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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

Chad Bliss  
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 is 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.

<b>A</b>	The student has an <b>extensive knowledge and understanding</b> of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough knowledge and understanding</b> of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound knowledge and understanding</b> of the main areas of content and has achieved an <b>adequate level of competence</b> in the processes and skills.
<b>D</b>	The student has a <b>basic knowledge and understanding</b> of the content and has achieved a <b>limited level of competence</b> in the processes and skills.
<b>E</b>	The student has an <b>elementary knowledge and understanding</b> in few areas of the content and has achieved <b>very limited competence</b> 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 or Year 10)

### 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 the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

### 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, e.g 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.
- An ESA **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 2 days prior to the due date of the task (if extension/consideration of absence)*

**Step 2 -**

Students must fully complete the Illness/Misadventure, Extension Application or Consideration of Absence 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.

## **(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 NESA will consider are whether or not:

- a) The school's assessment program conforms to NESA

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 - 2019**

<b>KLA</b>	<b>COURSE</b>	<b>CONTACT PERSON (HEAD TEACHER)</b>
<b>English</b>	Mandatory English	<b>Mrs Lucinda Macdonald (Relieving)</b>
	Elective English	
<b>Mathematics</b>	Mandatory Mathematics 5.1	<b>Ms Jo Stevenson (Relieving)</b>
	Mandatory Mathematics 5.2	
	Mandatory Mathematics 5.3	
<b>Science</b>	Mandatory Science	<b>Mr Peter Shea</b>
	Marine Studies	
	iSTEM	
<b>HSIE</b>	Mandatory History and Geography	<b>Mr Ian Paine</b>
	Elective History	
	Commerce	
	Language - Japanese	
<b>PDHPE</b>	Mandatory PDHPE	<b>Ms Tegan Dray (Relieving)</b>
	Child Studies	
	Sport Studies	
<b>Technical and Applied Sciences</b>	Agriculture	<b>Mr Dan Wait</b>
	Engineering Technology	
	Timber Technology	
	Food Technology	
<b>Creative and Performing Arts</b>	Drama	<b>Ms Pauline Frost</b>
	Music	
	Photo & Digital	
	Visual Arts	

**School Term Dates – 2019**

<b>Term 1</b>	29 January 2019 – 12 April 2019 (11 weeks)
<b>Term 2</b>	29 April 2019 – 5 July 2019 (10 weeks)
<b>Term 3</b>	22 July 2019 – 27 September 2019 (10 weeks)
<b>Term 4</b>	14 October 2019 – 20 December 2019 (10 weeks)

**EXAMINATION DATES**

<b>MID-COURSE EXAMS</b>	Term 2, Weeks 5 (27 - 29 May, 2019)
<b>END OF COURSE EXAMS</b>	Term 4, Week 5 (11 – 13 November, 2019)

<b>Assessment Calendar Year 9, Term 1, 2019</b>		
<b>WEEK DUE</b>	<b>SUBJECT</b>	<b>TYPE OF TASK</b>
<b>Term 1 ongoing</b>	<b>Engineering Technology</b>	Core Module 1 Practical work and Supporting folio
	<b>Food Technology</b>	Practical Work
	<b>Timber Technology</b>	Part 1 – Nail Caddy & folio/Part 2 - Practical
<b>Term 1, Week 1</b>	<b>Agriculture</b>	Cattle Assessment Task
<b>Term 1, Week 2</b>		
<b>Term 1, Week 3</b>		
<b>Term 1, Week 4</b>	<b>Marine Studies</b>	Pool work – swim demonstration
<b>Term 1, Week 5</b>	<b>iStem</b>	Quiz 1 - Fundamentals
<b>Term 1, Week 6</b>	<b>History</b>	Source based Empathy task
	<b>Marine Studies</b>	Safety Poster presentation
<b>Term 1, Week 7</b>	<b>Geography</b>	Field work or Research task
	<b>Music</b>	Performance
<b>Term 1, Week 8</b>	<b>Commerce</b>	Skills or Research Task
	<b>Elective History</b>	Presentation – Thematic Study 1
	<b>Marine Studies</b>	Properties of the Marine Environment
	<b>Mathematics</b>	Working Mathematically
	<b>Science</b>	Student Project Task (Part 1)
<b>Term 1, Week 9</b>	<b>Child Studies</b>	Research task
	<b>Drama</b>	Performance from a play script
	<b>English</b>	Essay
	<b>Japanese</b>	In class assessment – Food & time
<b>Term 1, Week 10</b>	<b>iStem</b>	Quiz 2 - Fundamentals
	<b>PDHPE</b>	Task 1
	<b>Photographic &amp; Digital Media</b>	PDM Practice test
<b>Term 1, Week 11</b>	<b>Physical Activity &amp; Sport Studies</b>	Anatomy Exam
	<b>Visual Arts</b>	Body of Work and diary

<b>Assessment Calendar Year 9 Term 2 2019</b>		
<b>WEEK DUE</b>	<b>SUBJECT</b>	<b>TYPE OF TASK</b>
<b>Term 2 ongoing</b>	<b>Engineering Technology</b>	Core Module 1 Practical work and Supporting folio
	<b>Food Technology</b>	Practical Work
	<b>Timber Technology</b>	Part 1 – Nail Caddy & folio/Part 2 - Practical
<b>Term 2, Week 1</b>		
<b>Term 2, Weeks 2-6</b>	<b>Physical Activity &amp; Sport Studies</b>	Sport Coaching Sessions
<b>Term 2, Week 2</b>	<b>Elective English</b>	Film Task
	<b>iStem</b>	Research task - Mechatronics
	<b>Marine Studies</b>	First Aid Knowledge Test/Practical demonstration
	<b>Science</b>	Student Project Task (Part 2)
<b>Term 2, Week 3</b>		
<b>Term 2 Week 4</b>	<b>Engineering Technology</b>	Research Assessment – Great Engineers
	<b>Food Technology</b>	Food in Australia Assessment task
	<b>Timber Technology</b>	Research task
<b>Term 2, Week 5</b>	<b>Commerce</b>	ICT or Writing task
	<b>History</b>	Course Examination
	<b>Mathematics</b>	Mid Course Examination
	<b>Science</b>	Mid Course Examination
	<b>Elective History</b>	Thematic Investigation
<b>Term 2, Week 6</b>	<b>Agriculture</b>	Broiler Production Site Audit and Report
	<b>Geography</b>	Course Examination
	<b>PDHPE</b>	Task 2
<b>Term 2 Week 7</b>	<b>Drama</b>	Group Performance
	<b>Music</b>	Listening Performance
	<b>Japanese</b>	Body talk , home life
<b>Term 2 Week 8</b>	<b>Child Studies</b>	Baby Egg Practical and Theory Component
	<b>English</b>	Feature Article
	<b>Photographic &amp; Digital Media</b>	Body of Work
<b>Term 2 Week 9</b>	<b>Elective English</b>	Journalism Task
<b>Term 2 Week 10</b>		

<b>Assessment Calendar Year 9 Term 3, 2019</b>		
<b>WEEK DUE</b>	<b>SUBJECT</b>	<b>TYPE OF TASK</b>
<b>Term 3 ongoing</b>	<b>Engineering Technology</b>	Core Module 2 Practical work and Supporting E folio
	<b>Food Technology</b>	Practical Work
	<b>Timber Technology</b>	Part A – Folding stool, design and components Part B – Practical work and E portfolio
<b>Term 3 Week 1</b>	<b>Visual Arts</b>	Body of Work and diary
<b>Term 3, Week 2</b>		
<b>Term 3 Weeks 2-4</b>		
<b>Term 3 Week 3</b>		
<b>Term 3, Week 4</b>		
<b>Term 3, week 5</b>	<b>Mathematics</b>	Term 3 test
	<b>PDHPE</b>	Task 3
	<b>Science</b>	Working Scientifically (Part 1)
<b>Term 3, Week 6</b>	<b>History</b>	Source based Empathy task
	<b>iStem</b>	Stage 1 – Computer 3D CAM
	<b>Marine Studies</b>	Dangerous Marine Creatures, presentation
	<b>Physical Activity &amp; Sport Studies</b>	Skills test
<b>Term 3, Week 7</b>	<b>Agriculture</b>	Cows Create Careers Project Work
	<b>Food Technology</b>	Celebrations- Practical with written submission
	<b>Geography</b>	Field work or Research task
	<b>Marine Studies</b>	Blind Navigation Practical test
	<b>Music</b>	Composition Performance
<b>Term 3 Weeks 7-10</b>	<b>PDHPE</b>	Task 4
<b>Term 3, Week 8</b>	<b>Child Studies</b>	Textile item suitable for a young child
	<b>Commerce</b>	Law in Action
	<b>Elective English</b>	Poetry Task
	<b>Elective History</b>	Source Analysis
<b>Term 3, Week 9</b>	<b>Drama</b>	Commedia Del Arte Character Profiles
	<b>English</b>	Creative Writing
	<b>Marine Studies</b>	Navigation Theory Exam
	<b>Photographic &amp; Digital Media</b>	Photographic Artist study
	<b>Japanese</b>	Seasons/my time
<b>Term 3, Week 10</b>	<b>iStem</b>	Stage 2 – 3D printing
	<b>Visual Arts</b>	Written submission

<b>Assessment Calendar Year 9 Term 4 2019</b>		
<b>WEEK DUE</b>	<b>SUBJECT</b>	<b>TYPE OF TASK</b>
<b>Term 4 ongoing</b>	<b>Engineering Technology</b>	Core Module 2 Practical work and Supporting E folio
	<b>Food Technology</b>	Practical Work
	<b>Timber Technology</b>	Part A – Folding stool, design and components Part B – Practical work and E portfolio
<b>Term 4 Week 1</b>	<b>Science</b>	Working Scientifically (Part 2)
<b>Term 4, Week 2</b>		
<b>Term 4 Weeks 2-6</b>	<b>Physical Activity &amp; Sport Studies</b>	World Games
<b>Term 4, Week 3</b>	<b>Marine Studies</b>	Snorkeling Theory Exam/Practical competencies
<b>Term 4, Week 4</b>	<b>Elective English</b>	Creative Writing
	<b>Elective History</b>	Report- History, Heritage and Archaeology
	<b>iStem</b>	Individual Project
	<b>Japanese</b>	In class assessment – How was it?
	<b>Music</b>	Listening Performance
<b>Term 4, Week 5</b>	<b>Agriculture</b>	End of Course Examination
	<b>Child Studies</b>	End of Course Examination
	<b>Commerce</b>	End of Course Examination
	<b>Engineering Technology</b>	End of Course Examination
	<b>English</b>	End of Course Examination
	<b>Mathematics</b>	End of Course Examination
	<b>Science</b>	End of Course Examination
	<b>Timber Technology</b>	End of Course Examination
	<b>Visual Arts</b>	End of Course Examination
	<b>Drama</b>	Logbook submission
	<b>History</b>	Course Examination
<b>Term 4 Week 6</b>	<b>Geography</b>	Course Examination
<b>Term 4 Week 7</b>	<b>Photographic &amp; Digital Media</b>	Body of work and photographic journal
	<b>Visual Arts</b>	Body of work and visual art diary
<b>Term 4 Week 8</b>		
<b>Term 4 Week 9</b>		
<b>Term 4 Week 10</b>		

**ENGLISH KEY LEARNING AREA****Subject: English****Course Overview**

Students in Years 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:

- Critical Study = Blackfish
- Challenge and Adversity
- Genre: Tragedy
- Gender and Texts

<b>2019 Year 9 English Assessment Schedule</b>				
<b>Task</b>	<b>Due Date</b>	<b>Type of Task</b>	<b>Areas of Learning</b>	<b>Weight %</b>
1	Term 1 Week 9	Essay	Demonstrates skills in the application of literacy knowledge as well as the features of a documentary.	25
2	Term 2 Week 8	Feature Article	Compose feature article	25
3	Term 3 Week 9	Creative Writing	Create a representation based on Shakespeare as well as identifying and justifying ideas used by composers to convey ideas.	25
4	Term 4 Week 5	End of Course Examination	including 2-3 stimulus texts with short answer questions	25

<b>Subject: Elective English</b>
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**Course Overview**

Writer Ignitor will be a creative writing course, which predominately focuses on honing students skills in conceiving and creating imaginative writing. Students will write in a range of forms including poetry and Spoken Word poetry, narrative, play and film script, free verse/verse novel, visual representation, podcasting, blogging and prose. Students will be given creative licence and choice regarding the texts/tasks they engage with and are expected to bring an unbridled enthusiasm towards reading and writing creatively. The course is designed for students considering Standard or Advanced English in the Senior School as these students will be completing 'Reading to Write' (the bridging course which transitions students from Stage 5 into Preliminary Studies) and The Craft of Writing in HSC Curriculum.

<b>2019 Year 9 Assessment Schedule Elective English</b>				
<b>Task</b>	<b>Due Date</b>	<b>Type of Task</b>	<b>Areas of Learning</b>	<b>Weight %</b>
1	Term 2 Week 2	Film Task	Exploring genre through film	25
2	Term 2 Week 9	Journalism Task	Broadcast Journalism: From the sidelines	25
3	Term 3 Week 8	Poetry Task	Poetry as a form of expression	25
4	Term 4 Week 4	Creative Writing	Eclectic texts that shape our world	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

<b>2019 Year 9 Mathematics - Stage 5.3, 5.2 and 5.1 Pathways</b>				
<b>Task</b>	<b>Due date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes assessed)</b>	<b>Weight %</b>
1	Term 1 Week 8	Working Mathematically Assignment	Problem Solving Communicating Reasoning	15
2	Term 2, Week 5	Mid-Course Exam	<b>5.3 Course</b> Financial, Equations & Inequalities, Geometry <b>5.2 Course</b> Financial, Equations & Inequalities, Geometry <b>5.1 Course</b> Financial, Equations & Inequalities, Geometry	30
3	Term 3 Week 5	Term 3 Test	<b>5.3 Course</b> Indices & Surds, Trigonometry, Surface Area & Volume <b>5.2 Course</b> Indices, Trigonometry, Surface Area & Volume <b>5.1 Course</b> Indices, Trigonometry, Surface Area & Volume	20
4	Term 4 Week 5	End of Course Examination	<b>5.3, 5.2 &amp; 5.1 Courses</b> All topics covered this year	35

## 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:

2019 Year 9 Science Semester 1 Assessments (Term 1 & 2)					
Topic	Task	Date	Type of Task	Areas of Learning	Weight %
Both Physical World and Chemical World	1	<b>Part 1 due Week 8 Term 1</b> (Teachers to mark and hand back feedback)  <b>Part 2</b> Term 2 Week 2 (Friday)	Student project 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	60
Both Physical World and Chemical World	2	Term 2 Week 5	<b>Mid-Course Examination</b>	Knowledge and Understanding of Science section A and B	40

2019 Year 9 Science Semester 1 Assessments (Term 3 & 4)					
Topic	Task	Date	Type of Task	Areas of Learning	Weight %
Both Earth and Space and Living World	3	<b>Part 1 due Week 5</b> Teachers to mark and hand back feedback <b>Part 2</b> Term 4 Week 1 (Friday)	Working Scientifically	Students should be able to articulate their understanding of Working Scientifically. Specifically in the skills outlined in Working Scientifically Part 1 and Part 2	60
Both Earth and Space and Living World	4	Term 4 Week 5	<b>End of Course Examination</b>	Knowledge and Understanding of Science section C and D	40

<b>Subject: Marine Studies</b>
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**Course Outline**

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.

<b>2019 Marine Studies – 100 hour (Semester 1)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning</b>	<b>Weight %</b>
1	Term 1 Week 8	Properties of the Marine Environment	Knowledge and Understanding	15
	Term 2 Week 2	First Aid Knowledge Test		10
2	Term 1 Week 4	Pool work – swim demonstration	Practical competencies	5
	Term 2 Week 2	First Aid Practical demonstration		10
3	Term 1 Week 6	Safety poster Presentation	Gathering and Communication	10

<b>2019 Marine Studies – 100 hour (Semester 2)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning</b>	<b>Weight %</b>
1	Term 3 Week 9	Navigation Theory Exam	Knowledge and Understanding	10
	Term 4 Week 3	Snorkeling Theory exam		10
2	Term 3 Week 7	Blind Navigation Practical Task	Practical competencies	10
	Term 4 Week 3	Snorkeling Practical competencies		5
3	Term 3 Week 6	Dangerous Marine Creatures Presentation	Gathering and Communication	15

**Subject: iSTEM Elective****School Developed Board Endorsed 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

**Please note that iStem will only run a 100 hr elective in 2019 for Year 9 students**

CAD Computer aided design

CAM Computer Aided manufacture

Outcomes from iSTEM	Date Due	Module	Component	Research	Skills	Problem solving	Knowledge and understanding	Total
5.1.1, 5.2.1, 5.2.2	2 x Quiz Quiz 1 Term 1 Week 5 Quiz 2 Term 1 Week 10	Fundamentals	Task 1 Knowledge task	0	5	5	10	20
5.5.1, 5.5.2, 5.7.1, 5.8.1	Term 2 Week 2	Mechatronics	Task 2 Research Task	15	5	5	5	30
5.2.1, 5.4.1	Term 3 Week 6 Stage 1  Week 10 Stage 2	Computer 3D CAM  3D Printing	Task 3 Design task	0	0	15	5	20
5.3.1, 5.3.2, 5.6.1, 5.6.2	Term 4 Week 4	Elective Design	Task 4 Individual Project	5	5	15	5	30
				20	15	40	25	100

**HUMAN SOCIETY AND ITS ENVIRONMENT – KEY LEARNING AREA****Subject: Geography****2019 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 6	All Topics: Sustainable Biomes and Changing Places	Course Examination	All outcomes	25

**2019 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	Course Examination	All outcomes	25

**2019 Year 9 Geography Stage 5 Table of Outcomes**

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

<b>Subject: History</b>
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**2019 Year 9 History (Semester 1 – Classes 9HIS1, 9HIS3, 9HIS 5 and 9HIS7 )**

Task	Date	Topic	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	<u>All Topics</u> Movement of peoples & Australians at War World War I and II	Course Examination	HT5.1, HT5.2, HT5.7, HT5.10	25

**2019 Year 9 History (Semester 2 – Classes 9HIS2, 9HIS4 and 9HIS6)**

Task	Date	Topic	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	<u>All Topics</u> Movement of peoples & Australians at War World War I and II	Course Examination	HT5.1, HT5.2, HT5.7, HT5.10	25

**2019 Year 9 History Stage 5 Table of Outcomes**

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



<b>Subject: Commerce</b>
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<b>2019 Year 9 Commerce Semester 1 &amp; 2</b>					
<b>Task</b>	<b>Date</b>	<b>Topic / component</b>	<b>Type of task</b>	<b>Outcomes assessed</b>	<b>Weight %</b>
1	Term 1 Week 8	Consumer Choice	Skills or Research task	5.1, 5.2, 5.4, 5.9	20
2	Term 2 Week 5	Personal Finance	ICT or Writing task	5.2, 5.6, 5.5, 5.8, 5.9	30
3	Term 3 Week 8	Law in Action	Court Visit/ Research Task	5.1, 5.3, 5.4, 5.7,	20
4	Term 4 Week 5	E-Commerce	End of Course Exam	All outcomes	30

<b>2019 Year 9 Commerce – Table of Outcomes</b>	
5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7	researches and assesses commercial and legal information using a variety of sources
5.8	explains commercial and legal information using a variety of forms including information and communication technologies
5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

<b>Subject: Elective History</b>
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<b>2019 Year 9 Elective History</b>					
<b>Task</b>	<b>Date</b>	<b>Topic / component</b>	<b>Type of task</b>	<b>Outcomes assessed</b>	<b>Weight %</b>
1	Term 1 Week 8	Thematic Study 1	Presentation	HTE5-1, HTE5-6 HTE5-9 HTE5-10	25
2	Term 2 Week 5	Thematic Study 2	Thematic Investigation	HTE5-1, HTE5-6 HTE5-8 HTE5-10	25
3	Term 3 Week 8	Ancient, Medieval and Early Modern Societies	Source Analysis	HTE5-1, HTE5-3 HTE5-4 HTE5-10	25
4	Term 4 Week 4	History, Heritage & Archaeology	Report	HTE5-1, HTE5-2 HTE5-6 HTE5-7	25

<b>2019 Year 9 Elective History – Table of Outcomes</b>	
<b>HTE5-1</b>	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
<b>HTE5-2</b>	Examines the ways in which historical meanings can be constructed through a range of media
<b>HTE5-3</b>	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
<b>HTE5-4</b>	Explains the importance of key features of past societies or periods, including groups and personalities
<b>HTE5-5</b>	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
<b>HTE5-6</b>	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
<b>HTE5-7</b>	Explains different contexts, perspectives and interpretations about the past
<b>HTE5-8</b>	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<b>HTE5-9</b>	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
<b>HTE5-10</b>	Selects and uses appropriate forms to communicate effectively about the past for different audiences

**LANGUAGE – KEY LEARNING AREA****Subject: Japanese**

2019 Year 9 Japanese					
Task	Date	Topic / component	Type of task	Outcomes assessed	Weight %
1	Term 1 Week 9	Family and Friends/Hobbies	Presentation/speech	LJA5-4C, LJA5-6U, LJA5-7U	15
2	Term 2 Week 7	Body Talk/Home Life	Listening/Writing	LJA5-2C, LJA5-3C LJA5-5U	20
3	Term 3 Week 9	Seasons-my time	Diary composition	LJA5-4C, LJA5-SU LJA5-7C, LJA59U	30
4	Term 4 Week 4	Around town/clubs	End of course examination	all outcomes	35

2019 Year 9 Japanese Stage 5 Table of Outcomes TBA when available		
<b>Interacting</b>	<b>LJA5-1C</b>	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>Accessing &amp; responding</b>	<b>LJA5-2C</b>	Identifies and interprets information in a range of texts
	<b>LJA5-3C</b>	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>Composing</b>	<b>LJA5-4C</b>	Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
<b>Systems of language</b>	<b>LJA5-5U</b>	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
	<b>LJA5-6U</b>	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
	<b>LJA5-8U</b>	Analyses linguistic, structural and cultural features in a range of texts
<b>Role of Language &amp; Culture</b>	<b>LJA5-9U</b>	Explains and reflects on the interrelationship between language, culture and identity

**PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION KEY LEARNING AREA****Subject: PDHPE Mandatory**

<b>2019 Year 9 PDHPE Mandatory Stage 5</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Term 1 Week 10	Task 1	Students demonstrate knowledge and understanding of issues related to equal and respectful relationships	25
2	Term 2 Week 6	Task 2 Dance	Knowledge and understanding of issues relating to diversity, discrimination and resilience	25
3	Term 3 Week 5	Task 3	Students analyse attitudes behaviours and consequences related to health issues affecting young people	25
4	Term 3 Weeks 7-10	Task 4	Students will demonstrate physical activity skills in movement and composition	25

<b>Subject: Child Studies</b>
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**Course Overview**

In the 100 hour course 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 and will research their family tree.

In the 200 hour course students build on the 100 hour content and study 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.

<b>2019 Year 9 Child Studies – 100 Hour</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Term 1 Week 9	Research Task: Families from different cultures	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	Textile Item Suitable For A Young Child.	Knowledge and understanding of child growth and development. Skills related to caring and nurturing children.	25
4	Term 4 Week 5	End of Course Examination	All outcomes studied	25

<b>Subject: Physical Activity and Sport Studies</b>
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**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.

<b>2019 Year 9 Sport Studies</b>				
<b>Task</b>	<b>Date</b>	<b>Task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Term 1 Week 11	Anatomy Exam	Students demonstrate knowledge and understanding of body systems and energy requirements for physical activity	25
2	Term 2 Weeks 2-6	Sport Coaching Sessions	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 Week 6	Skills test	Students demonstrate navigational skills related to outdoor recreation activities	25
4	Term 4 Weeks 2-6	World Games	Students research a cultural sporting activity that originated outside of Australia. They then demonstrate instructional principles to present the activity to the class.	25

**TECHNICAL & APPLIED SCIENCES KEY LEARNING AREA****Subject: Agriculture****COURSE OVERVIEW – Year 9 Agriculture (100hr and 200hr students)**

The agriculture course provides opportunity for students to develop knowledge, understanding and skills in relation to plant and animal enterprises. Practical tasks provide hands on experiences and develop students' analytical processes during the completion of research and experimental design tasks, supporting the operations including livestock management (Merino Flock and Cattle), vehicle operation and the implementation of a small vegetable garden (growing, weeding, maintaining etc).

<b>2019 Year 9 Agriculture (100 hour &amp; 200 hour)</b>				
<b>Task</b>	<b>Date</b>	<b>Description</b>	<b>Outcomes</b>	<b>Weight %</b>
1	Term 1 Week 9	Cattle Assessment Task	Animal Production	25
2	Term 2 Week 6	Broiler Production Site Audit and Report	Production and Marketing	25
3	Term 3 Week 7	Cows Create Careers Project Work	Animal Production	25
4	Term 4 Week 5	End of Course Examination	Assessment of all knowledge learnt in the course	25

<b>Subject: Engineering Technology</b>
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**Course Overview (100 hour and/or 200 hour course)**

The Engineering course provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The 100 hour course develops knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

The 200 hour course further enhances and develops engineering through the study of control systems and alternative energy.

The practical projects provide opportunities for the students to develop specific knowledge, understanding and skills related to Engineering. These may include: small structures, small vehicles, a range of devices and appliances, robotic systems, electronic and mechanical control systems.

<b>2019 Year 9 Engineering Technology (100 hour)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Semester 1	Core Module 1 Practical Work and Supporting Folio	Knowledge & Application Aspects	30
2	Term 2 Week 4	Research Assessment Task Great Engineers	Properties & Applications of Materials	20
3	Semester 2	Core Module 2 Practical Work and Written E Folio	Knowledge & Application Aspects	30
4	Term 4 Week 5	End of Course Examination	Competence with Design, Communication & Evaluation Evaluate Manufactured Products Producing Quality Projects	20



<b>Subject: Timber Technology</b>
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**Course Overview**

(100 hour and/or 200 hour course)

The Timber Technology course provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The 100 hour course develops knowledge and skills in the use of materials, tools and techniques related to timber.

The 200 hour course further enhances and develops timber knowledge and skills through the study of cabinet work and Timber machining.

The practical projects provide opportunity for the students to develop specific knowledge, understanding and skills related to timber.

These may include: furniture items, decorative timber products, storage and transportation products, storage and display units.

<b>2019 Year 9 Timber Technology (100 hour)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Semester 1 Ongoing	Part A – Nail Caddy Practical Project and Modified Folio	Knowledge & Application Aspects	10
		Part B – Practical Mark		20
2	Term 2 Week 4	Research Task The Timber Industry	Properties & Applications of Materials	20
3	Semester 2	Part A Folding Stool, Design Box and Components	Knowledge & Application Aspects	20
		Part B Practical Work and E Portfolio		10
4	Term 4 Week 5	End of Course Examination	Competence with Design , Communication & Evaluation Evaluate Manufactured Products Producing Quality Projects	20

<b>Subject: Food Technology</b>
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**Course Overview**

100 hour course: Students examine the diverse range of foods offered in the Australian marketplace and identify the factors that influence this selection. Students investigate the traditional use of bush foods by Aboriginal peoples, and early European settlements and multicultural influences on food selection and preparation. Students gain an understanding of nutritional requirements and basic menu planning for optimal health. Students also investigate and evaluate controversial food issues and common nutritional myths in order to make informed food choices.

200 hour course: Students examine a variety of catering industries. There is a focus on the practical application of catering principles, such as menu planning for various settings, customer service, food presentation and system development for large scale catering events. Students examine a range of special occasions and prepare foods unique to specific celebrations. Students submit a proposal for a large-scale catering event and collaboratively host a celebration for a specific event.

<b>2019 Year 9 Food Technology (100 hour)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Term 2 Week 4	<b>Food in Australia</b> Assessment Task	Knowledge and understanding related to Food Technology concepts. Skills in researching, designing, evaluating and communicating. Appreciation of the role of food in society.	20
2	Semester 1 (Ongoing)	Practical Work	Skills in Food Preparation	20
3	Term 3 Week 7	<b>Celebrations</b> Practical Assessment Task with Written Submission	Knowledge and understanding related to Food Technology concepts. Skills in researching, designing, evaluating and communicating. Appreciation of the role of food in society.	20
4	Semester 2 (Ongoing)	Practical Work	Skills in food preparation	20
5	Term 4 Week 5	End of Course Examination	Knowledge and understanding related to Food Technology concepts. Appreciation of the role of food in society.	20

**CREATIVE AND PERFORMING ARTS KEY LEARNING AREA****Subject: Drama****Course Overview**

In Year 9 Drama, the course consists of 100 hours of students engaging in an integrated study of the elements of drama, through the practices within the context of making drama, performing drama and appreciating drama and the performance style of Commedia Dell Arte'.

<b>2019 Year 9 Drama (100 hour)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Outcomes</b>	<b>Weight %</b>
1	Term 1 Week 9	Performance from a play script.	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning. Devises, interprets and enacts drama using scripted material or text.	25
2	Term 2 Week 7	Group Performance.	Contributes, selects, develops and structures ideas in improvisation and playbuilding. Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.	25
3	Term 3 Week 9	Commedia Del Arte Character Profiles.	Analyses the contemporary and historical contexts of drama. Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.	25
4	Term 4 Week 5	Logbook Submission.	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.	25

<b>Subject: Music</b>
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**Course Overview**

The music 100 course combines the elements of performance, musicology, aural and composition with an emphasis on opportunities to play an instrument and participate in performance.

<b>Subject:</b>	<b>Music - 100hr</b>
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<b>TASK</b>	<b>DATE</b>	<b>TYPE OF TASK</b>	<b>OUTCOMES</b>	<b>WEIGHT</b>
1	Term 1 Week 7	Performance	Ensemble Performance	25
2	Term 2 Week 7	Listening Performance	Students analyse and perform different styles	25
3	Term 3 Week 7	Composition Performance	Students improvise, arrange, compose and perform using basic concepts	25
4	Term 4 Week 4	Listening Performance	Students analyse and perform different styles	25

<b>Subject: Photographic and Digital Media</b>
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**Course Overview**

(100hr and/or 200hr 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.

<b>2019 Year 9 Photographic and Digital Media – (100 hour)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Areas of learning (outcomes)</b>	<b>Weight %</b>
1	Term 1 Week 10	PDM Practices test	In-class test addressing all functions of traditional and digital cameras	10%
2	Term 2 Week 8	Photographic/Digital Body of Work –	Students submit a digital portfolio of digitally manipulated images	20%
3	Term 3 Week 9	Photographic Artist Study	Students submit a scaffolded analysis of a photographer	20%
4	Term 4 Week 7	Body of Work and Photographic Journal	Body of Work submission and photo-digital journal	Body of Work - 25% Journal 25%

<b>Subject: Visual Arts</b>
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**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.

<b>2019 Year 9 Visual Arts (100/200 hours)</b>				
<b>Task</b>	<b>Date</b>	<b>Type of task</b>	<b>Outcomes</b>	<b>Weight %</b>
1	Term 1 Week 11	Body of Work and Visual Arts Diary	Students explore personal experience to develop subject matter for print forms and drawing.	20
2	Term 2 Week 8	Body of Work and Visual Arts Diary	Students explore ceramic technologies and popular auto culture to produce a body of sculptural works.	20
3	Term 3 Week 10	Written submission	Students reflect on and explore the artmaking practices of an historical art movement	20
4	Term 4 Week 5	End of Course Examination	Students respond to the work of other artists utilising the frames and conceptual framework to form their perspectives and understanding.	20
5	Term 4 Week 7	Body of Work and Visual Arts Diary	Students apply the conventions of traditional portraiture and execute a major painting on canvas.	20