



Orange High School

Year 9 RoSA Assessment Booklet



2023

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 (rel)

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.

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.

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

WHAT ARE THE 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.

CORE COURSES: ALL STUDENTS MUST UNDERTAKE

- English
- Mathematics
- 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 NESAs; 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.

(i) 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.

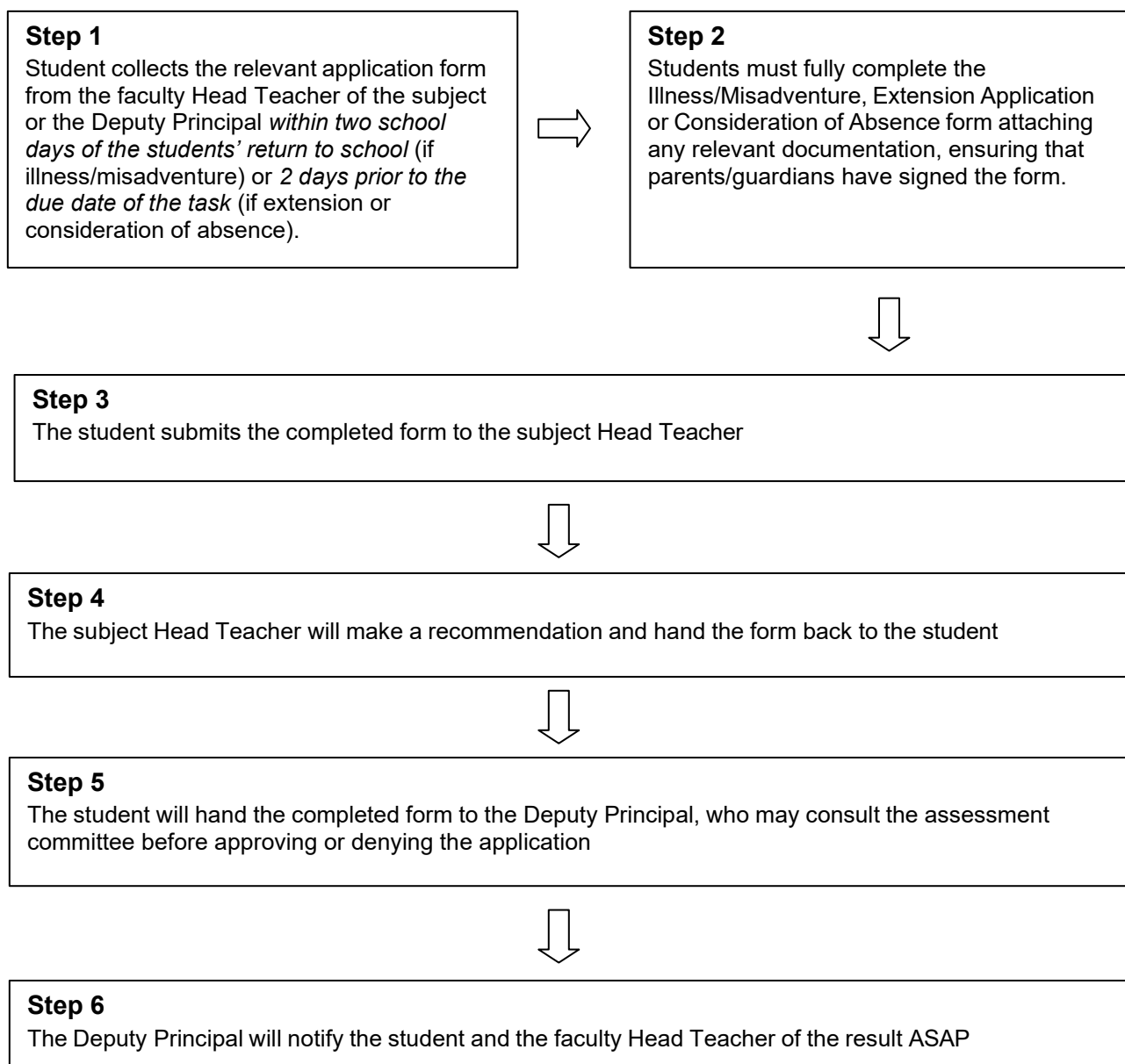
Consideration of absence can be sought for legitimate absences eg. school sporting events that clash with in-class tests, important events, such as funerals.

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



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.

(ii) 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 Consideration of Absence form (Appendix A)

(iii) 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.

(iv) 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.

(v) 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 NESAs will consider are whether or not:

- a) The school's assessment program conforms to NESAs 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 2023

KLA	COURSE	CONTACT PERSON (HEAD TEACHER)
English	English	Ms Monica Peasley
Mathematics	Mandatory Mathematics 5.1, 5.2, 5.3	Ms Joanne Stevenson
Science	Science	Mr Aaron Routh
	Marine Studies	
	iSTEM	
HSIE	Geography	Mr Ian Paine
	History	
	Aboriginal Studies	
	Commerce	
	Developing and running your own business	
	Language - Japanese	
	Work Education	
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
	Drama	
	Music	
	Photographic & Digital Media	
	Visual Arts	

SCHOOL TERM DATES – 2023

Term 1	27 January 2023 – 6 April 2023 (11 weeks)
Term 2	24 April 2023– 30 June 2023 (10 weeks)
Term 3	17 July 2023 – 22 September 2023 (10 weeks)
Term 4	9 October 2023 – 19 December 2023 (11 weeks)

EXAMINATION DATES

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

Assessment Calendar YEAR 9, TERM 1, 2023		
WEEK DUE	SUBJECT	TYPE OF TASK
Term 1, Week 1		
Term 1, Week 2		
Term 1, Week 3		
Term 1, Week 4		
Term 1, Week 5	Japanese	Multi-modal Task
Term 1, Week 6	Aboriginal Studies	Artefact and Written Response
	Drama	Improvised Performance
	History	Source Based Empathy Task
	Marine Studies	Practical Skills
	Work Education	Essay in class or research report
Term 1, Week 7	Geography	Field work or Research Task
Term 1, Week 8	Agriculture	Case Study
	Commerce	Skills or Research Task
	Industrial Technology Engineering	Engineers Report
Term 1, Week 9	Child Studies	Research Task/Portfolio
	Dance	Performance/Appreciation
	Developing and running your own Business	Business Proposal
	English	Analytical task
	Food Technology	Practical task and Folio
Term 1, Week 10	Science	Design thinking - Disasters project
	iSTEM	Fundamental Design
	Mathematics	Term 1 Test/Assessment Quiz
	Music	Composition task
	Outdoor Education	Research Task
	PDHPE	Noughts & 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		

Assessment Calendar YEAR 9, TERM 2, 2023		
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
Term 2, Week 3	iSTEM	Design Folio
	Marine Studies	Gathering and Communicating Information
Term 2, Week 4	Agriculture	Biosecurity Audit
	Japanese	Multi-modal Task
Term 2, Week 5	Commerce	ICT or Writing task
	Food Technology	Recipe modification & product evaluation
	Geography	End of Course Examination
	History	End of Course Examination
	Music	Performance
	Mathematics	Mid-Course Examination
	Outdoor Education	Practical application
Term 2, Week 6	Industrial Technology Engineering	Project Folio
	Industrial Technology Metal	Project 1
	Industrial Technology Timber	Practical Project
Term 2, Week 7	Aboriginal Studies	Artwork and Justification
	Developing and running your own Business	Business Plan and Presentation
	Drama	Performance
	English	Persuasive task
Term 2, Week 8	Child Studies	Baby Egg Practical & Theory component
	Photographic and Digital Media	Photographic/Digital Body of work submission
	Work Education	Skills Task
Term 2, Week 9	Dance	Performance
Term 2, Week 9-10	Visual Arts	Scaffolded Artist study
Term 2, Week 10		

Assessment Calendar YEAR 9, TERM 3, 2023		
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		
Term 3, Weeks 5-10	Physical Activity and Sport Studies	Outdoor Education Skills
Term 3, Week 6	Aboriginal Studies	Presentation and Justification
	History	Source Based Empathy Task
	Industrial Technology Engineering	Design Task
	iSTEM	Group Project
	Japanese	Multi-modal Task
Term 3, Week 7	Agriculture	Project
	Geography	Field work or Research task
	Marine Studies	Knowledge & Understanding of Concepts
	Mathematics	Assignment
	Science	Scientific research task
Term 3, Week 8	Child Studies	Video Analysis
	Commerce	Research Task
	Developing and running your own Business	Product/Service Development
	Food Technology	Celebrations Pack
	PDHPE	Health Promotion Campaign
	Work Education	Research Task and Presentation
Term 3, Week 9	Drama	Playbuilding Performance
	English	Imaginative task
	Music	Listening 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

Assessment Calendar YEAR 9, TERM 4, 2023		
WEEK DUE	SUBJECT	TYPE OF TASK
Term 4, Weeks 1-5	PDHPE	Super Coach
Term 4, Weeks 1-6	Physical Activity and Sport Studies	Research & Teaching
Term 4, Week 2		
Term 4, Week 3	Marine Studies	Practical Skills & Communicating Information
Term 4, Week 4	Aboriginal Studies	End of Course Examination
	Child Studies	End of Course Examination
	Developing and running your own Business	Marketing Plan and Evaluation
	iSTEM	Group Project
Term 4, Week 5	Drama	Research and Performance
	Outdoor Education	Practical application
Term 4, Week 5-6	Agriculture	End of Course Examination
	Commerce	End of Course Examination
	Dance	Appreciation - Written Assessment
	English	End of Course Examination
	Food Technology	End of Course Examination
	Geography	End of Course Examination
	History	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
	Japanese	Multi-modal Task
	Mathematics	End of Course Examination
	Music	Performance
	Science	End of Course Examination
Visual Arts	End of Course Examination	
Work Education	Career Portfolio	
Term 4, Week 6	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		
Term 4, Week 11		

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: Critical Study - Documentary
2. Term 2: Shakespeare
3. Term 3: Genre Study - Novel
4. Term 4: Representations of Gender in media

Year 9 English Assessment Schedule				
Task	Due Date	Type of Task	Areas of Learning	Weight %
1	Term 1 Week 9	Analytical task	An analytical deconstruction of a documentary.	25
2	Term 2 Week 7	Persuasive task	Students compose a persuasive response exploring the value of Shakespeare	25
3	Term 3 Week 9	Imaginative task	Narrative and reflection composition based on the genre studied in class.	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**

In Stage 5 Mathematics there are three specific endpoints or pathways that a student may follow. These are the 5.3, 5.2 and 5.1 pathways. These were formerly known as the Advanced (5.3), Intermediate (5.2) and Standard (5.1) courses. These are offered to cater for the full range of learners in Mathematics. The Stage 5.3 course includes the knowledge and skills from the Stage 5.2 course, and the Stage 5.2 course includes the knowledge and skills from the Stage 5.1 course.

Students wishing to study higher level Mathematics in Stage 6 are strongly advised to study the Stage 5.3 course. The 5.2/5.1 courses best prepare students for the Stage 6 General Mathematics course.

Year 9 Mathematics - Stage 5.3, 5.2 and 5.1 Pathways			
DUE DATE	TYPE OF TASK	AREAS OF LEARNING (OUTCOMES ASSESSED)	WEIGHT %
Term 1 Week 10	Term 1 Test/ Assessment Quiz	Topics covered in class.	10
Term 2 Week 5	Mid-Course Examination	5.3 Course Surds, Indices and Measurement, Probability, Data 5.2 Course Measurement, Algebra, Indices, Probability, Data 5.1 Course Financial Mathematics, Measurement, Algebra, Indices, Probability	25
Term 3 Week 7	Assignment	Problem Solving Communicating Reasoning	25
Term 4 Week 6	End of Course Examination	All topics covered this year	40

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 & 2)				
Task	Date	Type of Task	Areas of Learning	Weight %
1	Term 1 Week 10	Design Thinking – Disasters project	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

Year 9 Science Semester 2 Assessment (Term 3 & 4)				
Task	Date	Type of Task	Areas of Learning	Weight %
2	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
3	Term 4 Week 5	End of Course Examination	Knowledge and Understanding of Science material studied this year	50

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 water craft.

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 & 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 & Understanding of Concepts	Knowledge and understanding	30%
2	Term 4 Week 3	Practical Skills & Communicating Information	Practical competencies	20%

Subject: iSTEM Elective

School Developed Board Endorsed Course**Course Overview**

STEM refers to Science, Technology, Engineering and Mathematics. The basic contributors to healthy STEM are research, international engagement and education.

iSTEM is a School Developed Board Endorsed Course. This means that student success is recognised on their Record of School Achievement (RoSA) in Year 10. It covers a number of modules in the fields of science, technology and engineering.

Class members have the option to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry and project based learning techniques.

STEM activities may include; Science and Engineering Challenge, Electric Vehicle Festival, Challenge days, RoboCUP and Robotics 3D CAD (Computer Assisted Design) printing and Velocity Rocket Challenges.

The main purpose of this Board of Studies endorsed course is to better engage students in science, Technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.

The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; STEM Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Design for Space, Statistics in Action, CAD (Computer Assisted Design) /CAM (Computer Assisted Manufacture) and STEM Project Based Learning Tasks. These specific modules are not reflected together in any existing BOSTES Syllabus document.

Course Outline

There are four core modules and seven elective modules. Each are 25 hours (indicative) in duration. Schools must design their curriculum around 100 hours in each school year i.e. 100 hours in Year 9 and 100 hours in Year 10

Year 9		Year 10	
Core Module 1 STEM Fundamentals 25 Hours	Core Module 4 Mechatronics 25 Hours	Core Module 2 Aerodynamics 25 Hours	Elective Module 6 3D CAD/CAM 2 25 Hours
Elective Module 5 3D CAD/CAM 1 25 Hours	Elective Module 7 STEM Project Based Learning Task 1 25 Hours	Core Module 3 Motion 25 Hours	Elective Module 8 STEM Project Based Learning Task 2 25 Hours

Assessment Schedule for Year 9

OUTCOMES FROM ISTEM	DATE DUE	MODULE	COMPONENT	TOTAL
5.1.1, 5.1.2, 5.2.1, 5.2.2	Term 1 Week 10	Introduction to STEM	Task 1 Fundamental Design	25
5.5.1, 5.5.2, 5.7.1, 5.8.1	Term 2 Week 3	Mechatronics	Task 2 Design Folio	25
5.2.1, 5.4.1	Term 3 Week 6	Project Based Learning 3D Design	Task 3 Group Project	25
5.3.1, 5.3.2, 5.6.1, 5.6.2	Term 4 Week 4	Project Based Learning 3D Printing	Task 4 Group Project	25
				100

HUMAN SOCIETY AND ITS ENVIRONMENT KEY LEARNING AREA**Subject: Geography****Year 9 Geography (Semester 1 – Classes 2, 4 & 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 5	All Topics: Sustainable Biomes and Changing Places	End of Course Examination	All outcomes	25

Year 9 Geography (Semester 2 – Classes 1, 3, 6 & 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 5	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 & 8)					
Task	Date	Topic / Component	Type of Task	Outcomes Assessed	Weight %
1	Term 1 Week 6	Movement of peoples	Source Based Empathy Task	HT5.1, HT5.5, HT5.6, HT5.10	25
2	Term 2 Week 5	All Topics: Movement of peoples & 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 & 7)					
Task	Date	Topic / Component	Type of Task	Outcomes Assessed	Weight %
1	Term 3 Week 6	Movement of peoples	Source Based Empathy Task	HT5.1, HT5.5, HT5.6, HT5.10	25
2	Term 4 Week 5	All Topics: Movement of peoples & 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

Subject: Aboriginal Studies

Year 9 Aboriginal Studies – 100 hours					
Task	Date	Topic / Component	Type of Task	Outcomes Assessed	Weight %
1	Term 1 Week 6	Core Unit: Identity	Artefact and Written Response	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11	25
2	Term 2 Week 7	Aboriginal Visual Arts	Artwork and Justification	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10, 5.11	25
3	Term 3 Week 6	Television	Presentation and Justification	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	25
4	Term 4 Week 4	All Topics	End of Course Examination	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	25

Table of Outcomes: Year 9 Aboriginal Studies	
5.1	Describes the factors that contribute to an Aboriginal person's identity
5.2	Explains ways in which Aboriginal Peoples maintain their identity
5.3	Describes the dynamic nature of Aboriginal cultures
5.4	Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
5.5	Explains the importance of families and communities to Aboriginal Peoples
5.6	Explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
5.7	Assesses the significance of contributions of Aboriginal Peoples to Australian society
5.8	Analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
5.9	Analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
5.10	Independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
5.11	Independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Subject: Commerce

Year 9 Commerce Semester 1 & 2					
Task	Date	Topic / Component	Type of Task	Outcomes Assessed	Weight %
1	Term 1 Week 8	Consumer & Financial Decisions	Skills or Research task	5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9	20
2	Term 2 Week 5	Promoting & Selling	ICT or Writing task	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9.	30
3	Term 3 Week 8	Travel	Research Task	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9.	20
4	Term 4 Week 5	Employment & Work Futures	Yearly Exam All topics	All outcomes	30

Table of Outcomes: Year 9 Commerce	
COM 5.1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM 5.2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM 5.3	Examines the role of law in society
COM 5.4	Analyses key factors affecting decisions
COM 5.5	Evaluates options for solving problems and issues
COM 5.6	Develops and implements plans designed to achieve goals
COM 5.7	Researches and assesses information using a variety of sources
COM 5.8	Explains information using a variety of forms
COM 5.9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

Subject: Developing and Running Your Own Business
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Course Overview

Developing and Running Your Own Business is a 100hr course that has been designed to allow students the opportunity to develop and run their own business.

They will look at developing ideas, logistics and legalities, promotion and the production of their product/service. Students will have the opportunity to participate in community markets as well as to sell their product/service online.

Year 9 Developing and Running Your Own Business					
Task	Date	Topic / Component	Type of Task	Outcomes Assessed	Weight %
1	Term 1 Week 9	Product Research	Assessment Task 1 Business Proposal	5.1, 5.2, 5.3, 5.4	10
2	Term 2 Week 7	Logistics and Legalities	Assessment Task 2 Business Plan and Presentation	5.1, 5.2, 5.3, 5.4	30
3	Term 3 Week 8	Product Development	Assessment Task 3 Product/Service Development	5.4, 5.5, 5.6	30
4	Term 4 Week 4	Marketing and Sales	Assessment Task 4 Marketing Plan and Evaluation	5.4, 5.5, 5.6	30

Table of Outcomes: Year 9 Developing and Running Your Own Business	
DRB 5.1	Analyses key factors affecting decisions
DRB 5.2	Evaluates options for solving problems and issues
DRB 5.3	Selects and analyses relevant information from a variety of sources
DRB 5.4	Works independently and collaboratively to meet individual and collective goals within specific time frames
DRB 5.5	Displays skills, attributes and entrepreneurial behaviours in a range of contexts
DRB 5.6	Reflects on career development and business concepts

Subject: Work Education

Task	Date	Course Component	%	Type of Task	Outcomes	Weight %
1	Term 1 Week 6	What is work?	25	Essay in class or Research Report	WE5-1, WE5-3, WE5-4, WE5-5, WE5-6, WE5-9, WE5-10	25
2	Term 2 Week 8	Technology in the Workplace	25	Skills Task	WE5-1, WE5-3, WE5-6, WE5-8	25
3	Term 3 Week 8	Workplace safety & Workplace Rights and Responsibilities	15 10	Research Task & Presentation	WE5-2, WE5-7	25
4	Term 4 Week 5	Task 4 Career Plan Portfolio	10 15	Career Portfolio	WE5-6, WE5-9	25

Mandatory Course Assessment Weighting

Component	Weighting %
Students develop knowledge and understanding of: <ul style="list-style-type: none"> the world of work roles of individuals and diverse organisations within the local and Australian community the role of education, employment and training in planning and managing transitions 	25
Students develop: <ul style="list-style-type: none"> skills related to workplace contexts, entrepreneurship and managing transitions research and communication skills that relate to the world of work 	50
Students value and appreciate: <ul style="list-style-type: none"> the importance of lifelong learning and its role in planning future pathways the benefits of collaboration and the contribution of diverse organisations to the community the significance of applying ethical, responsible and accountable practices in work and the community for individuals and organisations 	25

RoSA Course Outcomes

WE5-1	analyses employment trends and changes in the nature of work
WE5-2	analyses current workplace issues and their implications
WE5-3	examines the roles of diverse organisations in the Australian community
WE5-4	evaluates the roles and responsibilities of individuals within the Australian community
WE5-5	explains the roles of education, employment and training organisations
WE5-6	assesses personal goals, attributes and values in the context of education, training and employment
WE5-7	explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5-8	assesses options for career development and managing transitions
WE5-9	selects and analyses relevant information from a variety of sources
WE5-10	selects and uses appropriate forms to communicate information about the world of work for different audiences

LANGUAGE KEY LEARNING AREA

Subject: Japanese

Year 9 Japanese					
Task	Date	Topic / Component	Type of Task	Outcomes Assessed	Weight %
1	Term 1 Week 5	Self-Introductions	Multi-modal Task	LJA5-1C, LJA5-2C, LJA5-4U, LJA5-9U	10
2	Term 2 Week 4	School Life	Multi-modal Task	LJA5-3C, LJA5-5U, LJA5-6U, LJA5-7U	30
3	Term 3 Week 6	My Holiday in Japan	Multi-modal Task	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-7U	30
4	Term 4 Week 5-6	Family and Home	Multi-modal Task	LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U	30

Table of Outcomes: Year 9 Japanese Stage 5		
Interacting	LJA5-1C	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing & responding	LJA5-2C	Identifies and interprets information in a range of texts
	LJA5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
Composing	LJA5-4C	Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
Systems of language	LJA5-5U	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
	LJA5-6U	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
	LJA5-7U	Analyses the function of complex Japanese grammatical structures to extend meaning
	LJA5-8U	Analyses linguistic, structural and cultural features in a range of texts
Role of Language & Culture	LJA5-9U	Explains and reflects on the interrelationship between language, culture and identity

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 & 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	'Super Coach'	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 Outdoor Education skills	Students demonstrate navigational skills related to outdoor recreation activities	25
4	Term 4 Weeks 1-6	Task 4 Research & Teaching	Students research traditional Indigenous games. They then demonstrate instructional principles to present the activity to the class	25

TECHNICAL & APPLIED SCIENCES KEY LEARNING AREA**Subject: Agriculture**

Year 9 Agriculture				
UNIT	Vegetable Production	Chickens	Cows Create Careers	All Units Studied
TASK TITLE	Assessment Task 1 Case Study	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 4	Term 3, Week 7	Term 4, Week 5-6
WEIGHTING	25%	25%	25%	25%
OUTCOMES ASSESSED	AG5-4, AG5-5	AG5-7, AG5-10	AG5-6, AG5-11, AG5-12	All outcomes may be assessed

Subject: Industrial Technology Engineering

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 Engineer's 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
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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 in Australia	Food for Special Occasions	All Units
TASK TITLE	Assessment Task 1 Practical Tasks and Folio	Assessment Task 2 Recipe Modification and Product Evaluation	Assessment Task 3 Celebrations Pack	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	FT5-4, FT5-7, FT5-8, FT5-13	FT5-10, 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.

Subject: 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: Drama – 100 hour

Course Overview

Students in Year 9 will be introduced to the subject of drama and will learn to make, perform and appreciate the central elements of this subject. Students will develop the skills required for successful improvisation and understand the differences between spontaneous and rehearsed improvisation and the importance of character in improvisation. Similarly, students will develop an understanding of the dramatic form, Melodrama and will adapt the conventions of the form in their own work.

Students will explore various styles of playbuilding to create their own unique pieces of theatre and will finally explore the performance style of comedy through an exploration of the features of clowning and the techniques used.

Through responding to the several performance styles and dramatic forms, and learning to create their own, students will develop skills, knowledge and understanding in order to:

- Make their own creative performances
- Perform their work to authentic audiences using the elements of drama
- Appreciate the elements of their works and learn to evaluate and reflect upon their performances.

Units that are to be studied include:

- Term 1: **Improvisation** (6 weeks)
- Term 2: **Melodrama** (10 weeks – concludes Term 2, Week 6)
- Term 3: Compulsory Context: **Playbuilding** (10 weeks – concludes Term 3, Week 6)
- Term 4: **Comedy** (14 weeks – concludes Term 4, Week 10).

Year 9 Drama Assessment Schedule					
Task	Date	Type of Task	Areas of learning	Outcomes	Weight %
1	Term 1 Week 6	Improvised Performance Group performance using the improvisation techniques explored in class	Improvisation (6 weeks) Students are introduced to Drama through an Improvisation unit. They develop the skills required for successful improvisation and understand and experience the differences between spontaneous and rehearsed improvisation, and the importance of character in improvisation.	5.1.1, 5.1.2, 5.2.1, 5.3.1	20
2	Term 2 Week 7	Performance Part A: Group task using the conventions of Melodrama Part B: Melodrama Reflection completed in Logbook	Melodrama (10 weeks – concludes Term 2, Week 6) Students experience and develop understanding of the dramatic form, Melodrama. They explore and adapt the conventions of the form to devise their own work.	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	25

3	Term 3 Week 9	Playbuilding Performance Part A: Group devised original performance Part B: Playbuilding reflection completed in Logbook	Compulsory Context: Playbuilding (10 weeks - concludes Term 3, Week 6) Students explore two styles of playbuilding – narrative and compilation. They experience responding to stimuli and using various styles and techniques to develop original pieces of theatre.	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1	25
4	Term 4 Week 5	Research and Performance Part A: Research Collage of a modern cinematic clown Part B: Group Clowning performance	Comedy (14 weeks – concludes Term 4, Week 10) Students are introduced to the performance style of comedy through an exploration of the features of clowning and the techniques used.	5.1.1, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3	30

Assessment Outcomes: Drama	
5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding.
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text.
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
5.3.2	Analyses the contemporary and historical contexts of drama.
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Subject: Music – 200 hour

Course Overview

The music 200 course combines the elements of performance, musicology, aural and composition with an emphasis on opportunities to play an instrument and participate in performance.

Year 9 Music – 200 hour				
TASK	DATE	TYPE OF TASK	OUTCOMES	WEIGHT %
1	Term 1 Week 10	Composition	5.4, 5.5, 5.6, 5.12	30
2	Term 2 Week 5	Performance	5.1, 5.2, 5.3, 5.12	15
3	Term 3 Week 9	Listening	5.7, 5.8, 5.9, 5.11, 5.12	30
4	Term 4 Week 5-6	Performance	5.1, 5.2, 5.3, 5.12	25

Assessment Outcomes: Music	
5.1	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	Notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	Uses different forms of technology in the composition process
5.7	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	Demonstrates an understanding of the influence and impact of technology on music

Subject: Photographic and Digital Media
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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 & 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	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