences.

Students who cannot submit a task on or by the due date, for reasons beyond their control, can make a written application at least **one week** prior to the original due date on the *Extension of Time* (Appendix C) or *Special Consideration form (Appendix A).*

Computer failures

Technical failures related to computing equipment **will not** constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of Technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies. Where a computer/printer malfunction occurs the backup copy can be submitted. Preparation notes may be submitted to demonstrate student achievements, in the event of computer failure/malfunction.

Submission of non-written tasks

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission.

Plagiarism and internet cheating

Where there is clear evidence of plagiarism in assessment tasks, students will receive a zero (0) for that task. Where direct quotes are used, these must be acknowledged by the appropriate use of quotation marks.

Students who simply copy material from the Internet and present material as their own will receive zero (0) for that task.

If a student fails to complete assessment tasks which contribute more than (in excess of) 50% of the available mark in any Board determined course, he/she will not have satisfactorily studied the course. In such circumstances an 'N' determination may be submitted for the course.

TEACHER RESPONSIBILITIES

Teachers must:

- Follow the Assessment Schedule for their subject
- Provide a sheet of receipt for the student to sign both when the task is distributed and when it is submitted
- Give students **at least TWO WEEKS** written notice for each assessment task
- Ensure that absent students receive the information the next time the student attends the class
- Negotiate the necessary changes with the class when an assessment task must be rescheduled due to unforeseen circumstances. The class will be informed in writing of any change. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.
- Ensure that the task is published on the school website for students and parents to access.

Every assessment task distributed to students will include the following information:

- Specific Question/s to answer
- Marking Criteria
- Outcomes being assessed
- Weighting of the task
- Date Due
- Date Distributed

ASSESSMENT, SCHOOL REVIEWS AND APPEALS TO THE BOARD

There is no provision for a review of marks awarded for assessment tasks. Reviews are limited to the assessment process.

In the event of an appeal or review, the only matters which NESA will consider are whether or not:

a. The school's assessment program conforms to NESA requirements.

AND/OR

b. The procedures used by the school for determining the final assessment mark conform to its stated assessment program.

AND/OR

c. There are computational or other clerical errors in the determination of the assessment mark.

INDEX OF COURSES YEAR 9 2024

KLA	COURSE	CONTACT PERSON (Head Teacher)
English	English	Ms Monica Peasley
Mathematics	Mandatory Mathematics 5.1, 5.2, 5.3	Ms Sarah Edwards
Science	Science	Ms Jess Huggett
	Marine Studies	
	iSTEM	
HSIE	Geography	Mr Devon Walton relieving Mr Ian Paine in Term 1
	History	
PDHPE	PDHPE	Ms Tegan Dray
	Child Studies	
	Outdoor Education	
	Physical Activity and Sport Studies	
Technical and Applied Sciences	Agriculture	Mr Dan Wait
	Industrial Technology Engineering	
	Industrial Technology Metal	
	Industrial Technology Timber	
	Food Technology	
Creative and Performing Arts	Dance	Ms Shea Atchison
	Photographic and Digital Media	
	Visual Arts	
	Japanese	

SCHOOL TERM DATES - 2024

Term 1	30 January 2024 – 12 April 2024 (11 weeks)
Term 2	29 April 2024 – 5 July 2024 (10 weeks)
Term 3	22 July 2024 – 27 September 2024 (10 weeks)
Term 4	14 October 2024 – 20 December 2024 (10 weeks)

EXAMINATION DATES

MID-COURSE EXAMS	**Mathematics and HSIE** Term 2, Week 4
END OF COURSE EXAMS	**All Subjects** Term 4, Weeks 5-6

YEAR 9 ASSESSMENT CALENDAR, TERM 1 2024		
WEEK DUE	**SUBJECT**	**TYPE OF TASK**
Term 1, Week 1		
Term 1, Week 2		
Term 1, Week 3-4	**Japanese**	Multi-modal task
Term 1, Week 4		
Term 1, Week 5		
Term 1, Week 6	**History**	Source Based Empathy task
	Marine Studies	Practical skills
	Mathematics	Assignment
Term 1, Week 7	**Geography**	Field work or Research task
	iSTEM	Process Diary
Term 1, Week 8	**Agriculture**	Beef pest report
	Industrial Technology Engineering	Engineers report
	Science	Scientific project
Term 1, Week 9	**Child Studies**	Research task/Portfolio
	Dance	Performance/Appreciation
	English	Analytical task
	Food Technology	Practical task and Folio
Term 1, Week 10	**Outdoor Education**	Research task
	PDHPE	Noughts and Crosses
	Physical Activity and Sport Studies	Anatomy/Biomechanics exam
	Photographic and Digital Media	Photographic Practices - Analysis
	Visual Arts	Body of Work and Diary submission
Term 1, Week 11		

YEAR 9 ASSESSMENT CALENDAR, TERM 2 2024		
WEEK DUE	**SUBJECT**	**TYPE OF TASK**
Term 2, Weeks 1-5	**Physical Activity and Sports Studies**	Training plan
Term 2, Week 1		
Term 2, Week 2	**Industrial Technology Metal**	Assessment task
	Industrial Technology Timber	Research task
	iSTEM	Design Pitch
Term 2, Week 3	**Marine Studies**	Gathering and communicating information
Term 2, Week 3-4	**Japanese**	Multi-modal task
Term 2, Week 4	**Mathematics**	Mid-course examination
	Science	Science skills-based examination
	Geography	End of course examination
	History	End of course examination
Term 2, Week 5	**Agriculture**	Biosecurity audit
	Food Technology	Celebrations pack
	Outdoor Education	Practical application
	PDHPE	Dance creation
Term 2, Week 6	**Industrial Technology Engineering**	Project folio
	Industrial Technology Metal	Project 1
	Industrial Technology Timber	Practical project
Term 2, Week 7		
Term 2, Week 8	**Child Studies**	Baby Egg Practical and theory component
	English	Persuasive or discursive task
	Photographic and Digital Media	Photographic/Digital Body of work submission
Term 2, Week 9	**Dance**	Performance
Term 2, Week 9-10	**Visual Arts**	Scaffolded artist study
Term 2, Week 10		

YEAR 9 ASSESSMENT CALENDAR, TERM 3 2024		
WEEK DUE	**SUBJECT**	**TYPE OF TASK**
Term 3, Week 1		
Term 3, Week 2		
Term 3, Week 3		
Term 3, Week 4		
Term 3, Week 5	**Mathematics**	Assignment
	iSTEM	Presentation
Term 3, Weeks 5-10	**Physical Activity and Sport Studies**	Case study
Term 3, Week 6	**History**	Source based empathy task
	Industrial Technology Engineering	Design task
	Japanese	Multi-modal task
Term 3, Week 7	**Geography**	Field work or Research task
	Marine Studies	Knowledge and understanding of concepts
	Science	Scientific research task
Term 3, Week 8	**Agriculture**	Project
	Child Studies	Video analysis
	Food Technology	Food truck task
	PDHPE	Health Promotion campaign
Term 3, Week 9	**English**	Imaginative and reflective task
Term 3, Week 10	**Dance**	Group composition
	Outdoor Education	Report
	Photographic and Digital Media	Photographic scaffolded Artist study
	Visual Arts	Body of Work and Diary submission

YEAR 9 ASSESSMENT CALENDAR, TERM 4 2024		
WEEK DUE	**SUBJECT**	**TYPE OF TASK**
Term 4, Weeks 1-5	**PDHPE**	Practical Assessment
Term 4, Weeks 1-6	**Physical Activity and Sport Studies**	Research and teaching
Term 4, Week 2	**iSTEM**	Engineering report
Term 4, Week 3	**Marine Studies**	Practical skills and communicating information
Term 4, Week 4	**Child Studies**	End of Course Examination
Term 4, Week 4-5	**Japanese**	Multi-modal task
Term 4, Week 5	**Outdoor Education**	Practical application
Term 4, Week 5-6	**Agriculture**	End of Course examination
	Dance	Appreciation - Written assessment
	Food Technology	End of Course examination
	Industrial Technology Engineering	End of Course examination
	Industrial Technology Metal	End of Course examination
	Industrial Technology Timber	End of Course examination
	Visual Arts	End of Course examination
Term 4, Week 6	**English**	End of Course examination
	Geography	End of Course examination
	History	End of Course examination
	Mathematics	End of Course examination
	Science	End of Course examination
	Industrial Technology Metal	Project design and production assessment
	Industrial Technology Timber	Footstool and folio project
Term 4, Week 7	**Photographic and Digital Media**	Body of Work and Journal submission
Term 4, Week 8		
Term 4, Week 9		
Term 4, Week 10		

ENGLISH KEY LEARNING AREA

Subject: English

Course Overview

Students in Year 9 will read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate appropriately and effectively
- Think in ways that are imaginative, interpretive and critical
- Express themselves and their relationships with others and the world
- Learn and reflect on their learning through their study of English

Units that are to be studied include:

1. Term 1: Issues through Documentary
2. Term 2: Novel Study
3. Term 3: Speculative Fiction
4. Term 4: War Poetry

Year 9 English Assessment Schedule				
Task	**Due Date**	**Type of Task**	**Areas of Learning**	**Weight %**
1	Term 1 Week 9	Analytical task	Students compose an analytical deconstruction of a documentary.	25
2	Term 2 Week 8	Persuasive or discursive task	Students compose a persuasive or discursive piece based on their prescribed novel.	25
3	Term 3 Week 9	Imaginative and reflective task	Students explore the conventions of dystopian fiction in creative and reflective writing.	25
4	Term 4 Week 6	End of Course Examination	Deconstruction of unseen texts with short answer questions.	25

MATHEMATICS KEY LEARNING AREA

Subject: Mathematics

Course Overview

Stage 5 Mathematics follows a Core-Paths structure. This is designed to encourage aspiration in students and provide flexibility, enabling teachers to create pathways for 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.

Mathematics Core reinforces and further develops the skills and knowledge from Stage 4. The core outcomes provide students with the foundation for Mathematics Standard in Stage 6.

Mathematics Standard Pathway extends on the knowledge and skills from Stage 4. It covers all content from Mathematics Core and extends number concepts and problem-solving skills further. This course is suitable for all students wishing to undertake Mathematics Standard in Stage 6

Mathematics Advanced Pathway covers the Core and Standard content with the addition of more abstract concepts. This course is suitable for all students wishing to take on the Mathematics Advanced and Extension courses in Stage 6.

Year 9 Mathematics – Core, Standard and Advanced Pathways			
DUE DATE	**TYPE OF TASK**	**AREAS OF LEARNING**	**WEIGHT %**
Term 1 Week 6	Assignment	Problem Solving Communicating Reasoning	20
Term 2 Week 4	Mid-Course Examination	Financial Mathematics, Algebra and Indices, Number of Any Magnitude, Measurement	30
Term 3 Week 5	Assignment	Problem Solving Communicating Reasoning	20
Term 4 Week 6	End of Course Examination	All topics covered this year	30

SCIENCE KEY LEARNING AREA

Subject: Science

Course Overview

Students studying Science in Year 9 will have the opportunity to use scientific inquiry to actively engage in the processes of Working Scientifically to increase their understanding of the world around them. They will develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

Working Scientifically Part 1
Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Individually and collaboratively they plan and undertake a range of types of first-hand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

Working Scientifically Part 2
Students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital Technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

Knowledge and Understanding of Science
The knowledge and understanding of the content of the Science is organised into four strands:

A. **Physical World.** Is concerned with understanding the nature of forces and motion, and matter and energy. Students learn how these apply to systems ranging in scale from atoms to the Universe.

B. **Chemical World.** Is concerned with the understanding the composition and behaviour of matter. Students learn how chemical and physical properties are determined by the structure and arrangement of atoms.

C. **Earth and Space**. Is concerned with the Earth's dynamic structure and its place in the cosmos. Students explore that humans use resources and human activity has an influence on the Earth's surface and atmosphere.

D. **Living World.** Is concerned with the understanding of living things. The key concepts are that cells are the basic unit of life and that there is a diverse range of living things. Students learn about the interdependence of living things and how they interact with the environment.

All Science classes, including advanced classes, are assessed by the same criteria as listed below:

Year 9 Science Semester 1 Assessments (Term 1 and 2)				
Task	**Date**	**Type of Task**	**Areas of Learning**	**Weight %**
1	Term 1 Week 8	Scientific project Communication	Students should be able to articulate their understanding of Working Scientifically. Specifically in the skills outlined in Working Scientifically Part 1 and Part 2.	25
2	Term 2 Week 4	**Science skills-based Examination**	Working Scientifically skills studied this semester.	25

Year 9 Science Semester 2 Assessment (Term 3 and 4)				
Task	**Date**	**Type of Task**	**Areas of Learning**	**Weight %**
3	Term 3 Week 7	Scientific research task	Students should be able to articulate their understanding of Working Scientifically. Specifically in the skills outlined in Working Scientifically Part 1 and Part 2.	25
4	Term 4 Week 6	**End of Course Examination**	Knowledge and Understanding of Science material studied this year.	25

Subject: Marine Studies

Course Overview

The Marine Studies course is broken into a number of modules. The 200 hour course consists of the core module looking at the marine environment and 12 option modules. Option modules covered at Orange High in the 200 hour course include Antarctica, marine biology, managing water quality, marine mammals, Australian shipwrecks and our Maritime History. The course involves theory and practical activities at school and in the natural marine environment. Students are required to demonstrate proficiency in the water and in handling watercraft.

Marine Studies – 100 hour (Semester 1)				
Task	**Date**	**Type of Task**	**Areas of Learning**	**Weight %**
1	Term 1 Week 6	Practical Skills	Practical competencies	30%
2	Term 2 Week 3	Gathering and Communicating Information	Knowledge and understanding	20%

Marine Studies – 100 hour (Semester 2)				
Task	**Date**	**Type of Task**	**Areas of Learning**	**Weight %**
1	Term 3 Week 7	Knowledge and Understanding of Concepts	Knowledge and understanding	30%
2	Term 4 Week 3	Practical Skills and Communicating Information	Practical competencies	20%

Subject: iSTEM Elective

School Developed Board Endorsed Course

Course Overview

iSTEM is an innovative student-centred elective that integrates Science, Technology, Engineering and Mathematics (STEM). The course focusses on applied learning and skillset development based on the needs of local and national industries.

iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies.

The iSTEM course is composed of Core, Elective and Specialised topics. The course outline shown below has been developed with the experiences of Orange High School students in mind; this may be altered for Year 10 based on the interests expressed by the class.

Course Outline

The 200-hour iSTEM course consists of Core 1 and Core 2 topics, as well as at least one Elective and up to five Specialised topics split over Years 9 and 10.

	Topics
Year 9 Course	Core Topic 1: STEM Fundamentals
	Specialised Topic 1: MedTech
	Specialised Topic 2: Aeronautical Engineering
	Core Topic 2: Project Based Learning Food Production

	Topics
Year 10 Course	Specialised Topic 3: Mechatronics and Robotics
	Specialised Topic 4: Sustainable Transport
	Elective Topic 1: Critical Problem Solving
	Specialised Topic 5: Cyber Security

2024 Year 9 iSTEM Assessment Schedule

Task	Date	Type of Task	Outcomes Assessed	Weight
1	Term 1 Week 7	Process Diary	ST5-5, ST5-7, ST5-9	20
2	Term 2 Week 2	Design Pitch	ST5-1, ST5-2, ST5-6, ST5-8	30
3	Term 3 Week 5	Presentation	ST5-4, ST5-6, ST5-8, ST5-10	20
4	Term 4 Week 2	Engineering Report	ST5-1, ST5-3, ST5-5, ST5-7	30

HUMAN SOCIETY AND ITS ENVIRONMENT KEY LEARNING AREA

Subject: Geography

Year 9 Geography (Semester 1 – Classes 2, 4 and 5)					
Task	**Date**	**Topic / Component**	**Type of Task**	**Outcomes Assessed**	**Weight %**
1	Term 1 Week 7	Sustainable Biomes	Field Work or research task	GE5.1, GE5.2 GE5.3, GE5.5, GE5.8	25
2	Term 2 Week 4	All Topics: Sustainable Biomes and Changing Places	End of Course Examination	All outcomes	25

Year 9 Geography (Semester 2 – Classes 1, 3, 6 and 7)					
Task	**Date**	**Topic / Component**	**Type of Task**	**Outcomes Assessed**	**Weight %**
1	Term 3 Week 7	Sustainable Biomes	Field Work or Research Task	GE5.1, GE5.2 GE5.3, GE5.5, GE5.8	25
2	Term 4 Week 6	All Topics: Sustainable Biomes and Changing Places	End of Course Examination	All outcomes	25

Table of Stage 5 Outcomes: Year 9 Geography	
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 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

Subject: History

Year 9 History - Semester 1 – (Classes 2, 4, 6 and 8)					
Task	**Date**	**Topic / Component**	**Type of Task**	**Outcomes Assessed**	**Weight %**
1	Term 1 Week 6	Industrial Revolution	Source Based Empathy task	HT5.1, HT5.5, HT5.6, HT5.10	25
2	Term 2 Week 4	All Topics: Industrial Revolution and Australians at War World War I and II	End of Course Examination	HT5.1, HT5.2, HT5.7, HT5.10	25

Year 9 History - Semester 2 (Classes 1, 3, 5 and 7)					
Task	**Date**	**Topic / Component**	**Type of Task**	**Outcomes Assessed**	**Weight %**
1	Term 3 Week 6	Industrial Revolution	Source Based Empathy task	HT5.1, HT5.5, HT5.6, HT5.10	25
2	Term 4 Week 6	All Topics: Industrial Revolution and Australians at War World War I and II	End of Course Examination	HT5.1, HT5.2, HT5.7, HT5.10	25

Table of Stage 5 outcomes: Year 9 History	
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 of events 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	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past communicate effectively about the past for different audiences

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION KEY LEARNING AREA

Subject: PDHPE Mandatory

Year 9 PDHPE Mandatory Stage 5				
Task	**Date**	**Type of Task**	**Areas of Learning (Outcomes)**	**Weight %**
1	Term 1 Week 10	'Noughts and Crosses'	Students demonstrate knowledge and understanding of issues related to equal and respectful relationships	25
2	Term 2 Week 5	Dance Creation	Knowledge and understanding of issues relating to diversity, discrimination and resilience	25
3	Term 3 Week 8	'Health Promotion Campaign'	Students analyse attitudes behaviours and consequences related to health issues affecting young people	25
4	Term 4 Weeks 1-5	Practical Assessment	Students will demonstrate physical activity skills in movement and composition	25

Subject: Child Studies

Course Overview

In the Year 9 course (first 100 of 200 hours), students will learn the different stages of human development and the needs of the individual at each stage of the life span, the reproductive system and conception. They will study relationships, roles and group interaction to fully understand group dynamics around them.

In Year 10, students build on the Year 9 content and explore the importance of play and nutrition in early childhood. Students look closely at child development between 3 -5 years. Practical experiences are centered around preparing meals suitable for young toddlers and children. Learning experiences will include visits to Day Care Centres and Pre-Schools to involve students in children's games, reading, art and physical activities. Study will also include the analysis of children's story books, TV programs and videos suitable to children getting ready to start school.

Year 9 Child Studies – First 100 hours of 200 hour course				
Task	**Date**	**Type of Task**	**Areas of Learning (Outcomes)**	**Weight %**
1	Term 1 Week 9	Research Task: Becoming a Parent Portfolio	Knowledge and understanding of child growth and development. Gathering and communicating information.	25
2	Term 2 Week 8	Baby Egg Practical and Theory Component	Knowledge and understanding of child growth and development. Skills related to caring and nurturing children. Gathering and communicating information.	25
3	Term 3 Week 8	Video Analysis	Knowledge and understanding of child growth and development. Skills related to caring and nurturing children.	25
4	Term 4 Week 4	End of Course Examination	All outcomes studied	25

Subject: Outdoor Education

Course Overview

Outdoor education develops in each student the knowledge, understanding and skills needed to understand and identify with the surrounding wilderness environments and conduct themselves in a safe manner in the outdoors.

Year 9 Outdoor Education – 100 hours				
Task	**Date**	**Type of Task**	**Areas of Learning (Outcomes)**	**Weight %**
1	Term 1 Week 10	**Experiencing the outdoors** Research Task	A student participates safely in outdoor education activities	25
2	Term 2 Week 5	**Navigation in the outdoors** Practical application	A student demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities	25
3	Term 3 Week 10	**Expedition Preparation** Report	A student explains and applies key considerations and skills related to planning and preparing for outdoor education activities	25
4	Term 4 Week 5	**Success in the outdoors** Practical application	A student demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments	25

Subject: Physical Activity and Sport Studies

Course Overview

This is a school developed course that is derived from the physical activity sport and society syllabus. Students study from a broad range of topics which included coaching, body systems and exercise physiology, Australia's sporting identity, Technology in sport and movement skills from a range of sporting activities.

Year 9 Physical and Sport Studies				
Task	**Date**	**Task**	**Areas of Learning (Outcomes)**	**Weight %**
1	Term 1 Week 10	Task 1 Anatomy/ Biomechanics Exam	Students demonstrate knowledge and understanding of body systems and energy requirements for physical activity	25
2	Term 2 Weeks 1-5	Task 2 Training Plan	Students conduct a coaching session of a sport of their choice. They demonstrate organisational skills and knowledge of effective coaching principles	25
3	Term 3 Weeks 5-10	Task 3 Case Study	Students demonstrate knowledge and understanding of module	25
4	Term 4 Weeks 1-6	Task 4 Research and Teaching	Students research traditional Indigenous games. They then demonstrate instructional principles to present the activity to the class	25

TECHNICAL AND APPLIED SCIENCES KEY LEARNING AREA

Subject: Agriculture

Course Overview

Student will engage in a range of different activities associated with plant and animal production systems. Student will learn about concepts in the classroom and this knowledge will be applied through practical activities at the school farm.

Year 9 Agriculture				
UNIT	**Beef Production**	**Chickens**	**Cows Create Careers**	**Vegetable Production**
TASK TITLE	Assessment Task 1 Beef pest report	Assessment Task 2 Biosecurity audit	Assessment Task 3 Project	Assessment Task 4 End of Course Examination
DUE DATE	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5-6
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	AG5-4, AG5-7	AG5-7, AG5-10	AG5-6, AG5-11, AG5-12	All outcomes may be assessed

Subject: Industrial Technology Engineering

Course Overview

Students will engage in a range of practical activities associated with engineering principles and structures. Each topic will be based around a unit of study where students work collaboratively to construct a individual or group project.

Year 9 Engineering				
UNIT	**Core Module 1 - Bridge Design**	**Engineering 1 - Bridge Design**	**Engineering 1 - Mechanics**	**Core Module 2 - Mechanics**
TASK TITLE	Assessment Task 1 Engineers Report	Assessment Task 2 Project Folio	Assessment Task 3 Design Task	Assessment Task 4 End of Course Examination
DUE DATE	Term 1, Week 8	Term 2, Week 6	Term 3, Week 6	Term 4, Week 5-6
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	IIND4-5, IND4-9, IND4-10	IND4-1, IND4-2, IND4-3,	IND5-2, IND4-8,	All outcomes may be assessed

Subject: Industrial Technology Metal

Year 9 Metal				
UNIT	**Metal 1**	**Metal 1**	**Metal 1**	**Metal 1**
TASK TITLE	Assessment Task 1 Properties of Metal	Assessment Task 2 Project 1	Assessment Task 3 Project Design and Production	Assessment Task 4 End of Course Examination
DUE DATE	Term 2, Week 2	Term 2, Week 6	Term 4, Week 6	Term 4, Week 5-6
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	IND5-1, IND5-7	IND4-1, IND4-2, IND4-3, IND4-4	IND4-5, IND4-6, IND4-7	All outcomes may be assessed

Subject: Industrial Technology Timber

Year 9 Timber				
UNIT	**Timber 1 – The Timber Industry**	**Timber 1 – Jewellery Box**	**Timber 1 – Footstool**	**Timber 1 – Footstool**
TASK TITLE	Assessment Task 1 Research Task	Assessment Task 2 Practical Project	Assessment Task 3 Footstool and Folio project	Assessment Task 4 End of Course Examination
DUE DATE	Term 2, Week 2	Term 2, Week 6	Term 4, Week 6	Term 4, Week 5-6
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	IND5-5, IND5-8	IND5-1, IND5-3	IND5-2 IND5-7	All outcomes may be assessed

Subject: Food Technology

Year 9 Food Technology				
UNIT	**Food Selection and Health**	**Food for Special Occasions**	**Food Service and Catering**	**Food in Australia**
TASK TITLE	Assessment Task 1 Practical task and Folio	Assessment Task 2 Celebrations Pack	Assessment Task 3 Food Truck task	Assessment Task 4 End of Course Examination
DUE DATE	Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5-6
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	FT5-1, FT5-6, FT5-11	FT5-10, FT5-11, FT5-12	FT5-6, FT5-11, FT5-12	All outcomes may be assessed

CREATIVE AND PERFORMING ARTS KEY LEARNING AREA

Subject: Dance

Course Overview

This course enables students to express ideas creatively as they make and perform dances, and analyse dance works of art. This is completed through the components of Performance, Composition and Appreciation.

Dance 200 hour				
Task	**Date**	**Type of Task**	**Outcomes**	**Weight %**
1	Term 1 Week 9	**Performance/Appreciation** Creating a Dance warm-up and topic test based on Dance anatomy	5.1.1, 5.1.2	20
2	Term 2 Week 9	**Performance** Video assessment of Performance routine that has been choreographed during lessons	5.1.1, 5.1.2, 5.1.3	30
3	Term 3 Week 10	**Composition** Group composition based on a Fairytale stimulus. Students devise a group composition based on the manipulation of motif using the elements of dance	5.2.1, 5.2.2	30
4	Term 4 Week 5	**Appreciation** Written assessment based on Modern and Jazz dance pioneers	5.3.1, 5.3.2, 5.3.3	20

Assessment Outcomes: Dance	
5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	A student explores the elements of dance as the basis of the communication of ideas
5.2.2	A student composes and structures dance movement that communicates an idea
5.3.1	A student describes and analyses dance as the communication of ideas within a context
5.3.2	A student identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	A student applies understandings and experiences drawn from their own work and dance works of art

Subject: Photographic and Digital Media

Course Overview

(200 hour Course)
This course enables students to enjoy making photographic and digital works, while developing concepts that represent their ideas and interests. Students will learn to appreciate different beliefs and values that affect the meaning of photographic and digital works.

Year 9 Photographic and Digital Media – (200 hour)				
Task	**Date**	**Type of Task**	**Areas of Learning (Outcomes)**	**Weight %**
1	Term 1 Week 10	Photographic Practices - analysis	5.7, 5.8, 5.9, 5.10	10
2	Term 2 Week 8	Photographic/Digital Body of Work submission	5.1, 5.2, 5.3, 5.4, 5.5	30
3	Term 3 Week 10	Photographic Scaffolded Artist study	5.7, 5.8, 5.9, 5.10	30
4	Term 4 Week 7	Body of Work and Journal submission	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30

Assessment Outcomes: Photographic and Digital Media	
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

Subject: Visual Arts

Course Overview

In the visual arts course students deepen their understanding of a range of forms and practices and engage with the development of their artistic intentions through the study of other artists and a variety of genres, from different times and places.

Each term the students Body of Work and Visual Arts Process Diary will be assessed for marking.
The diary work will consist of planning, ideas, inspiration, homework tasks, artist's studies, critical and historical writing, theory assignments, evaluation and experiments with media.

Year 9 Visual Arts (200 hours)				
Task	**Date**	**Type of Task**	**Outcomes**	**Weight %**
1	Term 1 Week 10	Body of Work and Diary submission	5.1, 5.2, 5.3, 5.4, 5.5	30
2	Term 2 Week 9-10	Scaffolded Artist study	5.7, 5.8, 5.9, 5.10	10
3	Term 3 Week 10	Body of Work and diary submission	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30
4	Term 4 Week 5-6	End of Course Examination	5.7, 5.8, 5.9, 5.10	30

Assessment Outcomes: Visual Arts	
5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	Makes artworks informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	Makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	Demonstrates developing technical accomplishment and refinement in making 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 and relationships between Artist – artwork – world – audience in critical and historical interpretations of art
5.9	Demonstrates how the frames provide different interpretations of art
5.10	Demonstrates how art criticism and art history construct meanings

LANGUAGE KEY LEARNING AREA

Subject: Japanese

Year 9 Japanese					
Task	**Date**	**Topic / Component**	**Type of Task**	**Outcomes Assessed**	**Weight %**
1	Term 1 Week 3-4	Let's go on exchange	Multi-modal task	**ML5-CRT-01 ML5-INT-01**	10
2	Term 2 Week 3-4	School Life	Multi-modal task	**ML5-UND-01 ML5-INT-01**	30
3	Term 3 Week 6	My Holiday in Japan	Multi-modal task	**ML5-UND-01 ML5-CRT-01**	30
4	Term 4 Week 4-5	My Japanese homestay	Multi-modal task	**ML5-UND-01 ML5-CRT-01**	30

Table of Outcomes: Year 9 Japanese Stage 5		
Interacting	**ML5-INT-01**	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
Understanding texts	**ML5-UND-01**	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
Creating texts	**ML5-CRT-01**	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language