

RICHMOND HIGH SCHOOL



YEAR 9



2022 ASSESSMENT HANDBOOK

RICHMOND HIGH SCHOOL

YEAR 9

ASSESSMENT HANDBOOK

2022

ABOUT THIS HANDBOOK

This booklet is designed to give students and their parent's information about the Year 9 Assessment Program at Richmond High School for 2022. Included in this handbook are the general features of assessments together with the specific assessment tasks and their respective weightings for each of the subjects being offered at Richmond High School in 2022.

The handbook is divided into four sections:

1. General Guidelines, Assessment Rules & Responsibilities
2. Illness & Misadventure Process
3. Troubleshooting – questions you are most likely to ask
4. Individual Subject Assessment Summaries arranged in two sections:
 - i) Compulsory Subjects
 - ii) Electives Subjects

Students and parents are advised to read this handbook carefully. Note the subject requirements and be aware of the rules governing the whole of the assessment procedure.

Key contact people for support with the Preliminary Assessment Program:

Year Adviser – Ms Michelle Galea
Year Supervisor – Mrs Tracey Parsons
Deputy Principal – Ms Elise Lewis
Head Teachers

YEAR 9 ASSESSMENT

Students must “apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.” While there is no specific attendance level, students will be unable to meet the requirements of the course if they are frequently absent.

GENERAL POLICY ON ASSESSMENT

Section 1

The school will decide the assessment tasks and marks to be awarded to each task. These tasks will then form the Assessment program. The Assessment Program for each course should include between 3-6 assessment tasks.

Section 2

The course assessment summary will be given to students before the beginning of the Assessment Program.

Section 3

Students are to be informed of exact times and dates, at least TWO WEEKS in advance of assessment tasks. Where possible no more than two assessment tasks will be scheduled for any one day.

Section 4

No individual assessment task should be greater than 40%, or less than 10% of the total value of the final assessment unless prior approval has been sought from the Principal (or his nominee).

Section 5

Any change in a subject Assessment Program should be carried out in consultation with the Year 9 Adviser and Assessment Coordinator. Students will be given advance notice of any changes to the Assessment Program.

Section 6

All assessment tasks except exams will have the Richmond High School **Assessment Cover Sheet** attached. The lower section of this sheet is to be signed, dated and returned to the student upon receipt of the assessment task. No dispute regarding lost tasks will be entered into unless the student can produce a receipt providing evidence that the assessment task was submitted.

Section 7

If a student fails to submit/attend an assessment task, one of the following courses of action will be undertaken:

- a) The student may be granted an extension of time by the Head Teacher. An Illness / Misadventure form must be completed and submitted together with a Doctor's Certificate.
- b) If no extension of time is granted, the student will receive an "O" mark. The student must still submit an outstanding assessment task, although a mark of "O" will be recorded but the student will be deemed as having satisfactorily completed the task. The Year Adviser and the student's parents will be advised in writing by the Faculty concerned whenever a zero is awarded for an assessment task.
- c) An alternative, equal task may be set by the teacher if there is proven illness or misadventure. This must be approved by the Principal or Deputy Principal. This approval will be in writing.
- d) In exceptional circumstances, the Principal may authorise the use of an estimate based on other appropriate evidence.

Section 10

If a task does not allow the ranking of students to be effectively determined, additional task/s may be set with **two weeks'** notice being given to all students involved.

Section 11

A number of tasks in various courses require students to co-operate with each other, and it is a beneficial practice to discuss work set with other students. However, students are required to submit their own work for assessment. They are specifically warned against copying another's work, whether it be another student, published author or outside tutor. Any student found guilty of this offence may be penalised up to 100% of the mark available.

Section 12

Students experiencing problems regarding assessment tasks should consult firstly with the class teacher. If the problem persists, or you feel that you have been unfairly treated, consult with the appropriate Head Teacher, then with your Year Adviser or Deputy Principal. If these members of staff are unable to resolve the difficulty, then the situation will be referred to the school's Assessment Appeals Committee, which will make any decision necessary.

RESPONSIBILITIES

THE SCHOOL'S RESPONSIBILITY

Richmond High School is required to:

1. Provide an ASSESSMENT of students' achievement in each course they presented for in Year 10. This assessment will be recorded as a GRADE on the student's RoSA (Record of School Achievement).
2. Provide suitable REPORTING procedures.
3. Provide a REVIEW / APPEALS procedure for candidates dissatisfied for disputes arising during the assessment program.

THE FACULTY'S RESPONSIBILITY

Faculties at Richmond High School are required to:

1. Determine the tasks on which subject assessments are based and the marks that will be allocated to each task.
2. Translate the components of each subject guide into student tasks and specify values to be applied to each task, consistent with those of the subject guides.
3. Schedule the assessment tasks throughout the course. The schedule for each subject is published in this handbook. Exact dates of tasks will be notified two weeks in advance. Tasks are to be recorded on the calendar maintained in the Deputy Principal's Office and no more than two Assessment Tasks should be scheduled for any one day. Individual faculties will determine the procedure for informing students of dates.
4. Provide a receipt for any assessment task not conducted in class time or in the examination room. A School Cover Sheet is provided for this purpose.
5. Establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks which form part of the assessment program are to be kept in duplicate and files separately for security purposes.

6. Notify students, parent/guardians and the relevant Year Adviser of the award of a zero mark for any assessment task. This must be in writing.
7. Give special consideration to students with a disability and others with special needs after consulting with the Principal or Assessment Coordinator.
8. Avoid changing the published assessment program after its commencement unless:
 - a) The relative value of the task is not altered
 - b) The component weightings are maintained
 - c) Students are informed in writing
 - d) The Principal and the Assessment Coordinator are informed.
9. Make sure assessment tasks discriminate between students.
10. Establish review procedures if a student lodges an appeal within 24 hours of receiving the mark for an individual assessment task.

THE STUDENT'S RESPONSIBILITIES

1. Complete and present ALL assessment tasks.
2. If, for any reason, you cannot attend or submit a task it is up to you to inform your teacher and the Head Teacher of the Faculty concerned. You may, if you request it, be granted an extension or official leave (in such a case, an alternative date and/or task or estimate will be given). This will be granted ONLY IN EXCEPTIONAL CIRCUMSTANCES. Read Section 8 of the General School Policy.
3. If an extension of time or leave is not granted, penalties will be imposed. (See Section 8 of the General School Policy on assessments).
4. It is your responsibility to check with the teachers of your course to see if any assessment tasks have been issued while you were absent from class. No extension or leave will be granted if you fail to carry out this action.
5. The work you submit must be your own. Any material copied without acknowledgment of original source will be regarded as plagiarism and penalties will be imposed. (See Section 11 of the General School Policy).
6. You must make sure you are given a receipt for any assessment task you hand in that was not completed during class time or in an examination. Disputes about lost assessment tasks will NOT be considered if you cannot produce a receipt.
7. If you have any problems regarding assessment tasks you can approach your teacher, the Head Teacher of the Faculty involved, the Year Adviser or the Assessment Coordinator for Advice.
8. Appeals against marks awarded for an assessment task must be lodged within 24 hours of receiving the marked assessment task. Note 24 hours equals one school day.

ILLNESS/MISADVENTURE APPEALS

You may lodge an illness/misadventure appeal if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

A. Lodging an Appeal

All illness/misadventure appeals relating to assessment tasks are to be lodged to the within 48 hours of the due date of the task. A copy of an illness/misadventure form is contained in this booklet. Forms are also available from head teachers.

Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

B. Grounds for Appeal

The assessment mark is intended to be a measure of your performance in the assessment. Therefore, appeals must relate to illness or misadventure suffered at the time of the assessment task that affected your performance in the task.

Appeals may be in respect of:

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member).
- Regional or State representation at a sporting or cultural event.

The Appeals process does not cover:

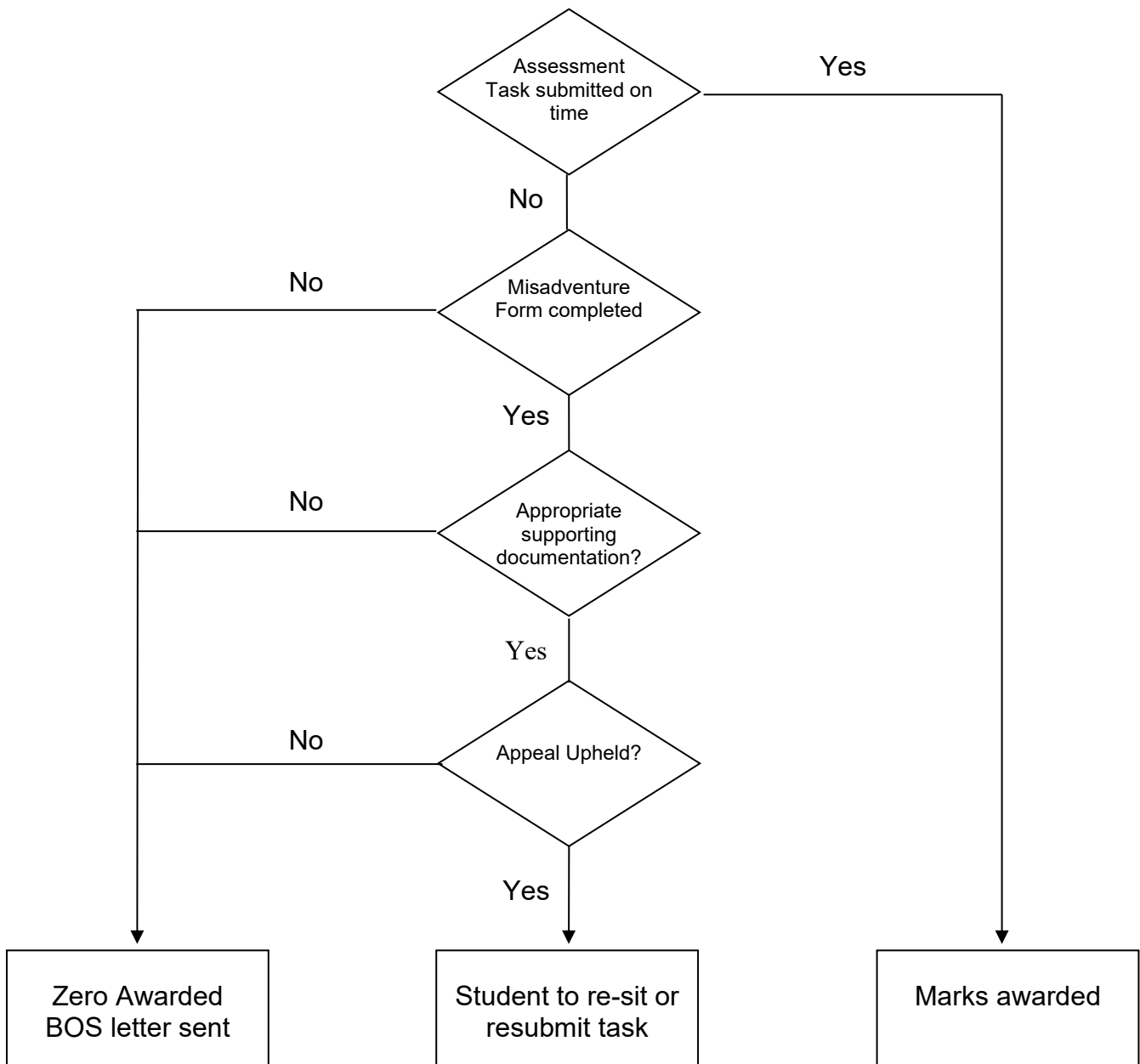
- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

C. Evidence

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your appeal must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

See flow diagram below for the appeals process:



D Appeal Results

Illness/misadventure appeals will be considered by the head teacher. If the grounds for appeal are determined to be legitimate and the appeal includes required evidence, the head teacher will recommend that the appeal be upheld. The final decision on an appeal will be made by the deputy principal.

If the appeal is upheld, arrangements will be made for the student to re-sit or resubmit the assessment task. In some circumstances an estimate result may be awarded.

E. Appeals against Assessment Task Marks

You may appeal against the mark given in an Assessment Task if you feel it is not a true indication of its worth or if you consider incorrect procedure has been adopted.

Students may request reconsideration of the marks awarded for assessment tasks within 24 hours of the task being returned. The process of reconsideration will involve only the teacher concerned and the Head Teacher of the relevant Faculty.

STEPS IN APPEALING:

1. You should first of all discuss your appeal with the subject teacher concerned, if your objection is to the mark obtained. If your objection is not resolved at this level then the matter should be referred to the Head Teacher of the Faculty.
2. The Head Teacher of the Faculty will advise if you have grounds for proceeding with the appeal. The matter will be discussed with the student, the class teacher and the Head Teacher. If the objection is not resolved at this level the matter will be referred to the Assessment Co-ordinator.
3. The Assessment Co-ordinator will determine by discussion with the student, Class Teacher and Head Teacher if the appeal should proceed. If not resolved at this level then it will be referred to an appeals Committee.
4. The Appeals Committee will determine the outcome of the appeal and the result communicated to student, teacher and Head Teacher concerned.

MONITORING STUDENT PROGRESS

All N-determination warnings will be recorded on a school database as part of the process for monitoring student progress. A student receiving N-determination warnings in a number of courses will be interviewed by a deputy principal. Parents will be notified of the situation.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.

**RICHMOND HIGH SCHOOL
APPLICATION FOR SPECIAL CONSIDERATION FOR
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**



Student Name: _____ Class: _____

Subject / Course: _____ Task: _____

Due Date: _____ Date of actual submission: _____

Student Statement: (to be completed by the student)

My appeal is being lodged for the following reason(s):

- | | |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank |
| <input type="checkbox"/> the awarding of zero | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark | <input type="checkbox"/> acceptable reason for non-submission |

I did not complete / submit the task indicated above on the due date for the following reason (s):

Signature of student: _____ Date: _____

Subject Teacher Statement:

Signature of subject teacher: _____ Date: _____

Attach supporting documentation (eg, medical certificate) to this sheet and return it to the Head Teacher of the subject.

Head Teacher Recommendation:

Signature of HT: _____ Date: _____

Action Taken by the Assessment Review Committee:

- | | |
|--|--|
| <input type="checkbox"/> non-attempt, zero awarded, U award | <input type="checkbox"/> late submission, zero awarded |
| <input type="checkbox"/> resit | <input type="checkbox"/> Estimate to be given |
| <input type="checkbox"/> extension of time granted until _____ | |
| <input type="checkbox"/> other: _____ | |

Signature of DP: _____ Date: _____

RICHMOND HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<p>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment.</p>	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i> To verify the seriousness of the illness, you will require a medical certificate. 	<ul style="list-style-type: none"> Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty head teacher. Within 48 Hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject head Teacher, with supporting evidence. After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.
<p>You are absent on day a task is to be submitted.</p>	<ul style="list-style-type: none"> Parent or caregiver should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i> 	<ul style="list-style-type: none"> The task needs to be delivered to the school on (or before) the due date.
<p>You become aware of an upcoming absence on the day of a scheduled task.</p>	<ul style="list-style-type: none"> You are to notify class teacher as early as possible. Written notification of an explanation for the absence including parent's signature is required. <p><i>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</i></p>	<ul style="list-style-type: none"> Class teacher and head teacher will make suitable arrangements with you.
<p>You fail to submit an assessment task at the appropriate time.</p>	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Class teacher will notify the head teacher. N-determination warning letter will be sent to your parents along with notification of a ZERO grade. You must still submit task to satisfy BOS requirements.
<p>You arrive at school to become aware you have accidentally left your task or equipment required to complete a task at home.</p>	<ul style="list-style-type: none"> You are to notify teacher/head teacher immediately. Provision may be made for you to return home or parents contacted. 	<ul style="list-style-type: none"> If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.
<p>You experience technical difficulties in publication of task.</p>	<ul style="list-style-type: none"> Always back up work on a computer disk. Keep draft copies of <u>all</u> work. 	<ul style="list-style-type: none"> No provision can be made for computer problems. You submit hand written copy and any available draft copies.

RICHMOND HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
You are experiencing difficulty in completing a research task.	<ul style="list-style-type: none"> You must discuss any difficulties with your class teacher well before the due date. Written application for extension may be made to the teacher/head teacher. The Appeals Committee will consider this. This must be submitted at least THREE days prior to due date. 	<ul style="list-style-type: none"> You will be advised if you have been granted an extension. If an extension is granted, you must submit the task by the new due date.
You submit work which is not your own.	<ul style="list-style-type: none"> All materials used in research must be appropriately referenced (including Internet). 	<ul style="list-style-type: none"> Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.
You complete task of poor quality.	<ul style="list-style-type: none"> Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks. 	<ul style="list-style-type: none"> Your teacher/head teacher will notify you and your parents/caregivers that a non-serious attempt was made for the task. You will need to resubmit the task at an appropriate standard to satisfy BOS requirements. The marks awarded from your initial submission will stand without alteration. If you fail to resubmit, you will be issued with an N-determination warning letter.
You are unprepared for an oral task presentation.	<ul style="list-style-type: none"> You must be prepared to present the task on the first day listed, regardless of your position in the published order. 	<ul style="list-style-type: none"> If you are not prepared to deliver the task when called upon, a ZERO grade will be awarded and you will be issued with an N-determination warning letter.
You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.	<ul style="list-style-type: none"> It is your responsibility to submit the task to your teacher/head teacher prior to leaving school. 	<ul style="list-style-type: none"> If you fail to submit the task on date due it will receive a ZERO grade/mark and you will be issued with an N-determination warning letter.

Personal Assessment Calendar

Week	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

COMPULSORY SUBJECTS

1. English
2. Mathematics – 5.1; 5.2; 5.3
3. Science
4. Geography
5. History
6. PDHPE

Year 9 English

Syllabus Outcomes

A Student:

1. Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
2. Effectively uses and critically assesses a wide range of processes, skill, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
4. Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
5. Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
6. Investigates the relationships between and among texts.
7. Understands and evaluates the diverse ways texts can represent personal and public worlds.
8. Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
9. Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Task Number	Due Date	Task Name	Syllabus Outcomes	Weighting
1.	Term 1 Week 6	Creative Vignette	1, 3, 4, 5	25%
2.	Term 2 Week 5	Character Task	2, 5, 7, 9	25%
3.	Term 3 Week 9	Response Essay	1, 3, 8	25%
4.	Term 4 Week 4	Listening Task with Written Component	3, 4, 7, 8	25%

Year 9 Mathematics 5.1

Report Outcomes

Semester 1

1. Operates with integers, fractions, decimals, rates and ratios. Uses scientific notation and rounds to significant figures.
2. Operates with percentages and solves financial problems involving earning, spending and investing money.
3. Operates with algebraic expressions and uses algebraic techniques to solve simple linear equations.

Semester 2

4. Applies Pythagoras' Theorem and trigonometry, given diagrams, to solve problems.
5. Graphs linear relationships and determines the midpoint, gradient and length of an interval.
6. Calculates area of quadrilaterals, circles and composite shapes. Calculates the surface area and volume of prisms.
7. *See below*
8. Uses angle relationships, including those related to transversals and parallel lines. Applies the properties of similar figures.
9. *See below*
10. Calculates relative frequencies to estimate probabilities. Uses statistical displays to compare sets of data and evaluates statistical claims.

Further Outcomes Studied

7. Operates with algebraic expressions involving indices. Uses scientific notation and rounds to significant figures.
9. Generalises number properties to operate with algebraic expressions.

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 8	Assignment	2	25%
2.	Term 2 Week 4	Test 1	1, 3	25%
3.	Term 3 Week 4	Test 2	4, 5, 6	25%
4.	Term 4 Week 5	Test 3	8, 10	25%

Year 9 Mathematics 5.2

Report Outcomes

Semester 1

1. Operates with integers, fractions, decimals, rates and ratios. Uses scientific notation and rounds to significant figures.
2. Operates with percentages and solves financial problems involving earning, spending and investing money.
3. Operates with algebraic expressions and solves simple linear equations.
4. Applies Pythagoras' Theorem and trigonometry, given diagrams, to solve problems.

Semester 2

5. Graphs linear relationships and determines the midpoint, gradient and length of an interval. Uses the gradient intercept form and solves problems involving proportion.
6. Calculates area of quadrilaterals, circles and composite shapes. Calculates the surface area and volume of prisms and cylinders.
7. Operates with algebraic expressions involving indices. Uses scientific notation and rounds to significant figures.
8. Uses angle relationships, including those related to transversals and parallel lines. Applies the properties of similar figures.
9. *See below*
10. Calculates relative frequencies to estimate probabilities. Uses statistical displays to compare sets of data and evaluates statistical claims.

Further Outcomes Studied

9. Expands and factorises quadratic expressions and simplifies algebraic fractions.

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 8	Assignment	2	25%
2.	Term 2 Week 4	Test 1	1, 3, 4	25%
3.	Term 3 Week 4	Test 2	5, 6, 7	25%
4.	Term 4 Week 5	Test 3	8, 10	25%

Year 9 Mathematics 5.3

Report Outcomes

Semester 1

1. Calculates with integers and solves financial problems involving earning, spending and investing money and compound interest.
2. Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques.
3. Applies Pythagoras' Theorem and trigonometry to solve problems.
4. Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.

Semester 2

5. Calculates area and perimeter of two-dimensional composite shapes. Calculates surface area and volume of right prisms and composite solids.
6. Performs operations with surds and indices and writes numbers using scientific notation.
7. Proves triangles are congruent and similar, uses formal geometric reasoning to establish properties of triangles and quadrilaterals and calculates the angle sum of polygons.
8. *See below*
9. Describes and calculates probabilities in multi-step chance experiments. Uses quartiles and box plots to compare sets of data and evaluates sources of data.
10. *See below*

Further Outcomes Studied

8. Selects and applies appropriate algebraic techniques to operate with algebraic expressions
10. Solves simple quadratic equations and graphs non-linear relationships

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 8	Assignment	1 Finance	25%
2	Term 2 Week 4	Test 1	2, 3	25%
3.	Term 3 Week 4	Test 2	4, 5, (6)	25%
4.	Term 4 Week 5	Test 3	6, 7, 9	25%

Year 9 Science

Course Overview:

- Diseases
- Atomic Structure & the Periodic Table
- Energy & Ecosystems
- Body Systems 2
- Sound, Light & Communication
- Acids & Bases
- Plate Tectonics
- Conservation & Energy

Report Outcomes:

Semester 1

1. Presents science ideas and evidence for a particular purpose and to a scientific audience, using appropriate scientific language, conventions and representations SC5-9WS
2. Analyses interactions between components and processes within biological systems SC5-14LW
3. Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems SC5-8WS
4. Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available SC5-16CW
5. Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-6WS

Semester 2

6. Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-7WS
7. Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems SC5-8WS
8. Applies models, theories and laws to explain situations involving energy, force and motion SC5-10PW
9. Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community SC5-12ES
10. Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials SC5-17CW
11. Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-6WS

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 7	Disease Research Task	1, 2	20%
2.	Term 2 Week 4-6	Half-Yearly Examination	1, 3, 4	20%
3.	Term 3 Week 7	Literacy, Numeracy and Skills Assessment Task	6, 7	20%
4.	Term 4 Week 5/6	Yearly Examination	8, 9, 10	20%
NA	Ongoing	End of Topic Tests	As applicable	20%

Informal class assessments will also take place to meet report outcomes

Year 9 Geography

Course Overview:

Topics covered in the Year 9 Geography course include:

- Changing Places
- Sustainable Biomes

Report Outcomes

1. Explains the diverse features and characteristics of a range of places and environments
2. Explains processes and influences that form and transform places and environments
3. Analyses the effect of interactions and connections between people, places and environments
4. Assesses management strategies for places and environments for their sustainability
5. Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
6. Communicates geographical information to a range of audiences using a variety of strategies

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1/3 Week 8	Changing Places Report	Research and In- Class Response	2,3,4,5,6	50%
2.	Term 2/4 Weeks 5/6	End of Semester Examination	Examination	1,2,3,5,6	50%

Year 9 History

Course Overview:

Topics covered in the Year 9 History course include:

- Movement of peoples (1750-1901)
- Becoming a nation
- Australians at War - World War I (1914-1918)

Report Outcomes

1. Explains and assesses the historical forces and factors that shaped the modern world and Australia
2. Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
3. Explains and analyses the causes and effects of events and developments in the modern world and Australia
4. Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
5. Identifies and evaluates the usefulness of sources in the historical inquiry process
6. Explains different contexts, perspectives and interpretations of the modern world and Australia
7. Applies a range of relevant historical terms and concepts when communicating an understanding of the past
8. Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1/3 Week 9	Movement of Peoples Research Task	Research Task	3,4,5,7,8	50%
2.	Term 2/4 Weeks 5/6	End of Semester Examination	Examination	1,2,3,4,5,7,8	50%

Year 9 Personal Development, Health & Physical Education

Course Overview

- The health benefits of physical activity
- Lifelong physical activity
- Food and nutrition
- Safety
- Challenge and adventure activities

Movement Tasks: Team Sports, Athletics, Dance, Gymnastics, Cultural Games

Semester 1 – Report Outcomes

- Adapts movement skills to perform creative movement in a range of contexts (PD5 – 4)
- Demonstrates behaviour that effectively promotes participation in physical activity (PD5 – 6)
- Assesses and applies self – management skills to manage complex situations (PD5 – 9)
- Plans and implements strategies to promote participation in physical activity (PD5 – 7)

Semester 2 – Report Outcomes

- Refines and applies movement skills to perform innovative movement sequences (PD5 – 11)
- Demonstrates behaviour that effectively promotes participation in physical activity (PD5 – 6)
- Critiques their ability to enact interpersonal skills to build respectful relationships (PD5 – 10)
- Examines strategies to positively manage challenging or unsafe situations (PD5 – 1)

Task Number	Due Date	Task Name	Outcome Assessed	Weighting
1.	Ongoing	Movement Skill	PD5 - 4	A - E
2.	Ongoing	Movement Participation	PD5 - 6	A - E
3.	Ongoing	Group Interaction	PD5 - 9	A - E
4.	Term 2, Week 2	Knowledge and understanding	PD5 - 7	A - E
5.	Ongoing	Movement Skill	PD5 - 11	A - E
6.	Ongoing	Movement Participation	PD5 - 6	A - E
7.	Ongoing	Group Interaction	PD5 - 10	A - E
8.	Term 3, Week 8	Knowledge and Understanding	PD5 - 1	A - E

ELECTIVE SUBJECTS

1. Agriculture
2. Child Studies
3. Commerce
4. Drama
5. Food Technology
6. History Elective
7. Industrial Technology – Metals
8. Industrial Technology – Timber
9. Information and Software Technology (IST)
10. Marine Studies
11. Music
12. Outdoor Education
13. Photography, Video & Digital Imaging
14. Physical Activity & Sports Studies (PASS)
15. Robotics and Tech Sciences (STEM)
16. Visual Arts
17. Visual Design
18. Work Education

9/10 Agriculture Course A – 100/200 Hours

Course Overview

This course develops skills and knowledge in the Agricultural Industry, Vegetable production and Meat production.

Report Outcomes

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

AG5-4 investigates and implements responsible production systems for plant and animal enterprises

AG5-5 investigates and applies responsible marketing principles and processes

AG5-6 explains and evaluates the impact of management decisions on plant production enterprises

AG5-7 explains and evaluates the impact of management decisions on animal production enterprises

AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 8	Introduction to Agriculture	Topic Test	AG5-1, AG5-4, AG5-14	25%
2.	Term 2 Week 7	Meat Production Task	Research and presentation	AG5-7, AG5-8, AG5-14	25%
3.	Term 3 Week 8	Plant Production Task	Practical and Report	AG5-6, AG5-8, AG5-14	25%
4.	Term 4 Week 6	Yearly Examination	Test	All	25%

9/10 Child Studies

Course Overview

Students will undertake practical and theoretical tasks in the following units of study:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Food and nutrition in childhood
- Play and the developing child

Course Outcomes

A Student:

- CS5-1: identifies the characteristics of a child at each stage of growth and development
- CS5-2: describes the factors that affect the health and wellbeing of the child
- CS5-5: evaluates strategies that promote the growth and development of children
- CS5-6: describes a range of parenting practices for optimal growth and development
- CS5-8: evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9: analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10: demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11: analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12: applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 7	Floor Plan Design of Nursey	CS5-9, CS5-11, CS5-12	25%
2.	Term 2 Week 5	In class Review	CS5-2, CS5-6, CS5-9	25%
3.	Term 3 Week 8	Practical Project and Written Report	CS5-5, CS5-8, CS5-10, CS5-12	25%
4.	Term 4 Week 5	Yearly Examination	ALL	25%

9/10 Commerce – 100 Hours

Course Overview

Topics to be covered in the Commerce course include:

- Law, Society and Political Involvement
- Employment and Work Futures
- Towards Independence
- Travel
- Running a Business

Course Outcomes

1. Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
2. Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
3. Examines the role of law in society
4. Analyses key factors affecting decisions
5. Evaluates options for solving problems and issues
6. Develops and implements plans designed to achieve goals
7. Researches and assesses information using a variety of sources
8. Explains information using a variety of forms
9. Works independently and collaboratively to meet individual and collective goals within specified timeframes.

Task Number	Due Date	Task Name	Task Type	Outcome Assessed	Weighting
1.	Term 1 Week 8	Australian Court System	Visual presentation	5.1, 5.3, 5.7, 5.8	25%
2.	Term 2 Weeks 5/6	Semester One Exam	In-class test	5.1, 5.2, 5.3, 5.4	25%
3.	Term 3 Week 4	Towards Independence	Research task	5.2, 5.4, 5.7, 5.8, 5.9	15%
4.	Term 3 Week 9	Travel	Itinerary	5.5, 5.6, 5.7, 5.9	15%
5.	Term 4 Weeks 5/6	Semester Two Exam	In-class test	5.1, 5.2, 5.4, 5.5	20%

9/10 Drama Course 1

Course Overview

Drama Elective is divided into 3 areas – Making, Performing and Appreciation. It involves learning about the elements of drama, analysing dramatic pieces and composing and performing drama.

Report Outcomes

Semester 1

5.1.1. A student manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.

5.1.2. A student contributes, selects, develops and structures ideas in improvisation and playbuilding.

5.2.1. A student applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

5.2.3. A student employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technology to create dramatic meaning.

5.3.2 A student analyses the contemporary and historical contexts of drama.

Semester 2

5.1.3 A student devises, interprets and enacts drama using scripted and unscripted material or text.

5.1.4. A student explores structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technology

5.2.2 A student selects and uses performance spaces, theatre conventions and production elements appropriately to purpose and audience.

5.3.1 A student responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.

5.3.3 A student analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 9	Physical Theatre & Mime	Performance & Reflection	5.1.4, 5.2.1, 5.3.1	25%
2.	Term 2 Week 4 & 9	Shakespearean Drama	Research and Performance	5.1.1, 5.1.3, 5.3.2, 5.2.2	25%
3.	Term 3 Week 6 & 9	Playbuilding	Script, Group Performance & Reflection	5.1.2, 5.2.2, 5.3.3	25%
4.	Term 4 Week 4	Commedia Dell'Arte	Exam & Performance	5.3.2, 5.2.3, 5.3.1	25%

9/10 Food Technology

Course Overview

In this course students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence in their practical interactions with and decisions regarding food.

Units of work

Electives: Food Selection and Health
Food in Australia
Food Trends

Syllabus Outcomes

A student:

FT5-1 - demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 - identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 - describes the physical and chemical properties of a variety of foods

FT5-4 - accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 - applies appropriate methods of food processing, preparation and storage

FT5-6 - describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 - justifies food choices by analysing the factors that influence eating habits

FT5-8 - collects, evaluates and applies information from a variety of sources

FT5-9 - communicates ideas and information using a range of media and appropriate terminology

FT5-10 - selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 - plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 - examines the relationship between food, technology and society

FT5-13 - evaluates the impact of activities related to food on the individual, society and the environment

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1	Term 1 Week 9	Foods Selection and Health	Research task	FT5-6 FT5-8 FT5-9	25%
2	Term 2 Week 3	Practical Exam	Practical Exam	FT5-1 FT5-2 FT5-10 FT5-11	25%
3	Term 3 Week 5	Food In Australia	Research Task and Practical Application	FT5-5 FT5-7 FT5-11	25%
4	Term 4 Week 4	Yearly Examination	Theory Exam	FT5-3 FT5-4 FT5-9 FT5-12 FT5-13	25%

9/10 History Elective – 100 Hours

Course Overview

Topics covered in the Elective History course enables students to develop an understanding of history and historical enquiry. Some of the topics that will be studied in the Elective History course this year include:

- History, Heritage, Archaeology: The mystery of the Mary Celeste
- Ancient, Medieval and Modern Societies: Power, authority, crime and punishment in the Middle Ages.
- Thematic Studies: The Holocaust
- Ancient, Medieval and Modern Societies: Myths and legends in Ancient Greece

Report Outcomes

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

Task Number	Due Date	Topic	Task Type	Report Outcomes Assessed	Weighting
1	Term 1 Week 9	Medieval Society Study: Europe in the Middle Ages	Written report	2, 6, 7, 8, 10	20%
2	Term 2 Week 5	Thematic Study: Genocide – Focus Study on the Holocaust	Visual Presentation	1, 2, 4, 7, 10	25%
3	Term 3 Week 6	Ancient Society: Ancient Greece	Research and Source Analysis	1, 4, 6, 8, 9	25%
4	Term 4 Week 5	All Topics	Yearly Examination	3, 4, 5, 7, 9, 10	30%

9/10 Industrial Technology Metal Core Modules 1 and 2 – 100 Hours

Course Overview

These core modules develop knowledge and skills in the use of materials, tools, techniques related to metal, allowing for specialisation.

Projects undertaken will promote the sequential development of skills and reflect an increasing degree of autonomy as they progress through the course.

Teaching practices at Richmond High School recognise and reflect relevant State and Commonwealth legislation, regulation and standards related to Work, Health and Safety.

Report Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 9	Carry All Toolbox + Work Report	Practical and Folio	5-1, 5-3, 5-5	15%
2.	Term 2 Week 5	Metal Fabrication	Practical Test	5-3	10%
3.	Term 2 Week 8	Lathe Projects + Folio	Practical and Folio	5-1, 5-4, 5-9	15%
4.	Term 3 Week 2	Tack Hammer and Folio	Practical and Folio	5-1, 5-3, 5-8	25%
5.	Term 4 Week 4	Yearly Exam	Exam	5-8, 5-10	20%
6.	Term 4 Week 8	Project Junior Hacksaw + folio	Practical Work	5-1, 5-8	15%

9/10 Industrial Technology Timber Core Modules 1 and 2 – 100 Hours

Course Overview

These core modules develop knowledge and skills in the use of materials, tools, techniques related to timber, allowing for specialisation.

Projects undertaken will promote the sequential development of skills and reflect an increasing degree of autonomy as they progress through the course.

Teaching practices at Richmond High School recognise and reflect relevant State and Commonwealth legislation, regulation and standards related to Work, Health and Safety. This reflects the school's belief that all students are Safe, Respectful Learners.

Report Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 2 Week 2	Folding Stool and Work Report	Practical work and research	5-1, 5-3, 5-5	25%
2.	Term 2 Week 5	Joint Construction	Practical Test	5-1, 5-3	10%
3.	Term 3 Week 2	Foot Stool and Folio	Practical work and research	5-1, 5-2, 5-3, 5-8	25%
4.	Term 4 Week 5	Yearly Exam	Exam	All	25%
5.	Term 4 Week 7	Project Spice Rack	Practical Work	5-3, 5-4, 5-5	15%

Year 9/10 Information & Software Technology –100 hours

Course Overview

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Core content of the Information and Software Technology course provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. Optional content will cover problem-solving and critical thinking skills in order to design and develop creative information and software technology solution.

The aim of the Information and Software Technology Course is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions. Information and Software Technology also aims to assist students to solve problems in real life contexts.

Course outcomes

1. Selects and justifies the application of appropriate software programs to a range of tasks (5.1.1)
2. Selects, maintains and appropriately uses hardware for a range of tasks (5.1.2)
3. Describes and applies problem-solving processes when creating solutions (5.2.1)
4. Designs, produces and evaluates appropriate solutions to a range of challenging problems (5.2.2)
5. Critically analyses decision making processes in a range of information and software solutions (5.2.3)
6. Justifies responsible practices and ethical use of information and software technology (5.3.1)
7. Acquires and manipulates data and information in an ethical manner (5.3.2)
8. Analyses the effects of past, current and emerging information and software technologies on the individual and society (5.4.1)
9. Applies collaborative work practices to complete tasks (5.5.1)
10. Communicates ideas, processes and solutions to a targeted audience (5.5.2)
11. Describes and compares key roles and responsibilities of people in the field of information and software technology (5.5.3)

Task Number	Due Date	Task Name	Task Type	Reporting Outcomes Assessed	Weighting
1	Term 1 Week 6	• Past and Present	Class tasks	2, 8, 11	15%
2	Term 2 Week 4	• Design Process • Digital citizenship • Hardware & Software	In-class and Home Assignment	3, 6, 10, 11	15%
3	Term 2 Week 5	Half Yearly Examination	Exam	1, 2, 3, 6, 7, 8, 11	15%
4	Term 3 Week 4	• Multimedia • Automated Systems	In-class and Home Assignment	2, 4, 5, 7, 9	20%
5	Term 4 Week 3	• AI and Modelling • Database Design	In-class and Home Assignment	1, 4, 9, 10	20%
6	Term 4 Week 5	Yearly Examination	Exam	1, 2, 3, 6, 7, 8, 11	15%

9/10 Marine Studies Course A

Course Overview

Marine Studies develops a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. Students study a core and option modules from seven focus areas covering broad aspects of marine and aquaculture technology including Biology, Ecology, Leisure, Aquaculture, employment, Management, General Interest.

Report Outcomes

MAR5-1 identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships

MAR5-2 identifies, describes and evaluates the social and economic importance of marine ecosystems

MAR5-3 identifies, describes and evaluates the effects humans have had on the marine environment

MAR5-6 evaluates the economic and environmental sustainability of aquacultural pursuits

MAR5-7 identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment

MAR5-8 identifies, describes and evaluates policies for monitoring and conserving the marine environment

MAR5-9 selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings

MAR5-10 demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations

MAR5-11 identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 10	Safety in Marine Environments	Website development and skills demonstration	MAR5-1 MAR5-10	25%
2.	Term 2 Week 6	Sustainable Marine Environments	Research & Skills	MAR5-1, MAR5-2 MAR5-3 MAR5-6 MAR5-7	25%
3.	Term 3 Week 10	Recreation & leisure - Conservation	Research & Skills	MAR5-8, MAR5-9 MAR5-10 MAR5-11	25%
4.	Term 4 Week 6	Option Project	Personal Interest Project	Task dependant	25%

9/10 Music

Course Overview

In this course students study the concepts of Music through performance, composition and listening learning experiences within the context of a range of styles, periods and genres.

The students develop skills through the integration of performing, composing and listening. This involves playing, singing, discussing, creating, notating, responding, observing, analysing, improvising, experimenting and memorising.

Report Outcomes

1. Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts.
2. Notates own compositions, applying forms of notation appropriate to the music selected for study.
3. Demonstrates an understanding of musical concepts through aural identification in music selected for study.
4. Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of given genre.
5. Notates own compositions, applying forms of notation appropriate to the music selected for study.
6. Uses different forms of technology in the composition process.
7. Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
8. Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
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.
10. Demonstrates an understanding of the influence and impact of technology on music.
11. Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art-form.
12. Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 10	Performance of an Australian piece of music	Performance	1, 3, 11, 12	15%
2.	Term 2 Week 5	Technology based composition	Composition	4, 5, 6, 11, 12	30%
3.	Term 2 Week 7	Research and analysis	Listening	7, 10, 11, 12	15%
4.	Term 3 Week 10	In class listening task/ score analysis	Listening	8, 9, 11, 12	20%
5.	Term 4 Week 6	Perform one piece of music	Performance	1, 3, 11, 12	20%

9/10 Outdoor Education Course 2 – Even Years

Course Overview

Outdoor education is based on experiential learning where students explore and gain a deeper understanding of outdoor environments. Students learn through planning and participating in outdoor experiences and reflecting on their involvement.

Report Outcomes

Semester 1

1. Analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing.
2. Explains and apply key considerations and skills related to planning and preparing for outdoor education activities
3. Participates safely in outdoor education activities demonstrating knowledge of natural environments
4. Demonstrates skills and knowledge for relationship building and effective group functioning
5. Demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities

Semester 2

6. Understands first aid and emergency response procedures relevant to outdoor education activities
7. Explains the relationship between environments and the health and wellbeing of people
8. Participates safely in outdoor education activities demonstrating knowledge of natural environments
9. Demonstrates skills and knowledge for relationship building and effective group functioning
10. Demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Ongoing	Participation and planning	Ongoing Practical Assessment	3 / 8	A - E
2.	Ongoing	Team Social Interaction	Ongoing Practical Assessment	4 / 9	A - E
3	Ongoing	Outdoor Activities Skill	Ongoing	5 / 10	A - E
4	Term 2 Week 4	Semester 1 Exam	Knowledge and understanding	1 / 2	A - E
5	Term 4 Week 4	Semester 2 Exam	Knowledge and understanding	6 / 7	A - E

9/10 Photography, Video & Digital Imaging

Course Overview

The knowledge, understanding, skills and values gained from the Year 9/10 Photography and Digital Media course assist students in building conceptual, practical and critical skills.

Through the use of contemporary digital art-making, students will learn to develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works. Students will begin to understand and value different beliefs that affect interpretation, meaning and significance in photography and digital media.

Report Outcomes

1. Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
2. Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
3. Makes photographic and digital works informed by an understanding of how the frames affect meaning
4. Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5. Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
6. Selects appropriate procedures and techniques to make and refine photographic and digital works
7. Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
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
9. Uses the frames to make different interpretations of photographic and digital works
10. Constructs different critical and historical accounts of photographic and digital works

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 10	Basic Photography	1 - 10	25%
2.	Term 2 Week 7	Basic Photography	1 - 10	25%
3.	Term 3 Week 10	Camera Craft – Urban Decay	1 - 10	25%
4.	Term 4 Week 5	Digital Photography	1 - 10	25%

9/10 Physical Activity and Sports Studies (PASS) Course 2 – Even Years

Course Overview

To enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Report Outcomes

Semester 1

1. Demonstrates actions and strategies that contribute to active participation and skilful performance.
2. Performs movement skills with increasing proficiency.
3. Displays management and planning skills to achieve personal and group goals.
4. Analyses physical activity and sport from personal, social and cultural perspectives
5. Analyses information, opinions and observations to inform physical activity decisions.

Semester 2

6. Demonstrates actions and strategies that contribute to active participation and skilful performance.
7. Performs movement skills with increasing efficiency.
8. Works collaboratively with others to enhance participation, enjoyment and performance.
9. Analyses how technology be used to enhance participation and performance in sport.
10. Evaluates the characteristics of participation in physical activity and sport to promote active lifestyles.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Ongoing	Movement	Ongoing	1, 2	A-E
2.	Ongoing	Team Interaction	Ongoing	3	A-E
3.	Term 2 Week 4	Semester 1 Exam	Knowledge & Understanding	4, 5	A-E
4.	NA	Movement	Ongoing	6, 7	A-E
5.	NA	Team Interaction	Ongoing	8	A-E
6.	Term 4 Week 4	Semester 2 Exam	Knowledge & Understanding	9, 10	A-E

9/10 iSTEM & Robotics Course A – 100 Hours

Course Overview

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems. Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering-design processes.

Report Outcomes

ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems

ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts

ST5-3 applies engineering design processes to address real-world STEM-based problems

ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios

ST5-5 analyses a range of contexts and applies STEM principles and processes

ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems

ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions

ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences

ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions

ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 10	STEM Fundamentals	Design Task 1	5.1 – 5.10	25%
2.	Term 2 Week 6	MedTech	Design Task 2	5.1 – 5.10	25%
3.	Term 3 Week 10	Mechatronics and Robotics	Design Task 3	5.1 – 5.10	25%
4.	Term 4 Week 6	Minor Project	Personal Interest Project	5.1 – 5.10	25%

9/10 Visual Arts

Course Overview

This elective course is about creative thinking and problem solving. It involves the practices of making artworks, critical study and historical study. The content, including subject matter, forms and frames, provides the basis for representation in Visual Arts.

Students will develop knowledge, understanding and skills:

- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.

Report Outcomes

1. Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
2. Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
3. Makes artworks informed by an understanding of how the frames affect meaning
4. Investigates the world as a source of ideas, concepts and subject matter in the visual arts
5. Makes informed choices to develop and extend concepts and different meanings in their artworks
6. Demonstrates developing technical accomplishment and refinement in making artworks
7. Applies their understanding of aspects of practice to critical and historical interpretations of art
8. Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
9. Demonstrates how the frames provide different interpretations of art
10. Demonstrates how art criticism and art history construct meanings

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 10	Major class project	Practical	1, 2, 3, 4	20%
2.	Term 2 Week 6	Major class project	Practical	1, 2, 3, 4	20%
3.	Term 3 Week 8	Research assignment	Theory	7, 8, 9, 10	20%
4.	Term 3 Week 10	Major class project	Practical	1, 2, 3, 4	20%
5.	Term 4 Week 4	Major class project	Practical	1, 2, 3, 4	20%

9/10 Visual Design

Course Outline

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater depth and breadth and these opportunities enable students to understand and explore the nature of visual design as a field of multiple disciplines grounded in artistic practice.

Visual Design investigates how visual design artworks come into being artistically, conceptually and technologically, the role of the artist as designer, the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts. It may examine concepts of reality, surface and appearance, and emerging and future visual design developments.

Report Outcomes

1. Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
2. Makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
3. Makes visual design artworks informed by an understanding of how the frames affect meaning
4. Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5. Makes informed choices to develop and extend concepts and different meanings in their visual design artworks
6. Selects appropriate procedures and techniques to make and refine visual design artworks
7. Applies their understanding of aspects of practice to critically and historically interpret visual design artworks
8. Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
9. Uses the frames to make different interpretations of visual design artworks
10. Constructs different critical and historical accounts of visual design artworks

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 10	Design Project 1	Practical	1, 2, 3, 4, 5, 6	20%
2.	Term 2 Week 6	Design Project 2	Practical	1, 2, 3, 4, 5, 6	20%
3.	Term 3 Week 10	Design Project 3	Practical	1, 2, 3, 4, 5, 6	20%
4.	Term 3 Week 8	Case Study 1	Theory	7, 8, 9, 10	20%
5.	Term 4 Week 4	Design Project 4	Practical	1, 2, 3, 4, 5, 6	20%

9/10 Work Education – 100/200 Hour

Course Overview

Topics to be covered in the Work Education course include:

CORE

- What is work
- Workplace safety
- Communication and collaboration

OPTIONS

- Enterprise and entrepreneurial behaviours
- Workplace issues
- Managing transitions
- Preparing for the workplace

Report Outcomes

WE5-1	Identifies and interprets 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

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1	Term 1 Week 8	Research Task	Research	5.2, 5.4, 5.7, 5.9	25%
2	Term 2 Weeks 5/6	Semester 1 Examination	Test	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5, 5.8, 5.9	25%
3	Term 3 Week 7	Presentation	Research	5.1, 5.4, 5.7, 5.9, 5.10	20%
4	Term 4 Week 5/6	Yearly Examination - All topics	Test	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	30%