

RICHMOND HIGH SCHOOL



YEAR 9



2019 ASSESSMENT HANDBOOK

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ASSESSMENT HANDBOOK

2019

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 2019. 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 2019.

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 – Mr Hupalo
Year Supervisor – Ms Middleton
Year 9 Assessment Coordinator – Mr Gordon
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. (Again 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:

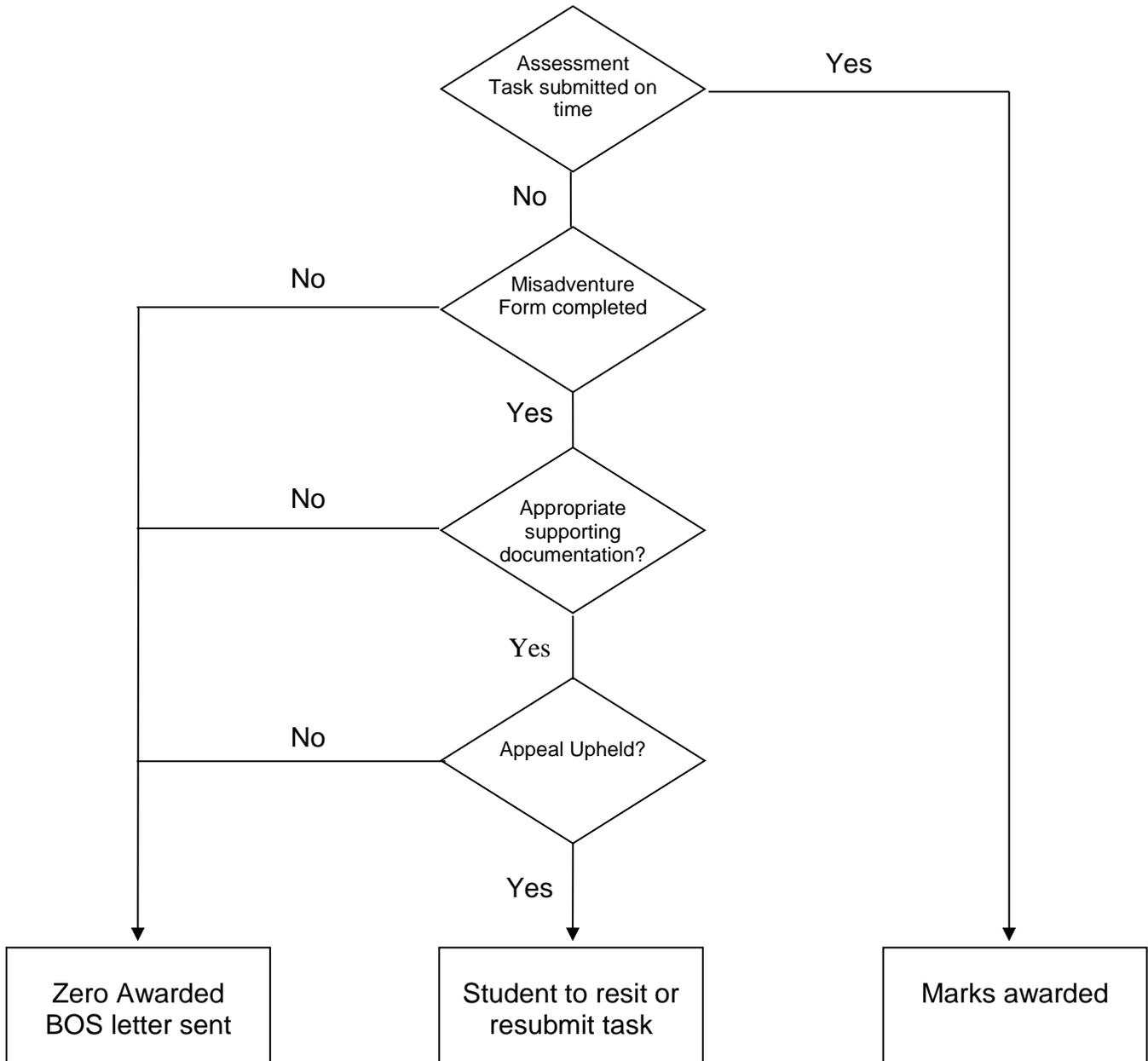
- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

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 resit 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 2019	Term 2 2019	Term 3 2019	Term 4 2019
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	Narrative Writing	1, 3, 4, 5	25%
2.	Term 2 Week 4	Representation of Theme and Reflection Presentation	1, 3, 5, 9	25%
3.	Term 3 Week 9	Response Essay	1, 2, 6, 8	25%
4.	Term 4 Week 4	Listening Task and Comprehension	7, 8, 9	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 solves linear equations.
4. Applies Pythagoras' Theorem and trigonometry to solve problems.

Semester 2

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. Operates algebraic expressions involving positive, negative and zero 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. Generalises number properties to operate with algebraic expressions.

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1 Week 7	Test 1	Test	1	20%
2.	Term 2 Week 4/5	Test 2	Test	2, 3, 4	30%
3.	Term 3 Week 5	Test 3	Test	5, 6	20%
4.	Term 4 Week 4/5	Test 4	Test	7, 8, 9	30%

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 linear equations.
4. Applies Pythagoras' Theorem and trigonometry 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 algebraic expressions involving positive, negative and zero indices. Uses scientific notation and rounds to significant figures.
8. Uses angle relationships, including those related to transversals and parallel lines. Calculates the angle sum of polygons and proves triangles are congruent and similar.
9. Expands and factorises quadratic expressions and simplifies algebraic fractions.

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1 Week 7	Test 1	Test	1	20%
2.	Term 2 Week 4/5	Test 2	Test	2, 3, 4	30%
3.	Term 3 Week 5	Test 3	Test	5, 6	20%
4.	Term 4 Week 4/5	Test 4	Test	7, 8, 9	30%

Year 9 Mathematics 5.3

Report Outcomes

Semester 1

1. Solves consumer arithmetic problems involving earning and spending money, simple and compound interest and depreciation.
2. Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations.
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, right cones, spheres 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. Selects and applies appropriate algebraic techniques to operate with algebraic expressions
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.

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1 Week 7	Test 1	Test	1	20%
2.	Term 2 Week 4/5	Test 2	Test	2, 3, 4	30%
3.	Term 3 Week 5	Test 3	Test	5, 6, 7	30%
4.	Term 4 Week 4/5	Test 4	Test	8, 9	20%

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 5	Disease Brochure	1, 2	20%
2.	Term 2 Week 4/5	Half-Yearly examination	1, 3, 4	20%
3.	Term 3 Week 5	Literacy, Numeracy and Skills Assessment Task	6, 7	20%
4.	Term 4 Week 4/5	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 4/5	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 8	Movement Of Peoples Examination	Research and Examination	3,4,7,8	50%
2.	Term 2/4 Weeks 4/5	World War I Examination	Examination	1,2,3,5,7,8	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 Sport, 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. Food Technology
5. History Elective
6. Industrial Technology – Metals
7. Industrial Technology – Timber
8. Information Software Technology (IST)
9. Music
10. Outdoor Education
11. Photography, Video & Digital Imaging
12. Physical Activity & Sports Studies (PASS)
13. Robotics and Tech Sciences (STEM)
14. Visual Arts
15. Visual Design
16. Work Education

Stage 5 Agriculture

Overview

Throughout the year, students will study Milk Production, Wheat Production, Wool Production and Nursery Production. This involves them investigating the dairy industry as well as them researching dairy breeds and a disease that affects dairy cattle. They will learn to calibrate a chemical sprayer in order to control pests in their wheat crops and be involved in the study of the Wool Industry in Australia. Students will investigate the growing, processing and marketing of wool and will learn a range of practical sheep husbandry activities such as drenching and drafting. They will also learn about the horticulture and nursery industry.

Report Outcomes

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Week 8 Term 1	Dairy Breed and Disease Research Task	5.1.1 5.1.2	25%
2.	Week 4 - 5 Term 2	Chemical Calibration Practical	5.6.1 5.6.2	25%
3.	Week 8 - 9 Term 3	Sheep Skills Task	5.4.3 5.6.1 5.6.2	25%
4.	Week 5 Term 4	Yearly Examination	5.1.1 5.1.2 5.2.1 5.3.1 5.3.2 5.3.3 5.3.4 5.4.1 5.4.2 5.4.3 5.5.1 5.5.2	25%

9/10 Child Studies Course A (Odd Years)

Course Overview

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

- The Diverse Needs of Children
- Media and Technology in Childhood
- Children and Culture
- Aboriginal Cultures & Childhood
- Childcare Services and Career Opportunities

Course Outcomes

A Student:

- 1.1 Identifies the characteristics of a child at each stage of growth and development.
- 1.2 Describes the factors that affect the health and wellbeing of the child.
- 1.3 Analyses the evolution of childhood experiences and parenting roles over time
- 2.1 Plans and implements engaging activities when educating and caring for young children within a safe environment.
- 2.2 Evaluates strategies that promote the growth and development of children
- 3.1 Discusses the importance of positive relationships on the growth and development of children
- 3.2 Evaluates the role of community resources that promote and support the wellbeing of children and families.
- 3.3 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.
- 4.1 Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 Analyses and compares information from a variety of sources to develop an understanding of child growth and development.

Task Number	Due Date	Task Name	Report Outcome Assessed	Grade
1.	T1 W7	Diverse Needs Portfolio	2.1, 2.2,3.3, 4.2	A - E
2.	T2 W6	21 st Century Digital Citizens	1.3, 2.1, 2.2, 3.3	A - E
3.	Term3 Week 10	Children and Culture Portfolio	1.2, 2.2, 3.3, 4.2	A - E
4.	Term 4 Week 4	Childcare Services & Career Opportunities	1.3, 2.2, 3.1, 3.2, 3.3, 4.	A - E
5.	Term 2/4 Week 4	Examination	ALL	A - E

9/10 Commerce

Course Overview

- Semester 1 – Consumer Choice, Personal Finance - (Core Topics)
- Semester 2 – Promoting and Selling, Law in Action, E-Commerce - (Option Topics)

Course Outcomes

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

Task Number	Due Date	Task Name	Task Type	Outcome Assessed	Weighting
1.	Term 1 Week 7	Product Comparison	Research Task	1, 5, 7	25%
2.	Term 2 Weeks 4/5	Semester One Exam	In-Class Examination	1, 2, 5	25%
3.	Term 3 Week 3	Promoting and Selling	Group Task	4, 8, 9	15%
4.	Term 3 Week 10	Law in Action – Rights & Responsibilities	Research/Poster Task	2, 3, 7	15%
5.	Term 4 Weeks 4/5	Semester Two Exam	In-Class Examination	3, 6, 8	20%

9/10 Food Technology Course A (Odd Years)

Course Overview

Students will use both practical and theoretical experiences to develop knowledge of product development, catering and food for special occasion

Units of work

Core: Food Preparation and Processing
Nutrition and Consumption

Electives: Food for Special Needs
Food Service and Catering
Food for Special Occasions

Syllabus Outcomes

A student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Task Number	Timing	Task Name	Task Type	Outcomes Assessed	Weighting
1.	Semester 1 & 2	Practical Work	Practical - Ongoing	5.1.1, 5.1.2, 5.2.3, 5.5.1	30%
2.	Semester 1	Special needs of stages of the lifecycle	Research task and report	5.3.2, 5.6.1, 5.4.1, 5.4.2	20%
3.	Semester 1	Menu Planning & practical activity	Research and Practical	5.3.2, 5.5.1, 5.5.2	10%
4.	Semester 1	Half Yearly Exam	Exam	5.2.1, 5.2.2, 5.3.1	10%
5.	Semester 2	Let's Celebrate	Research and Written Report	5.3.2, 5.4.1, 5.4.2, 5.5.2	10%
6.	Semester 2	Yearly Exam	Exam	5.3.2, 5.6.1, 5.6.2	20%

All Tasks are individually graded on an A to E Scale.

9/10 History Elective

Course Overview

Elective History enables students to develop an understanding of history and historical enquiry. This can include the study of past societies, historical periods, significant events and important personalities. Elective History gives students an opportunity to develop a life-long interest and enthusiasm for history.

Report Outcomes

Semesters 1 and 2:

1. Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
2. Examines the ways in which historical meanings can be constructed through a range of media
3. Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
4. Explains the importance of key features of past societies or periods, including groups and personalities
5. identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
6. explains different contexts, perspectives and interpretations about the past
7. selects and analyses a range of historical sources to locate information relevant to an historical inquiry
8. Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task Number	Due Date	Topic	Task Type	Report Outcome Assessed	Weighting
1.	Term 1 Week 9	Thematic Study and Film as History	Source Analysis Test	1,2,5	25%
2.	Term 2 Week 3	Constructing History	Research and Oral Presentation	6,7	25%
3.	Term 2 Week 3	Ancient and Modern Society Study: Famous Battles	Visual Representation and Written Response	1,3,4,8	20%
4.	Term 4 Weeks 4/5	Medieval Society: The Aztecs <i>and</i> Thematic Study of Women in History	Examination	1, 3,4,8	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

Semester 1 and 2

1. Applies the design process to realise an idea.
2. Communicates design ideas graphically, using a range of methods.
3. Selects and applies a range of technologies.
4. Constructs projects using appropriate machine and hand tools.
5. Applies safe working practices and displays knowledge of Work, Health and Safety.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 2 Week 3	Project Carry All Tool Box	Practical Work	1,2,3	15%
2.	Term 2 Week 4	Assignment	Theory and Research	1,2	15%
3.	Term 2 Week 5	Metal Fabrication	Practical Test	2,3,4	5%
4.	Term 3 Week 2	Project Junior Hacksaw	Practical Work	1,2	15%
5.	Term 4 Week 5	Yearly Exam	Exam	1,2	25%
6.	Term 4 Week 7	Project Tack Hammer	Practical Work	3,4	25%

Year 10 Industrial Technology Metal Core Modules 3 and 4 – 200 Hours

Course Overview

The aim of these modules is to provide opportunities for students to expand and extend their knowledge understanding and skills in relation to the work studied in Modules 1 and 2 of the 100 Hours Course.

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

Semester 1 and 2

1. Applies the design process to realise an idea.
2. Communicates design ideas graphically, using a range of methods.
3. Selects and applies a range of technologies.
4. Constructs projects using appropriate machine and hand tools.
5. Applies safe working practices and displays knowledge of Work, Health and Safety.
6. Investigates the range of career paths in the Metal Industry.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 2 Week 3	Project Sheet Metal Toolbox Chest	Practical	1,2,3	10%
2.	Term 2 Week 2	Industry Study Career	ICT	4	5%
3.	Term 2 Week 5	Metal Fabrication	Practical Test	2,3,4	10%
4.	Term 2 Week 5	Half Yearly Exam	Exam	3,4	10%
5.	Term 3 Week 4	Project 90 Degree Welding Jig	Practical	1,2	15%
6.	Term 4 Week 2	Folio Assignment	Power Point Presentation	1,4	10%
7.	Term 4 Week 6	Yearly Exam	Exam	1,2	15%
8.	Term 4 Week 6	Project Portable BBQ	Practical Work	1,3,4	25%

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 schools belief that all students are Safe, Respectful Learners.

Report Outcomes

Semester 1 and 2

1. Applies the design process to realise an idea.
2. Communicates design ideas graphically, using a range of methods.
3. Selects and applies a range of technologies.
4. Constructs projects using appropriate machine and hand tools.
5. Applies safe working practices and displays knowledge of Occupational, Health and Safety.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 2 Week 3	Project Folding Stool	Practical Work	5	15%
2.	Term 2 Week 4	Industry Assignment	Theory and Research	2,5	15%
3.	Term 2 Week 5	Joint Construction	Practical Test	1,3,4	5%
4.	Term 3 Week 2	Project Spice Rack	Practical Work	1,2	15%
5.	Term 4 Week 5	Yearly Exam	Exam	1,2	25%
6.	Term 4 Week 7	Project Foot Stool	Practical Work	3,4,5	25%

Year 10 Industrial Technology Timber Core Modules 3 and 4 - 200 Hours

Course Overview

The aim of these modules is to provide opportunities for students to expand and extend their knowledge, understanding and skills in relation to the work studied in Modules 1 and 2- 100 hours. 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 schools belief that all students are Safe, Respectful Learners.

Report Outcomes:

Semester 1 and 2

1. Applies the design process to realise an idea.
2. Communicates design ideas graphically, using a range of methods.
3. Selects and applies a range of technologies.
4. Constructs projects using appropriate machine and hand tools.
5. Applies safe working practices and displays knowledge of Work, Health and Safety.
6. Investigates the range of career paths in the timber industry.

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 9	Project 1	Practical	5	10%
2.	Term 2 Week 2	Industry Study Career	Power point Presentation	6	5%
3.	Term 2 Week 5	Joint Construction	Practical Test	3,4	10%
4.	Term 2 Week 5	Half Yearly Exam	Exam	3,4	10%
5.	Term 3 Week 4	Project 2	Practical	1,2	15%
6.	Term 4 Week 2	Chair Assignment	Power Point Presentation	1,6	10%
7.	Term 4 Week 6	Yearly Exam	Exam	1,2	15%
8.	Term 4 Week 6	Project 3 Bedside Table	Practical Work	3,4,5	25%

Year 9/10 Information & Software Technology – Odd Years 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.

Appropriate adjustments and alternative outcomes will be applied to assist any student who may require additional support, is identified as Gifted and Talented and/or for students undertaking a Life Skills program.

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	Report Outcomes Assessed	Weighting
1.	Term 1 Week 2	Digital Citizenship and computer terminology	Class Tasks (Google Classroom)	2, 6, 7	10%
2.	Term 1 Week 9	Core components of computer systems	In-class and Home Assignment (Google Classroom)	1, 3, 8, 11	15%
3.	Term 2 Week 5	Half Yearly Exam	Exam	1, 2, 3, 6, 7, 8, 11	15%
4.	Term 3 Week 4	Data handling and Software development	In-class and Home Assignment (Google Classroom)	2, 4, 5, 7, 9	20%
5.	Term 4 Week 3	Network systems and Communication	In-class and Home Assignment (Google Classroom)	1, 4, 9, 10	20%
6.	Term 4 Week 5	Yearly Exam	Exam	1, 2, 4, 5, 7, 9, 10	20%

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, 2, 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	20%
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, 2, 3, 11, 12	15%

9/10 Outdoor Education Course 1 – Odd Years

COURSE OVERVIEW

Outdoor Recreation and Community aims towards engaging students within outdoor recreation pursuits and developing pathways for a potential future in the outdoor recreation industry.

REPORT OUTCOMES

Semester 1

1. Describes the variety of outdoor recreational pursuits available and understands the value of outdoor recreation
2. Demonstrates sound navigational skills in a controlled environment
3. Develops skills and knowledge for effective group functioning
4. Demonstrates actions and strategies that contribute to enjoyable participation in outdoor recreation
5. Displays management and planning skills to achieve personal and group goals

Semester 2

6. Identifies considerations to be taken into account when planning food for outdoor recreation
7. Plans and prepares for the safe undertaking of an adventurous journey
8. Develops skills and knowledge for effective group functioning
9. Demonstrates actions and strategies that contribute to enjoyable participation in outdoor recreation
10. Displays management and planning skills to achieve personal and group goals

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Semester 1	Participation and planning	Ongoing	4, 5	A - E
2.	Semester 1	Team Interaction	Ongoing	3	A - E
3.	Term 1 Week 7	In class assignment – Outdoor Recreation Activities	Knowledge and understanding	1	A - E
4.	Term 2 Week 4	Semester 1 Exam	Knowledge and understanding	2	A - E
5.	Semester 2	Participation and planning	Ongoing	9, 10	A - E
6.	Semester 2	Team Interaction	Ongoing	8	A - E
7.	Term 3 Week 7	In class assignment – Food Preparation	Knowledge and understanding	6	A - E
8.	Term 4 Week 4	Semester 2 Exam	Knowledge and understanding	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

Semester 1 & 2

Task Number	Due Date	Task Name	Task Type Art-making (AM) Critical Studies (CS)	Report Outcome Assessed	Weighting
1.	Term 1 Week 10	Basic Photography	AM - Wet Photography CS – Man Ray, Anne Ferran.	1 - 10	10% 10%
2.	Term 2 Week 7	Composition	AM – Camera based photography CS – Max Dupain, David Hockney, Ansel Adams	1 - 10	15% 15%
3.	Term 3 Week 10	Camera Craft – Urban Decay	AM – Camera Based Photography, Still Photography, Digital Photography, Manipulated Images CS – Jeffrey Smart, Rob Dobi.	1 - 10	10% 10%
4.	Term 4 Week 5	Stop Motion	AM – Still Photography, Animation, Manipulated Images. CS – Western Spaghetti, Her Morning Elegance, The Pen Story.	1 - 10	15% 15%

9/10 Physical Activity and Sports Studies (PASS) Course 1 - Odd 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. Works collaboratively with others to enhance participation, enjoyment and performance.
2. Performs movement skills with increasing proficiency.
3. Displays management and planning skills to achieve personal and group goals.
4. Demonstrates an understanding of the structures and functions of body systems.
5. Analyses information, opinions and observations to inform physical activity and sport decisions.

Semester 2

6. Demonstrates actions and strategies that contribute to enjoyable participation.
7. Performs movement skills with increasing efficiency.
8. Engages co-operatively in order to enhance participation and performance.
9. Analyses physical activity and nutrition from personal, social and sport perspectives.
10. Analyses information, opinions and observations to inform physical activity and sport decisions.

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	NA	Movement	Ongoing	1, 2	A-E
2.	NA	Team Interaction	Ongoing	3	A-E
3.	Term 1 Week 8	In class assignment – Body Systems	Knowledge & Understanding	4	A-E
4.	Term 2 Week 7	Semester 1 Exam	Knowledge & Understanding	5	A-E
5.	NA	Movement	Ongoing	6, 7	A-E
6.	NA	Team Interaction	Ongoing	8	A-E
7.	Term 3 Week 8	In class assignment – Sports Nutrition	Knowledge & Understanding	9	A-E
8.	Term 4 Week 6	Semester 2 Exam	Knowledge & Understanding	10	A-E

9/10 Robotics and Tech Sciences (STEM) Course A – 100 Hours

Course Overview

The aim of the STEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.

Report Outcomes

- 5.1 initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2 knowledge, understanding and application of cognitive processes to address real world STEM based problems
- 5.3 knowledge and understanding of STEM principles and processes
- 5.4 skills in planning and managing projects using an iterative and collaborative design process
- 5.5 skills in communicating and critically evaluating
- 5.6 problem solving and decision making skills in a range of STEM contexts

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1 Week 10	STEM Fundamentals	Robotics Design and Construction	5.1 – 5.6	25%
2.	Term 2 Week 10	Motion	Electric Motor Design and Construction	5.1 – 5.6	25%
3.	Term 3 Week 10	Aerodynamics	Wind Tunnel Design and Construction	5.1 – 5.6	25%
4.	Term 4 Week 10	Major Project	Personal Interest Project	5.1 – 5.6	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

Semester 1 & 2

1. Uses art materials and techniques to make artworks.
2. Understands and shows that observations of the world can lead to art making.
3. Makes artworks informed by an understanding of how the frames affect meaning.
4. Understands that art making involves personal interpretation and creative response.
5. Interprets, in oral and written accounts, how materials and techniques are used to represent ideas in artworks.
6. Values the different ways that artworks can be made and understood.

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 10	Major class project	Practical	1, 2, 3, 4	20%
4.	Term 4 Week 4	Major class project	Practical	1, 2, 3, 4	20%
5.	Term 3 Week 8	Research assignment	Theory	5, 6	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

Semester 1 & 2

1. Selects appropriate procedures and techniques to make and refine visual design artworks.
2. Makes informed choices to develop and extend concepts and different meanings in their visual design artworks.
3. Makes visual design artworks informed by and understanding of how the frames affect meaning.
4. 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	20%
2.	Term 2 Week 6	Design Project 2	Practical	1, 2, 3	20%
3.	Term 3 Week 10	Design Project 3	Practical	1, 2, 3	20%
4.	Term 3 Week 8	Case Study 1	Theory	4	20%
5.	Term 4 Week 4	Design Project 4	Practical	1, 2, 3	20%

Work Education – 100/200 Hour Course

Course Overview

CORE 1

- Transition Planning
- What is Work?
- Introduction to Workplace Safety
- Enterprise Initiatives

OPTIONS

- Learning in the Workplace
- Workplace communication
- Using Technology in the Workplace

Report Outcomes

1. Identifies and interprets employment trends and changes in the nature of work.
2. Identifies and analyses current workplace issues
3. Defines and assesses the roles and responsibilities of diverse organisations within the community
4. Develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
5. Locates, selects and organises relevant information from a variety of sources
6. Selects, uses and evaluates appropriate oral, written and other forms of communication

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Term 1 Week 6	Career Planning	Research Task	1,4,5	20%
2.	Term 1 or 3 due on return to class	Work Experience	Placement and Journal	2,4,6	30%
4.	Term 3 Week 7	Workplace Report and Job Application	Research and Written Presentation	4,5,6	20%
6.	Term 4 Weeks 4/5	Yearly Examination	Examination	1,2,3,6	30%