

# KINGSCLIFF HIGH SCHOOL



**ACHIEVEMENT THROUGH ENDEAVOUR**

## **Year 9 Assessment Overview 2020**

**Year 9 Adviser: Mrs E Hill**

**Principal: Mr M Hensley**

## School Philosophy

Kingscliff High School has established a reputation for outstanding achievement in all areas of school life. The school enjoys an enviable reputation in the local and wider community. The school's motto, **“Achievement through Endeavour”** provides the philosophy upon which all areas of our school life are based.

The School endeavours to set the highest standards for our students in all areas. This is reflected in the policies under which we operate.

- Academic quality and achievement are corner-stones of the School's philosophy, along with strong programs in sport, the creative and performing arts and community service.
- All students are assisted and encouraged to acquire skills, knowledge and positive attitudes, enabling each individual to achieve to his/her own highest potential.
- Kingscliff High School is a "uniform" school with a strong commitment to dress code.
- The School is proud of our extensive program of student care and welfare. This centres on things such as our Head Teacher Welfare, an active Welfare Team, Year Advisers, School Counsellor and a range of programs for students with specific needs.
- We have a commitment to physical fitness. Sport is compulsory in Years 7-11. All students are encouraged to take part in regular physical activity.
- The Arts are seen as a valuable and rewarding part of the curriculum. Music, Drama, Dance and Art have valued roles in the life of the School.
- The School provides excellent facilities and opportunities for all practical subjects along with innovative programs in information technology and communication.
- The school offers many co-curricular activities and programs aimed at developing high levels of maturity and leadership amongst all students.

As the school motto states  
**“Achievement through Endeavour”**

## Stage 5 (Years 9 and 10)

Assessment is continuous throughout each semester. This means that student progress is monitored on a regular basis using a variety of tasks and assessment methods in each course including tests, regular marking of books, assignment work, practical work, spelling and class contributions.

Such a variety of assessment types gives students a chance to demonstrate a wide variety of skills and also ensures that each student will be recognised and commended for talents or skills at which he or she is adept.

The assessment schedule and the NSW Education Standards Authority (NESA) requirements for the satisfactory completion of Stage 5 are available on the Kingscliff High School website. Students will be informed of any alterations to the policy or schedule prior to the alteration to ensure no student is disadvantaged by the alteration.

In order to allow students to display their full skills and knowledge, all tasks used for assessment purposes should have a published marking criteria explaining to students how the task will be assessed prior to their attempting the task.

### Record of School Achievement:

For further information, please refer to the NESA website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

To qualify for the award of The Record of School Achievement (RoSA), a student must have:

- Attended a government school, or a recognised non-government school
- Undertaken and completed courses of study that satisfy the Board's curriculum on assessment requirements for the RoSA.
- Complied with any other regulations or requirements (such as attendance) imposed by the Department of Education and Communities or NESA.
- Completed Year 10.

Until a student has qualified for the RoSA, that is, they have successfully met all four (4) criteria outlined above, they will **not move into Stage 6** courses. Students may be required to repeat Year 10 to complete the criteria.

### Key Facts About the RoSA

- **Who will get it?**  
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.
- **When will they get it?**  
A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.
- **What will it show?**  
A RoSA will show grades for all the courses a student has completed up until the point they leave school- including those completed in Year 10, Year 11 or even Year 12.

- **Why give grades?**

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students.

Giving grades in courses completed after Year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

- **How will students get grades?**

A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to NESAs for inclusion on the RoSA if required.

- **How can we be sure that grades are awarded consistently?**

It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and NESAs will support that further by providing workshops and online resources, including student work samples.

- **Why offer literacy/numeracy tests?**

When the RoSA is fully implemented, students will be offered the opportunity to complete on-line literacy and numeracy tests, with particular emphasis on work readiness.

Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

- **How will literacy/numeracy tests be developed and delivered?**

NESA will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests.

Schools will be asked to provide two 'windows' each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however they can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

- **Why record extra-curricular activities?**

Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

## **SATISFACTORY COURSE COMPLETION REQUIREMENTS:**

### **1. How do I satisfactorily complete a course?**

You will satisfactorily complete a course if there is sufficient evidence that you have:

- followed the course developed or endorsed by NESAs
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes

#### ***This means that it is your responsibility to:***

- attend lessons in that course for the required number of hours, bringing the correct equipment and books;
- make a genuine effort in all class activities including assignments and homework;
- make a serious attempt at all your assessment tasks.

If the Principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

### **2. Course Requirements during Years 7-10**

You will have needed to have studied English, Mathematics, Science, History (Civics and Citizenship), Geography (Civics and Citizenship), Creative Arts (100 hours Visual Arts and 100 hours Music), Technological and Applied Studies (200 hours Design and Technology) and a minimum of 300 hours PD/H/PE.

### **3. Attendance Requirements**

You must have an approved pattern of attendance. Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. Any extensive period of unapproved absence may result in unsatisfactory completion of a course(s) and may impact on your eligibility for the award of the School Certificate.

### **4. The 'N' Determination**

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed'. An 'N' Award in one of the elective subjects means that the elective subject will not appear on your RoSA. An 'N' Award in any of your "core" subjects means that you will NOT qualify for a RoSA in that year.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your Principal. Appeals against 'N' determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to NESAs.

## ASSESSMENT PROCEDURES YEAR 9

### Examination Attendance

- Examinations are compulsory assessment tasks and, in all but exceptional circumstances, should be completed on the day timetabled. Examination timetables will be made available at least one week in advance;
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending an exam must see the Head Teacher of the exam being missed to reschedule the exam;
- Any absence from an exam should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance so that a time for the exam can be rescheduled;
- Where no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending non-school events) a zero will be awarded for the examination missed;
- In exceptional circumstances where a legitimate absence extends for a significant period of time an estimate for the exam may be considered.

### Examination Rules

- Rules governing the conduct of an examination will be attached to the examination timetable. These rules will be explained prior to the examination period;
- Any conduct that is deemed to disturb the orderly conduct of an exam will result in a deduction of 20% of marks awarded for the first personal warning. Any further infringements and a zero will be awarded for that examination;
- No personal warnings will be issued for cheating or using mobile/data devices. In such cases a zero will be awarded for that examination.

### Assessment Tasks

- Students will be given a minimum of one week's notice for an assessment task.
- Students who know in advance they have a legitimate reason (including representing the school, unavoidable medical issues or unforeseen family circumstances) for not attending a class assessment task or not being able to meet an assessment deadline must see the Head Teacher of the subject to negotiate a new due date;
- Students who hand in assessment tasks late should not be advantaged by the extra time they have available to them. Therefore late submissions will incur the following penalties:

1 day after the due date	= deduct 10% of the marks awarded
2 days after the due date	= deduct 20% of the marks awarded
3 days after the due date	= deduct 30% of the marks awarded
4 days after the due date	= deduct 40% of the marks awarded
5 days after the due date	= deduct 50% of the marks awarded

Work not handed in or handed in after 5 days will receive zero for that task.

- Any absence on the day an assessment task is due should be explained with a medical certificate or written explanation from a parent/care provider. This letter should be submitted to the class teacher on the next day of attendance along with the task.
- In exceptional circumstances where a legitimate absence extends for a significant period of time an extension of the due date can be negotiated with the Head Teacher of that faculty.

## EXAM RULES

<b>ENTRY INTO EXAM VENUE</b>	<ul style="list-style-type: none"> <li>Should be in class groups as instructed by teachers</li> </ul>
<b>LATE ARRIVAL</b>	<ul style="list-style-type: none"> <li>Students should be on time for all exams</li> <li>No entry to the exam will be allowed 30 minutes or more after exam start time</li> <li>No extra time will be granted for students who arrive late</li> </ul>
<b>NO TALKING AND NOISE</b>	<ul style="list-style-type: none"> <li>No talking upon entering the exam venue</li> <li>No talking during the exam</li> <li>No talking at the completion of the exam</li> </ul>
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>It is the student's responsibility to bring all necessary equipment needed for each exam</li> <li>No borrowing is permitted in the exam venue</li> </ul>
<b>REMAIN SEATED</b>	<ul style="list-style-type: none"> <li>Students should be seated and facing the front whilst in the exam venue</li> </ul>
<b>LEAVING EARLY</b>	<ul style="list-style-type: none"> <li>Years 7 – 11 students are not permitted to leave an exam before the stated finish time</li> <li>Year 12 students are not permitted to leave during the first hour of an exam or the last fifteen minutes</li> </ul>
<b>TOILETS</b>	<ul style="list-style-type: none"> <li>Students should visit the toilet before each exam</li> <li>Toilet breaks will not be granted during an exam unless a doctor's certificate has been supplied to the Deputy Principal prior to the exam</li> </ul>
<b>CHEATING</b>	<ul style="list-style-type: none"> <li>Any form of cheating or "non-serious attempt" will result in a student receiving a zero mark for that exam</li> </ul>
<b>MOBILE PHONES, MP3 PLAYERS AND DATA STORAGE DEVICES</b>	<ul style="list-style-type: none"> <li>Any student who is caught in the possession of a mobile phone, MP3 or data storage device in the exam venue will receive a ZERO mark for that exam</li> </ul>

### CONSEQUENCES FOR BREACHING EXAM RULES:

- General warning is the final warning
- First personal warning will result in the loss of 20% of exam marks and will be noted on the exam paper
- Second personal warning will result in receiving a "zero" for that exam and will be noted on the exam paper
- No personal warnings will be issued for cheating or mobile phones

### APPEALS:

Any student wishing to appeal a sanction imposed for breaching exam rules must do so in writing to the Deputy Principal within five school days.

### ILLNESS AND MISADVENTURE:

Students unable to attend exam/s due to illness or misadventure should:

- Inform the school ASAP, preferably prior to the exam
- Submit written reason for absence (such as a doctor's certificate, note from parent/care provider etc) to your class teacher on the first day back at school;
- When no note is supplied or the reason for the absence is unacceptable (such as misreading the exam timetable, truancy or attending a non-school event), a zero will be awarded for the examination missed

**Mandatory****Year 9****English****Head Teacher: Ms K Rose**

<b>Term 1</b>		
<b>Imaginary Worlds</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit uses narrative and genre to extend student understanding of narrative conventions. Students evaluate narrative conventions and integrate their knowledge to respond to and examine literature, and compose a range of imaginative texts and informative texts that present a point of view. Students explore the relationships between texts and between texts and 'reality'. Students are challenged to demonstrate their understanding of intertextuality through writing and speaking.	Extended Creative Response and Rationale	Week 10
<b>Term 2</b>		
<b>Voices of Protest</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit introduces students to a range of protest songs and poetry by a variety of composers to critically focus on the use of language features, text forms and music to convey meanings and ideas. The social issues that motivate social protest, the history of social protest, poems and poetry as forms of effective non-violent protest and individual representation and agency are investigated.	Oral Presentation	Week 6
<b>Term 3</b>		
<b>Conflict and Context</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit builds on the Year 7 Evolution of Theatre unit, using student prior knowledge and extending understanding of the elements of drama and the forms' use of conflict as a vehicle for statements about society.	Discursive Essay	Week 9
<b>Term 4</b>		
<b>Everybody was Kung Fu Fighting</b>	<b>Assessment</b>	<b>Approx. due date</b>
This unit uses the medium of film to develop and extend student understanding of cultural representation and expression in texts. Students explore the relationship between texts and the world and continue to apply and extend their knowledge of genre. Students will explore texts from various cultural perspectives to develop understanding, empathy and appreciation for cultures beyond their own experiences.	Examination	Week 6



### **Equipment required for English**

- A4 book (must have separate one for English)
- display folder
- blue, black and red pen,
- rulers
- USB
- Glue
- scissors
- highlighters
- novels for wide reading throughout the year

Equipment may vary slightly for individual classes.

### **How Can Parents help?**

Students always have work to complete in English:

- Ensure 20 minutes – half an hour of reading occurs six nights a week
- Assist students in time management in completion of homework and assessment tasks

Year 9

Stage 5.1 Mathematics

Rel. Head Teacher: Mr N Torok

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics	Integers, Decimals, Fractions, Ratios and Rates Exam	Week 7
	Homework Portfolio	Week 8
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Expressions and Equations, Right Angled Triangles	Half Yearly Exam (Financial Mathematics, Expressions and Equations)	Week 5
	Homework Portfolio	Week 4
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Linear Relationships, Area, Surface Area and Volume, Indices	STEM Assignment	Week 7
	Homework Portfolio	Week 8
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Properties of Geometric Figures, Algebra, Probability and Single Variable Data Analysis	Yearly Exam (Indices, Properties of Geometric Figures, Algebra)	Week 5
	Homework Portfolio	Week 4

**Note: Students may also have additional in class topic tests that will form part of their assessment**

## Year 9

## Stage 5.2 Mathematics

Rel. Head Teacher: Mr N Torok

Term 1		
Topic / Theme Description	Assessment	Approx. due date
Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics, Expressions and Equations	Financial Mathematics Exam	Week 9
	Homework Portfolio	Week 8
Term 2		
Topics / Theme Description	Assessment	Approx. due date
Right Angled Triangles, Linear Relationships, Length and Area	Half Yearly Exam (Expressions and Equations, Right Angled Triangles)	Week 5
	Homework Portfolio	Week 4
Term 3		
Topics / Theme Description	Assessment	Approx. due date
Surface Area and Volume, Indices, Properties of Geometric Figures	Area, Surface Area and Volume Assignment	Week 5
	Homework Portfolio	Week 8
Term 4		
Topics / Theme Description	Assessment	Approx. due date
Quadratic Expressions and Algebraic Fractions, Probability & Single Variable Data Analysis	Yearly Exam (Properties of Geometric Figures, Quadratic Expressions & Algebraic Fractions)	Week 5
	Homework Portfolio	Week 4

**Note: Students may also have additional in class topic tests that will form part of their assessment**

## Year 9

## Stage 5.3 Mathematics

Rel. Head Teacher: Mr N Torok

<b>Term 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Computation and Financial Mathematics, Expressions, Equations & Inequalities	Computation and Financial Mathematics Exam	Week 6
	Homework Portfolio	Week 8
<b>Term 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Right Angled Triangles, Linear Relationships, Length, Area, Surface Area and Volume	Half Yearly Exam (Expressions, Equations and Inequalities, Right Angled Triangles)	Week 5
	Homework Portfolio	Week 4
<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Indices and Surds, Properties of Geometric Figures, Quadratic Expressions and Algebraic Fractions	STEM Assignment	Week 5
	Homework Portfolio	Week 8
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Probability and Single Variable Data Analysis, Quadratic Equations and Graphs of Parabolas	Yearly Exam (Quadratic Expressions and Algebraic Fractions, Probability and Single Variable Data Analysis)	Week 5
	Homework Portfolio	Week 4

**Note: Students may also have additional in class topic tests that will form part of their assessment**

## Year 9

## Science

Rel. Head Teacher: Mrs J O'Keeffe

<b>Term 1 – Assessment Task 1</b>		
<b>Topic: Physics - Waves</b> <b>Theme: Properties of Waves and Light</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate process and science skills competency, and knowledge and understanding of the investigations conducted during the topic.	Practical Test	Week 7
<b>Term 2 – Assessment Task 2</b>		
<b>Topics: Physics – Waves, Biology – Coordination, Chemistry, Science Skills</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding of subject content, and process and science skills competency.	Half Yearly examination	Week 6
<b>Term 3 – Assessment Task 3</b>		
<b>Topic: Scientific Investigations and Science Skills</b> <b>Theme: Scientific Investigation</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will plan and conduct a primary scientific investigation in lessons. Students will prepare will prepare and submit a scientific report of the investigation in lessons.	Scientific Investigation Plan	Week 8
<b>Term 4 – Assessment Task 4</b>		
<b>Topics: Physics – Waves, Biology – Coordination, Chemistry, Geology, Biology – Disease, Physics - Astronomy</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Students will demonstrate knowledge and understanding, and process and science skills competency.	Yearly exam	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, protractor, calculator and eraser for every lesson and for exams</li> <li>• Science Workbook</li> </ul> <b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

Year 9

Geography

Head Teacher: Mr W Smith

<b>Term 1</b>		
<b>Topics / Theme Description: Sustainable Biomes</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 6 Term 1
<b>Term 2</b>		
<b>Topics / Theme Description: Changing Places</b>	<b>Assessment</b> Research Assignment	<b>Approx. due date</b> Week 6 Term 2
<b>Term 3</b>		
<b>Topics / Theme Description: Environmental Change and Management</b>	<b>Assessment</b> Fieldwork	<b>Approx. due date</b> Week 8 Term 3
<b>Term 4</b>		
<b>Topics / Theme Description: Human Wellbeing</b>	<b>Assessment</b> Exam	<b>Approx. due date</b> Week 6 Term 4
<p><b>Equipment required for Geography</b> A4 book, blue, black and red pen, rulers, USB, glue, scissors and highlighters</p> <p>Equipment may vary slightly for individual classes</p> <p><b>How Can Parents help?</b> Geography is a subject which deals with contemporary issues. Therefore, having discussions with students around current issues in world politics, environments and social trends can help with background knowledge.</p>		

Year 9

## Personal Development, Health and Physical Education (PDHPE)

Head Teacher: Mr K Bassingthwaite

Topics / Theme Description	Assessment	Approx. due date
Theory Units: Happy and healthy, Relationships and sexual health	Happy and healthy writing task (30%)	Week 2 Term 2
Practical Units: Athletics and the following three:  Boys: Touch, Cricket, Basketball  Girls: Soccer, Volleyball, Step	Movement Skill and Performance Unit 1 (20%)	Week 6 Term 1
	Movement Skill and Performance Unit 2 (20%)	Week 11 Term 1
	Movement Skill and Performance Athletics (20%)	Week 5 Term 2
<p><b>***This subject is only studied for two terms (Semester 1)</b></p> <p><b>Equipment Required for Personal Development, Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>• Change of clothes and hat for practical lessons</li> <li>• Book and pen for theory lessons</li> </ul>		

**ELECTIVES:****Year 9****Dance****Head Teacher: Mrs N McPherson**

<b>Topic 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
What is Dance?	Pair presentation and demonstration on chosen dance type	Week 5
Safe dance	Performance progress assessment on technique	Week 10
Appreciation	Log Book	Week 5 and 10
<b>Topic 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Discovering motif	Explore compositional process	Week 4
Performance	Performance	Week 7
<p><b>Equipment required for Dance</b> Change of clothes (must be comfortable and appropriate)</p> <p><b>Dance Elective Fees: \$10</b></p> <p><b>How Can Parents help?</b> Encourage and support performance opportunities made available at Kingscliff High School.</p>		



**Year 9****Drama****Head Teacher: Mrs N McPherson****Drama Assessment Tasks**

Please note: the timing of the following assessment tasks is approximate and may change without notification. Students will be notified in writing of the requirements and timing of all assessment task events in advance of the due date.

<b>Topic</b>	<b>Task</b>	<b>Weighting</b>	<b>Due Date</b>
Elements of Drama	Research Collage Logbook	25%	Term 1, Week 5
Improvisation	Group Improvisation Performance Performance and Logbook	25%	Term 1, Week 9
Playbuilding	Dramaturg Research Project	25%	Term 2, Week 4
Playbuilding	Group Devised Performance (Performance and Logbook)	25%	Term 2, Week 6

**Equipment required for Drama**

Log Book (this can be in the form of a visual art diary or an exercise book)

**Drama Elective Fees: \$10**

**How Can Parents help?**

Encourage and support performance opportunities made available at Kingscliff High School Ensure student is making regular log-book entries that detail classroom experiences

## Year 9

## Music

Head Teacher: Mrs N McPherson

Term 1			
<b>Australian Art Music</b>	Performing	Practical assessment – Speckled Grasshoppers and own choice	Week 5 and Week 9
	Listening	Musicology Assessment Task	Week 7
	Listening:	End of term written and aural exam	Week 7 – 8
Term 2			
<b>Popular Music</b>	Composing:	Composition assessment task: Group work (compose, record and film video clip and edit submit on DVD)	Week 7
	Composing / Listening:	End of term written and aural exam	Week 8
<p><b>Equipment required for Year 9 Elective Music</b></p> <ul style="list-style-type: none"> <li>Plastic display folder and basic stationery (pen, pencil and highlighter)</li> </ul> <p><b>Music Elective Fees: \$15</b></p> <p><b>How Can Parents help?</b> Kingscliff High School Creative and Performing Arts (CAPA) department run a whole school production in Terms 2 and 4. It is an amazing opportunity for our talented students to showcase their outstanding performance ability.</p>			

## 2020 Year 9 Assessment Schedule

Syllabus Components	Syllabus Weighting %	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1	Term 2	Term 2	Term 2
		<b>Australian Art Music</b> Performance of "Specked Grasshoppers" (Due Week 5, Term 1)	<b>Popular Music</b> Ensemble performance of a popular song (Due Week 3, Term 2)	<b>Popular / Australian Art Music</b> Topic and Listening Test (Due Week 5, Term 2)	<b>Popular Music</b> Composition Task (Due Week 3, Term 2)
	<b>Syllabus Outcomes</b>	5.1, 5.2	5.3, 5.11, 5.12	5.5, 5.8	5.4, 5.6, 5.10
Performing	50	25	25		
Composing	30			10	20
Listening	20			15	5
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

## Year 9

## Visual Arts

Head Teacher: Mrs N McPherson

Term 1		
Topic / Theme Description	Assessment	Approx. due date
<p><b>Synectics of Design</b> An investigation of creativity in design</p>	<p><b>Art Making (70%)</b></p> <ul style="list-style-type: none"> <li>• Experimental drawings</li> <li>• Experiments in design synectics. Experiments in creativity</li> </ul>	<p>On going during class. Tasks submitted between Weeks 5 - 10</p>
<p>Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p>	<p><b>Critical and Historical Studies (30%)</b> Artist studies William Morris, Abram Games, Niklaus Troxler, A Cassandre</p>	<p>Ongoing during class</p>
<p><b>Elective Fees:                 \$40</b></p> <p><b>Equipment required for Visual Arts</b></p> <ul style="list-style-type: none"> <li>• An A3 size Visual Arts Sketch Book (available from the Front Office)</li> <li>• 2B/4B pencil</li> <li>• Ruler, eraser, sharpener, glue stick, scissors, coloured pencils (watercolour pencils optional)</li> </ul> <p><b>How Can Parents help?</b></p> <ul style="list-style-type: none"> <li>• Provide students with access to the internet for research and planning</li> <li>• Provide positive encouragement to students</li> </ul>		

## Year 9

## Marine and Aquaculture Technology (Semester 1 Course)

Rel. Head Teacher: Mrs J O'Keeffe

<b>Term 1 – Assessment Task 1</b>		
<b>Topic: Water Safety and Basic Snorkeling</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<ul style="list-style-type: none"> <li>○ Introduces the theory and practice of snorkelling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water</li> <li>○ Increase water confidence thereby increasing chances of survival if faced with difficulty in the water</li> </ul>	Practical and Quiz	Ongoing assessment throughout Term 1
<b>Term 2 – Assessment Task 2</b>		
<b>Topic: Fish harvesting</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Introduces methods used to catch fish. Students will be required to relate each method to the behavior and physiology of the animals being caught	Research Task	Week 3
<b>Term 2 – Assessment Task 3</b>		
Students will demonstrate knowledge and understanding, practical skills and safety practices for the marine environment	<b>Assessment:</b>	<b>Approx. due date:</b>
	Examination	Week 6
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Mask, fins, snorkel and a red rash shirt</li> <li>• Pens, pencils, ruler, and eraser for every lesson and for examinations</li> <li>• Marine workbook</li> </ul>		
<b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

Year 9

Marine and Aquaculture Technology (Semester 2 Course)

Rel. Head Teacher: Mrs J O'Keeffe

<b>Term 3 – Assessment Task 1</b>		
<b>Topic: Fish harvesting</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
Introduces methods used to catch fish. Students will be required to relate each method to the behavior and physiology of the animals being caught	Research Task	Week 6
<b>Terms 3 and 4 – Assessment Task 2</b>		
<b>Topics: Water Safety and Basic Snorkeling</b>	<b>Assessment:</b>	<b>Approx. due date:</b>
<ul style="list-style-type: none"> <li>o Introduces the theory and practice of snorkeling. This module aims to give lifelong skills that will enable students to safely enjoy viewing marine life in shallow water</li> <li>o Increase water confidence thereby increasing chances of survival if faced with difficulty in the water</li> </ul>	Practical and Quiz	Ongoing assessment throughout Terms 3 and 4
<b>Term 4 – Assessment Task 3</b>		
Students will demonstrate knowledge and understanding, practical skills and safety practices for the marine environment	<b>Assessment:</b>	<b>Approx. due date:</b>
	Examination	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Mask, fins, snorkel and a red rash shirt</li> <li>• Pens, pencils, ruler, and eraser for every lesson and for examinations</li> <li>• Marine workbook</li> </ul>		
<b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

## Year 9

## Agriculture

Rel. Head Teacher: Mrs J O'Keeffe

Semester One Course		
<b>Term 1 – Assessment Task 1</b>		
Topic: Vegetables	Assessment:	Approx. due date:
Practical skills and theory of vegetable growth	Research and Practical task	Week 10
<b>Term 2 – Assessment Task 2</b>		
Topics: Poultry	Assessment:	Approx. due date:
Practical skills, theory of vegetable growth and theory of the poultry industry	Exam	Week 6
Semester Two Course		
<b>Term 3 – Assessment Task 1</b>		
Topic: Vegetables	Assessment:	Approx. due date:
Practical skills and theory of vegetable growth	Research and Practical task	Week 9
<b>Term 4 – Assessment Task 2</b>		
Topics: Poultry	Assessment:	Approx. due date:
Practical skills, theory of vegetable growth and theory of the poultry industry	Examination	Week 5
<b>Equipment required:</b> <ul style="list-style-type: none"> <li>• Pens, pencils, ruler, calculator and eraser for every lesson and for exams</li> <li>• Agriculture workbook</li> </ul>		
<b>How Can Parents help?</b> <ul style="list-style-type: none"> <li>• Assist students to time manage homework and assessment activities and tasks set by their teachers</li> </ul>		

Year 9

Industrial Technology – Engineering

Head Teacher: Mr M Wiggins

Assessment Task 1	Assessment	Semester One Course
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Engineered Structures – Core Module 1: Geo Dome Design Activity	Practical engineering challenge and report (10%)	Week 6, Term 1/3
<b>Assessment Task 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Engineered Structures – Core Module 1: Bridge Building	Practical engineering challenge and report (20%)	Week 10, Term 1/3
<b>Assessment Task 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Engineered Structures – Core Module 1: Research Assignment	Research Assignment (20%)	Week 10, Term 1
<b>Assessment Task 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Engineered Mechanisms – Core Module 1: Trebuchet	Practical engineering challenge and report (20%)	Week 6, Term 2/4
<b>Assessment Task 5</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Engineered Mechanisms – Bicycle Research Assignment	Assignment (20%)	Week 4, Term 2/4
<b>Assessment Task 6</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
	Exam (10%)	Week 6, Term 2/4
<p><b>Equipment required for Industrial Technology - Metal</b></p> <ul style="list-style-type: none"> <li>• Apron – available at school office</li> <li>• Pencils, Eraser, Sharpener, Exercise Book</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> <li>• Hair restraint</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as metal, welding consumables, timber, glue and nails</p>		

**Year 9**

**Industrial Technology – Information and Software Technology**

**Head Teacher: Mr M Wiggins**

<b>Term 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
<p><b>Authoring and Multimedia</b>                      Authoring and Multimedia will focus on defining and identifying multimedia systems and the expanding role of multimedia in society. This option provides an opportunity for project development in multimedia. It will allow students to develop skills using authoring software in developing multimedia products. The project should incorporate three data types into a multimedia product controlled by a computer.                      or  <b>Software / Game Programming</b>                      This option involves students undertaking a range of activities that will lead them to modifying and writing their own code when developing software products. Initially students will work with existing code to identify data types and control structures, leading to the development of algorithm descriptions</p>	<p>Interactive Authoring Project                                  20%                      The internet revolution</p>           <p>The software development cycle                                  30%                      Simple coding project                      Create a simple game</p>	<p>Week 4</p>            <p>Week 8</p>
<b>Term 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
<p><b>Artificial Intelligence</b>                      This option introduces students to AI from a historical perspective through to Modelling and Simulation and creating simple A1 tools                      or  <b>Robotics and Automated Systems</b>                      This option provides the possibility to design, produce and evaluate a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets. It allows students the opportunity to explore a range of automated systems and robots</p>	<p>Design, produce and evaluate a simple project for a real-world application, a predictive spreadsheet including macros for a specified situation</p>          <p>Program the robot to perform specific functions                      Create a robot from a specification and demonstrate the robots racing ability</p>	<p>Week 4</p>          <p>Week 8</p>
<p><b>Equipment required for Information and Software Technology</b>                      Students will be required to keep an electronic portfolio of practical and classwork completed</p> <p><b>How Can Parents help?</b>                      Support the idea of learning Information and Software Technology                      Discuss the use of Information and Software Technology in our Digital World</p>		



## Year 9

## Industrial Technology – Metal

Head Teacher: Mr M Wiggins

<b>Assessment Task 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Carry All	Project and Simple Design Folio (25%)	Week 7, Term 3
<b>Assessment Task 2</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Research Assignment	Research Assignment (20%)	Week 10, Term 3
<b>Assessment Task 3</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Nutcracker or Welded Picture Frame	Project and Folio - Including: material/construction research, concept sketches, working drawing, finance plan, production sequencing and evaluation. (25%)	Week 10, Term 3
<b>Assessment Task 4</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Centre Punch Metal Tuning Exercise	Metal Lathe Project (10%)	Week 4, Term 4
<b>Assessment Task 5</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Exam	Exam (20%)	Week 5, Term 4
<p><b>Equipment required for Industrial Technology - Metal</b></p> <ul style="list-style-type: none"> <li>• Apron – available at Front Office</li> <li>• Pencils, Eraser, Sharpener, Exercise Book</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> <li>• Hair restraint</li> <li>• USB stick</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as metal, rivets, welding and turning consumables</p>		

Year 9

Industrial Technology – Multimedia

Head Teacher: Mr M Wiggins

<b>Assessment Task 1</b>		<b>Semester Two Course</b>
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Core Module 1 – Multimedia 1: Digital Portfolio	Design Project and Folio	Week 7, Term 1
<b>Assessment Task 2</b>		
Core Module 1 – Multimedia: Website Design Project and Portfolio	Website Project and Folio	Week 4, Term 2
<b>Assessment Task 3</b>		
	Exam	Week 6, Term 2

## Year 9

## Industrial Technology – Timber

Head Teacher: Mr M Wiggins

Assessment Task 1		Semester One Course	Semester Two Course
Topic / Theme Description	Assessment	Approx. due date	Approx. due date
Core Module 1 – Timber 1 :Project: Mantle Clock	Project and Design Folio (Project - 60%, Folio – 20%) Project Folio – Including: material/construction research, concept sketches, working drawing, finance plan, production sequencing and evaluation.	Week 4, Term 2	Week 3, Term 4
Assessment Task 2			
Topics / Theme Description	Assessment	Approx. due date	Approx. due date
Research Assignment	Research Assignment (10%)	Week 10, Term 1	Week 9, Term 3
Assessment Task 3			
Topics / Theme Description	Assessment	Approx. due date	Approx. due date
	Exam (10%)	Week 6, Term 2	Week 5, Term 4
<p><b>Equipment required for Industrial Technology - Timber</b></p> <ul style="list-style-type: none"> <li>• Apron – available at Front Office</li> <li>• Pencils, Eraser, Sharpener, Exercise Book</li> <li>• Sturdy fully covered footwear</li> <li>• School diary</li> </ul> <p><b>How Can Parents help?</b> Ensure that course fees are paid to cover project consumables such as timber, glue, nails and clock mechanism</p>			

## Year 9

## Food Technology

Rel. Head Teacher: Mrs S Cowell

<b>Term 1/3</b>		
Food in Australia	Design Project Prac and Research Task Multicultural Food in Australia Research	Week 7 (approx.)
	Marketta Trial Recipe	Week 8 (approx.)
<b>Term 2/4</b>		
Food Service and Catering	Design Project Prac and Folio Marketta Folio	Week 6 (approx)
	Marketta Practical	Week 8 (approx)
<p><b>Equipment required for Food Technology</b></p> <ul style="list-style-type: none"> <li>• Pens, pencils, apron for practical lessons, covered shoes</li> <li>• Books, ingredients for food preparation provided through subject fees - \$40</li> </ul> <p><b>How Can Parents help?</b> Assisting students with research work as required</p>		

## Year 9

## Textile Technology

Rel. Head Teacher: Mrs S Cowell

Terms 1 / 3		Approx due date
Stretch knit apparel	Design Project Knit jumper Practical – Knit jumper with accompanying design folio and research	Last week of term
Terms 2 / 4		
Wrapped in Colour	Research Task	Week 6
	Revision Test	Week 6

**Equipment required for Textile Technology**

- Pens, pencils, exercise book or display folder, fabrics required for each project; jumper and fabric art
- Other items provided by subject fees - \$20
- Fabric artwork made in Term 2 but not assessed

**How can Parents help?**

Assisting students with purchasing fabrics as required

## Year 9

## Japanese

Rel. Head Teacher: Mrs S Cowell

<b>Course: Unit 1</b>		
<b>Topic / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Greetings, Numbers, Food	Collaborative assignment	End Term 1
<b>Course: Unit 2</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
My daily life and family	Continual assessment of work Assignment handed in Week 6	End of Term 2
<b>Course: Writing Japanese</b>		
<b>Topics / Theme Description</b>	<b>Assessment</b>	<b>Approx. due date</b>
Throughout the course students will read and write hiragana and learn a number of relevant kanji	Incorporated into other assessments.	

**Equipment required for Japanese**

At least 2 pens of different colours

An exercise book

Ruler, eraser, led pencil, coloured pencils

**How Can Parents help?**

Be supportive of language learning

Share own travel experiences

Talk to the teachers if you have any questions

Learning a language is important because: It helps better understand our native tongue, it improves our ability to manipulate English, it gives an appreciation of Australian culture and our place within Asia, it can help make us more employable.

Ensure that course fees are paid to cover project consumables

## Year 9

## Physical Activity and Sports Studies (PASS)

Head Teacher: Mr K Bassingthwaite

Topics / Theme Description	Assessment	Approx. due date
Fitness testing	AT1 Physical Fitness Analysis Writing Task (20%)	Mid Term 1 and 3
Badminton	AT2a Movement Skill Performance (20%)	Term 1 and 3
OzTag	AT2b MSP (20%)	Term 1 and 3
Fundamental, Movement Skills and Traditional Indigenous Games	AT3 Create a game (20%)	Mid Term 2 and 4
Lifestyle and Recreation	-	-
<p><b>This subject is studied in Semester 1 or 2</b></p> <p><b>Equipment required:</b></p> <ul style="list-style-type: none"> <li>- Change of clothes and hat for practical lessons</li> <li>- Book and pen for theory lessons</li> </ul>		

**Year 9**

**Child Studies**

**Head Teacher: Mr K Bassingthwaighte**

Topics / Theme Description	Assessment	Approx. due date
Module 1: Preparing for parenthood	Preparing for parenthood (40%)  Family planning method presentation (30%)	Term 1  Term 1
Module 2: Conception to birth	Parenting choices inquiry (30%)	Term 2
Module 3: Family interactions		
Module 4: Newborn care		
<p><b>This subject is studied in Semester 1 or 2</b></p> <p><b>Equipment required:</b></p> <ul style="list-style-type: none"> <li>- Book and pen for theory lessons</li> </ul>		