

Georges River College Peakhurst Campus



Guide to Year 9 (2021) Assessment

GUIDELINES FOR ASSESSMENT

Content	Page
Assessment Procedures	2
Child Studies	4
Commerce	6
Dance and Drama	8
Design and Technology	10
English	12
Food Technology	14
Graphics Technology	16
HSIE – History (Semester 1)	18
HSIE – Geography (Semester 2)	20
HSIE – History Elective	22
Industrial Technology – Timber	24
Information and Software Technology (IST)	26
Japanese	28
Marine and Aquaculture Technology	30
Mathematics	32
Music	34
Personal Development / Health / Physical Education (PDHPE)	36
Physical Activities and Sports Studies (PASS)	40
Photography and Digital Media	44
Science	48
VET Retail Services	50
Visual Arts	52
Work Education	56

ASSESSMENT PROCEDURES

The Purpose of this Document

The Guide to Year 9 Assessment has been developed to help students plan and prepare for assessments in order to maximise their learning. The document is a guide to the timing and type of assessments that will be used to meet the outcomes of each Year 9 course. Assessments can take many forms and students should use their results and feedback from their teacher to help them revise and improve their future assessment planning and preparation. It is the expectation of the school that all students will take responsibility for their learning in order to aim for excellence in each year they are enrolled at GRC Peakhurst Campus.

This document is also a guide for parents and carers to help them support their child throughout the year. It is important that parents and carers ask their child for the specific assessment notification that will be provided prior to all assessment tasks. The specific assessment notification will also be available on the school's web site once issued to the students.

Assessments and homework are seen as a valuable part of schooling. They allow for practising, extending and consolidating work done in class. They provide training for students in planning and organising time and develop a range of skills in identifying and using information resources. Additionally, they establish habits of study, concentration and self-discipline which are important life long skills.

Late Submission of Assessment Tasks

Apart from exceptional circumstances, all work must be submitted on time. If a student knows that they will be absent or representing the school off site on the due date of the task, they must submit the task before the due date.

For group, speaking and practical tasks, refer to the specific assessment notification for the task. Submission of such tasks will be considered on their merit. Computer and printer failure will not be accepted as an excuse for late submission of an assessment task.

If a zero mark is given, assessment tasks will still be required for submission in order to satisfy course outcomes.

Any task submitted after the due date will be issued a zero mark unless appropriate documentation such as a Doctors Certificate is provided.

Plagiarism

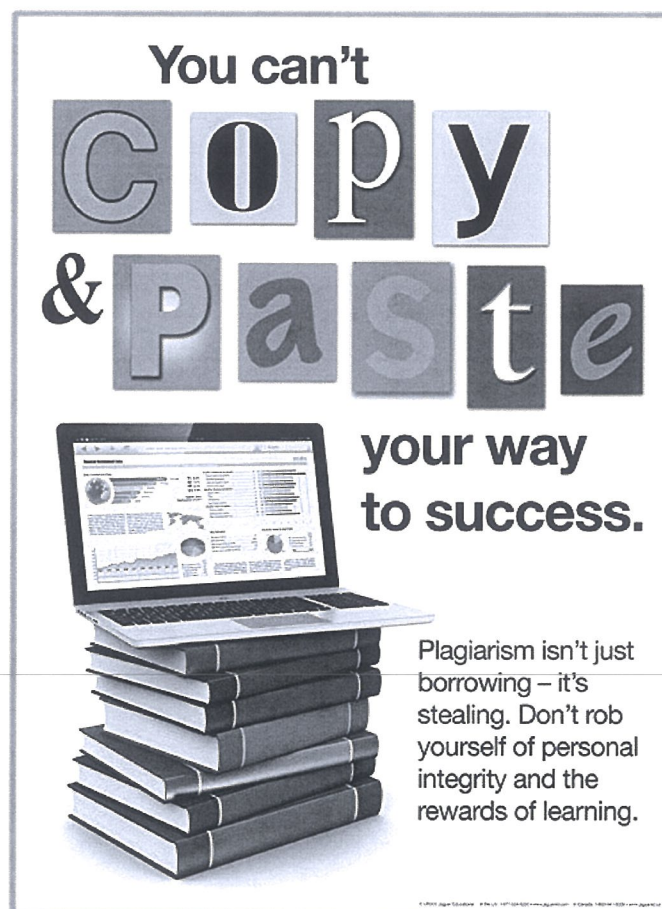
Note: Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero marks. All work must be put into your own words and cutting and pasting from any source is considered a form of plagiarism.

Plagiarism

‘The imitation or use of another’s ideas and manner of expressing them to be passed off as one’s own’

Source: Macquarie Concise Dictionary – 3rd edition.

Any student giving their original work task to another student to plagiarise may also incur a zero mark.



CHILD STUDIES

In CHILD STUDIES, assessment will be based on:

- Knowledge, understanding, appreciation and skills in the development and care of young children
- Understanding, appreciation and skills in evaluating and reflecting on issues that impact on children, parents and families in Australian society
- Knowledge and skills in researching, assessing and communicating information, issues and responsibilities associated with the development of healthy and well-adjusted children

Term	Week	Topics Assessed	Type of Task	Weighting
1 – 4	Ongoing	All Topics	Class Tasks	Class Assessment
1	10	A New Life	Research Task	25%
2	9	Caring for a Newborn	Practical Experience and Writing Task	25%
3	9	Happy and Healthy	Video Stimulus and Literacy Task	25%
4	4/5	All topics studied to date	Yearly Examination	25%

Scope and Sequence

Term	Week	Topics
1	1 – 10	A New Life (Preparing for Parenthood, Conception to Birth)
2	1 – 10	Caring for a Newborn (Conception to Birth, Newborn Care)
3	1 – 10	Happy and Healthy (Newborn Care, Health and Safety in Childhood)
4	1 – 11	The Developing Child (Play and the Developing Child, Growth and Development)

REPORTING OUTCOMES FOR CHILD STUDIES

Semester 1 Outcomes

YEAR 9

- Understands concepts relating to child development and child care
- Researches, evaluates and communicates child development and care issues
- Designs and manages activities that promote child development
- Discusses current issues relating to parenting and child development

YEAR 9 LIFE SKILLS

- Recognises the stages of growth and development in early childhood
- Identifies the benefits of supportive relationships on the growth, development and wellbeing of children
- Locates and selects information using a variety of strategies
- Communicates information in a range of contexts using appropriate strategies

Semester 2 Outcomes

YEAR 9

- Understands concepts relating to child development and child care
- Researches, evaluates and communicates issues in child development/care
- Communicates strategies used for the care and development of a child
- Discusses current issues relating to child development and care

YEAR 9 LIFE SKILLS

- Recognises factors that affect the health and wellbeing of children
- Communicates a point of view about issues related to child development
- Identifies factors that can impact child development and care

COMMERCE

In COMMERCE, assessment will be based on:

- Knowledge and understanding of commercial and legal concepts and terminology
- Skills in investigating, researching, communicating and interpreting commercial and legal information and issues
- Effectively apply knowledge and understanding to undertake a group business project
- Ability to appropriately communicate in written, verbal, visual and digital form

Term	Week	Topics Assessed	Type of Task	Weighting
1	7	Personal Spending	Research Report	20%
2	5	Consumer Decisions	Examination	20%
3	8	Running a Business	Group Business Project	30%
4	4/5	All Topics	Yearly Examination	30%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Personal Spending
2	1 – 10	Consumer Decisions
3	1 – 10	Running a Business
4	1 – 11	Law in Society

REPORTING OUTCOMES FOR COMMERCE

Semester 1 Outcomes

YEAR 9

- Demonstrates knowledge and understanding of the rights and responsibilities of individuals
- Uses financial and commercial concepts and terminology
- Analyses factors affecting commercial decisions
- Assesses different options to solve financial problems
- Researches and assesses financial and commercial information from a variety of sources
- Communicates appropriately in written, verbal, visual and digital form

YEAR 9 LIFE SKILLS

- Uses some commercial or financial terminology
- Demonstrates some knowledge of commercial or financial issues
- Attempts to research and present commercial or financial information
- Attempts to communicate in written, verbal, visual or digital form

Semester 2 Outcomes

YEAR 9

- Demonstrates knowledge and understanding of the rights and responsibilities of individuals and groups
 - Uses financial, business and commercial concepts and terminology
 - Analyses key factors affecting commercial and business decisions
 - Researches and assesses business and commercial information from a variety of sources
 - Communicates appropriately in written, verbal, visual and digital form
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YEAR 9 LIFE SKILLS

- Uses commercial or business terminology
- Demonstrates some knowledge of business and commercial issues
- Attempts to research and present consumer or financial information
- Attempts to communicate in written, verbal, visual or digital form

DANCE AND DRAMA

In DANCE AND DRAMA, assessment will be based on:

- Ability to describe the elements of dance and drama and how they are used in film and choreography
- Knowledge and understanding of how the major body systems contribute to performing movement skills
- Ability to explore dance and drama genres through the use of other's work
- Participation in a range of dance and drama practices and performances

Term	Week	Topics Assessed	Type of Task	Weighting
1 – 4	Ongoing	Practical Application	Practical Application	10%
1	9 & 10	Introduction to Performance	Elements of Dance/Drama Theory/Practical Task	20%
2	8	Genres of Dance and Drama	Genre Report and Composition	10% 10%
3	9	Musical Theatre	Research Task and Re-enactment	25%
4	4/5	All Topics	Yearly Examination	25%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Introduction to Performance (Theory and Practical)
2	1 – 10	Genres of Dance and Drama (Theory and Practical)
3	1 – 10	Musical Theatre (Theory and Practical)
4	1 – 11	Safe Use of the Body in Dance and Drama (Theory and Practical)

REPORTING OUTCOMES FOR DANCE AND DRAMA

Semester 1 Outcomes

YEAR 9

- Displays understanding of the elements of dance and drama and how they impact a performance
- Participates confidently in dance and drama practices and performances
- Explores a range of dance and drama genres through the work of others
- Develops improvisation abilities through studying and trialling a range of skills and techniques

YEAR 9 LIFE SKILLS

- Engages in dance and drama practices and performances
- Identifies the elements of dance and drama and how they are used in performance
- Identifies genres of both dance and drama through the work of others
- Participates in improvisation activities to develop dancing and acting skills

Semester 2 Outcomes

YEAR 9

- Describes how bones, joints and muscles interact to produce movement in dance and drama
- Explores musical theatre as a genre that involves both dance and drama through a musical/film study
- Develops improvisation abilities through studying a range of skills needed
- Participates confidently in dance and drama practices and performances

YEAR 9 LIFE SKILLS

- Participates in improvisation activities to develop dancing and acting skills
- Engages in dance and drama practices and performances
- Identifies both the dance and drama elements in musical theatre
- Recognises the importance of safe dance and drama practice for the prevention of injuries

DESIGN AND TECHNOLOGY

In DESIGN AND TECHNOLOGY, assessment will be based on:

- Application of a design process: research, making choices – modification / adaptation, evaluation developing a planned approach to translating a design into a finished product.
- Selection of appropriate technology
- Drawing skills
- Management of materials construction of the finished product (Application of appropriate technology)
- Safe working practises with tools and equipment (Process relevant to project)

Term	Week	Topics Assessed	Type of Task	Weighting
2	2	Information and Communications Technologies	Practical Project 1 and Production Portfolio	40%
3	9	Materials Technologies	Practical Project 2 and Production Portfolio	40%
4	3/4	All Topics	Yearly Examination	20%
1 – 4	Ongoing	Safety Tests and Class Activities	Knowledge	Class Assessment

Scope and Sequence

Term	Week	Topics
1	1 – 10	Logos: Information and Communication Technologies (ICT)
2	1 – 10	Boombox: Material Technology
3	1 – 10	Boombox: Material Technology
4	1 – 11	Jewellery: Material Technology

REPORTING OUTCOMES FOR DESIGN AND TECHNOLOGY

Semester 1 Outcomes

YEAR 9

- Understands design concepts and processes
- Produces quality and innovative design solutions
- Communicates design ideas and solutions
- Understands the impact of designers and technology on design

YEAR 9 LIFE SKILLS

- Recognises that a process is used to develop design solutions
- Develops innovative design solutions
- Gathers and uses information to generate design solutions
- Participates in producing design projects
- Demonstrates safe practices in the use of equipment and the implementation of techniques

Semester 2 Outcomes

YEAR 9

- Understands design concepts and processes
- Produces quality and innovative design solutions
- Communicates design ideas and solutions
- Understands the impact of designers and technology on design

YEAR 9 LIFE SKILLS

-
- Recognises that a process is used to develop design solutions
 - Develops innovative design solutions
 - Gathers and uses information to generate design solutions
 - Participates in producing design projects
 - Demonstrates safe practices in the use of equipment and the implementation of techniques

ENGLISH

In ENGLISH, assessment will be based on:

- Communicating through speaking, listening, writing, reading, viewing and representing
- Using language to shape and make meaning according to purpose, audience and context
- Thinking in ways that are imaginative, creative, interpretive and critical
- Expressing themselves and their relationships with others and the world
- Reflecting on their learning through their study of English

Term	Week	Topics Assessed	Type of Task	Weighting
1	7	Novel	Creative Writing Task with Reflection	20%
2	6	Genre	Genre Speaking Presentation	25%
3	8	Shakespeare: Romeo and Juliet	Examination: Comparative Study	25%
4	4	Comprehension	Examination: Reading and Comprehension	30%

Scope and Sequence

Term	Week	Topics
1	1 – 7 8 – 10	Novel – sustainability and other contemporary issues Text Types – Persuasive Texts
2	1 – 6 7 – 10	Genre – Film, Short Story, Novel Humour - Film and Short Story
3	1 – 6 7 – 10	Shakespeare Text – Romeo and Juliet Film Study/ Appropriation – Romeo and Juliet
4	1 – 5 6 – 11	Poetry - various cultural contexts and contemporary issues Novel Study - based on modern issues

REPORTING OUTCOMES FOR ENGLISH

Semester 1 Outcomes

YEAR 9

- Reads interpretively and critically a variety of texts for meaning
- Describes and explains the use of language features
- Composes sustained creative responses for a variety of purposes and audiences
- Writes with structure in a variety of persuasive texts.
- Uses language forms and features for effective communication.

YEAR 9 LIFE SKILLS

- Answers questions about texts to demonstrate understanding
- Listens and responds in familiar contexts
- Reads and responds to a variety of written texts in familiar contexts
- Writes short texts for everyday purposes
- Responds with imagination and interpretation

Semester 2 Outcomes

YEAR 9

- Reads interpretively and critically a variety of texts for meaning
- Composes sustained responses for a variety of purposes and audiences
- Understands and assesses written and visual language forms and features
- Investigates the relationship between drama and film texts
- Investigates the relationship between and among texts of similar genre

YEAR 9 LIFE SKILLS

- Answers questions about texts to demonstrate understanding
- Converses and collaborates with peers and adults in the learning process
- Reads and responds to a variety of written texts in familiar contexts
- Writes short texts for everyday purposes
- Responds with imagination and interpretation

FOOD TECHNOLOGY

In FOOD TECHNOLOGY, assessment will be based on:

- Investigation of food technology and its role in domestic, community, commercial and industrial settings
- Designing and preparing food and food related products and systems
- Researching, managing and using resources and communicating in activities related to food

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	Food for Special Occasions	Part A: Design Task Part B: Practical Task	25%
2	7	Food Trends	Part A: Research Task Part B: Practical Task	25%
3	7	Food Selection and Health	Part A: Research and Writing Task Part B: Practical Task	25%
4	4/5	Food in Australia Above Topics	Yearly Examination	25%
1 – 4	Ongoing	All Topics	Bookwork, Safety and Knowledge Quizzes, Weekly Food Preparation Tasks	Class Assessment

Scope and Sequence

Term	Week	Topics
1	1 – 10	Food for Special Occasions
2	1 – 10	Food in Australia
3	1 – 10	Food Selection and Health
4	1 – 11	Food Trends

REPORTING OUTCOMES FOR FOOD TECHNOLOGY

Semester 1 Outcomes

YEAR 9

- Understands food concepts
- Researches, evaluates and communicates food issues
- Designs, produces and evaluates solutions for specific food purposes
- Prepares quality food in a hygienic and safe manner

YEAR 9 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

Semester 2 Outcomes

YEAR 9

- Understands food concepts
- Researches, evaluates and communicates food issues
- Designs, produces and evaluates solutions for specific food purposes
- Prepares quality food in a hygienic and safe manner

YEAR 9 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

GRAPHICS TECHNOLOGY

In GRAPHICS TECHNOLOGY, assessment will be based on:

- Accurate drawing to communicated information
- Design processes used to produce both manual and computer based graphical presentations
- Safe working practices within the working environment
- Use of graphic conventions, standards and procedures
- Ability to select and apply techniques in the design and creation of computer-based presentations
- Understanding of the relationships between graphics technology, the individual, society and the environment

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Graphics Principles and Design Techniques	Portfolio of practical applications of free-hand and instrument drawing techniques	25%
2	9	Design in Graphics	Portfolio of practical applications of computer-based drawing techniques	30%
3	10	Planning and Construction	Design Project and Folio	25%
4	4/5	All Topics	Yearly Examination	20%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Core Module 1: Graphics Principles and Techniques
2	1 – 10	Core Module`2: Design in Graphics
3	1 – 10	Option Module 5: Computer Animation
4	1 – 11	Option Module 5: Computer Animation

REPORTING OUTCOMES FOR GRAPHICS TECHNOLOGY

Semester 1 Outcomes

YEAR 9

- Communicates information to specific audiences
- Designs and creates both manual and computer-based graphical presentations
- Uses graphics conventions, standards and procedures
- Undertakes safe working practices

YEAR 9 LIFE SKILLS

- Participates in the development of graphics projects
- Uses computer-based presentation techniques
- Undertakes safe working practices
- Recognises that there is a range of graphics standards

Semester 2 Outcomes

YEAR 9

- Communicates information to specific audiences
- Designs and creates both manual and computer-based graphical presentations
- Uses graphics conventions, standards and procedures
- Undertakes safe working practices

YEAR 9 LIFE SKILLS

- Participates in the development of graphics projects
- Uses computer-based presentation techniques
- Undertakes safe working practices
- Recognises that there is a range of graphics standards

HSIE – HISTORY

(Semester 1)

In HISTORY, assessment will be based on:

- Knowledge and understanding of historical events and concepts
- Ability to analyse historical sources
- Skills in investigating, researching, communicating and interpreting historical events
- Ability to communicate effectively in written, verbal, visual and digital forms

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	World War 1	Propaganda research and design task	30%
2	3	World War I and Interwar years	Examination	35%
2	6	World War II - Prisoners of War	Writing Task	35%

Scope and Sequence

Term	Week	Topics
1	1 – 4	Making of the Modern World
1	6 – 10	World War I
2	1 – 2	Interwar Years
2	3-10	World War II

REPORTING OUTCOMES FOR

HSIE – HISTORY

Semester 1 Outcomes

YEAR 9

- Sequences and explains the causes and nature of significant events that have shaped the modern world
- Analyses sources to gain an understanding about the past
- Applies a range of historical terms and concepts when communicating an understanding about the past
- Communicates effectively in written, verbal, visual and digital forms

YEAR 9 LIFE SKILLS

- Attempts to sequence important events and periods
- Communicates some knowledge or understanding of past events that have shaped the modern world
- Uses some historical terminology when communicating about the past
- Communicates knowledge or understanding in written, verbal, visual or digital form

Homework Expectations

- Homework will be given on a regular basis
- This may be using Google Classroom or is to be completed in student books
- Students will need to revise information and apply historical skills in preparation for assessment tasks

HSIE – GEOGRAPHY

(Semester 2)

In GEOGRAPHY, assessment will be based on:

- Ability to gather and evaluate geographical information and undertake a geographical inquiry
- Knowledge and understanding of a variety of natural processes and environments, including the impact of human activity
- Ability to select and apply a range of geographical tools
- Ability to appropriately communicate in written, oral, visual and digital form

Term	Week	Topics Assessed	Type of Task	Weighting
3	4	Urbanisation research task	Research Task	30%
4	1	Biome Infographic Task	ICT (Technology) task	30%
4	4/5	All Topics	Examination	40%

Scope and Sequence

Term	Week	Topics
3	1 – 8	Changing Places (Urbanisation)
3	9 – 10	Sustainable Biomes
4	1 – 11	Sustainable Biomes

REPORTING OUTCOMES FOR

HSIE – GEOGRAPHY

Semester 2 Outcomes

YEAR 9

- Explains the diverse features and characteristics of a range of places and environments
- Explains the processes and influences that form and transform environments
- Analyses the impact of human activity on places and environments
- Appropriately Selects and uses relevant geographical tools for inquiry
- Communicates appropriately in written, verbal, visual and digital forms

YEAR 9 LIFE SKILLS

- Applies basic geographical tools
- Demonstrates some knowledge of the impact of human activity on environments
- Researches basic geographical information
- Attempts to communicate in written, verbal, visual or digital form

Homework Expectations

Homework will be given on a regular basis and may require students to:

- Complete class work when necessary
- Complete activities to reinforce material covered in class
- Revise for examinations and prepare assessment tasks
- Homework may need to be completed using Google Classroom or in student workbooks

HSIE – HISTORY ELECTIVE

In HISTORY ELECTIVE, assessment will be based on:

- Knowledge and understanding of past societies, events, people and places
- Skills in undertaking the process of historical research and inquiry
- Ability to communicate knowledge and understanding in written, oral, visual and digital forms

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	History, Heritage and Archaeology	Oral research task	20%
2	10	Life in Nazi Germany	Essay	25%
2	4-10	The Aztecs: Society and conquest	Choice Portfolio Task	25%
4	4/5	All Topics	Yearly Examination	30%

Scope and Sequence

Term	Week	Topics
1	1 – 10	History, heritage and archaeology (with individual site research lesson - one lesson per fortnight)
2	1 – 10	Life in Nazi Germany
3	1 – 10	The Aztecs: Society and Conquest
4	1 – 4 5 – 11	Heroes and Villains Henry VIII and the life and death of his six wives

REPORTING OUTCOMES FOR HSIE – HISTORY ELECTIVE

Semester 1 Outcomes

YEAR 9

- Applies an understanding of history, heritage and archaeology and the methods of historical inquiry
- Comprehends and evaluates the usefulness of sources in the historical inquiry process
- Explains different contexts, perspectives and interpretations of the past
- Applies a range of historical terms and concepts to communicate an understanding about the past
- Communicates appropriately in written, verbal, visual or digital form

YEAR 9 LIFE SKILLS

- Recalls facts, ideas and principles about the past
- Researches and presents set topics
- Attempts to use sources to gain information about the past
- Communicates in written, verbal, visual or digital form

Semester 2 Outcomes

YEAR 9

- Applies an understanding of societal continuity and change
- Sequences major historical events to show an understanding of the past
- Explains different contexts, perspectives and interpretations of the past
- Applies a range of historical terms and concepts to communicate an understanding about the past
- Communicates effectively in written, verbal, visual and digital forms

YEAR 9 LIFE SKILLS

- Recalls facts, ideas and principles about past societies
- Researches and presents set topics
- Attempts to use sources to gain information about the past
- Communicates in written, oral, visual or digital form

INDUSTRIAL TECHNOLOGY – TIMBER

In INDUSTRIAL TECHNOLOGY – TIMBER, assessment will be based on:

- Application of a design process: research, making choices - modification/adaptation, evaluation, developing a planned approach to translating a design into a finished product
- Selection of appropriate technology
- Drawing skills
- Management of materials construction of the finished product: application of appropriate technology
- Safe working practises with tools and equipment

Term	Week	Topics Assessed	Type of Task	Weighting
2	2	Small scale project	Skills Assessment	10%
3	2	Storage project	Project	25%
3	10	Wood Turning	Project	10%
4	2	Large Scale Project	Practical Project and Production Folio	40%
4	4/5	All Topics	Yearly Examination	15%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Core Module: Timber 1 - WHS and risk management
2	1 – 10	Core Module: Timber 1 - Tools, equipment and techniques Core Module: Timber 1 - Design
3	1 – 10	Core Module: Timber 1 - Materials Core Module: Timber 1 - Societal and environmental impact
4	1 - 11	Core Module: Timber 1 - Workplace communication skills Core Module: Timber 1 - Links to industry

REPORTING OUTCOMES FOR INDUSTRIAL TECHNOLOGY – TIMBER

Semester 1 Outcomes

YEAR 9

- Knowledge and application of safety procedures
- Produces quality projects
- Recalls and understands basic concepts
- Presents information using a variety of communication methods

YEAR 9 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

Semester 2 Outcomes

YEAR 9

- Knowledge and application of safety procedures
- Produces quality projects
- Recalls and understands basic concepts
- Presents information using a variety of communication methods

YEAR 9 LIFE SKILLS

- Follows safety procedures
- Applies knowledge and skills to practical work
- Follows verbal and written instructions
- Recalls and understands basic concepts

IST

INFORMATION AND SOFTWARE TECHNOLOGY

In IST, assessment will be based on:

- Competence in selecting, justifying and using a range of hardware and software applications.
- Ability to analyse problems, initiate independent research in an ethical manner and communicate ideas.
- Higher-order thinking skills and problem-solving strategies in project work.
- Competence in self-management skills including time and resource management during project work.
- Ability to communicate and document thoughts and understanding through reflective writing in project logs.
- Ability to evaluate processes and solutions for a variety of real-world problems.
- Collaborative approach to projects, leadership, negotiation and interpersonal skills.
- Knowledge of current and emerging technologies and their effects on the individual, workplace and society.

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Digital Media	Animation and Presentation	30%
2	4	Hardware and Software	Technology Classification	15%
3	9	Internet and Website Development and Issues	Impact of Social Media Essay	20%
4	4	All Core and Option Topics	Yearly Examination	35%

Core Topics	Option Topics
<ul style="list-style-type: none"> ● Design, Produce & Evaluate ● Past, Current & Emerging Technologies ● Data Handling ● Hardware ● Issues ● People ● Software 	<ul style="list-style-type: none"> ● Digital Media ● Internet & Website Development ● Authoring & Multimedia ● Robotics & Automated Systems ● Software Development & Programming

REPORTING OUTCOMES FOR INFORMATION AND SOFTWARE TECHNOLOGY

Semester 1 Outcomes

YEAR 9

- Uses appropriate terminology to describe hardware, software and processes
- Selects, maintains and appropriately uses hardware for a range of tasks
- Manipulates tools to design, produce and evaluate a range of media
- Describes and applies problem-solving processes when creating solutions
- Justifies responsible practices and ethical use of information and software technology

YEAR 9 LIFE SKILLS

- Uses information and software technology to participate in and manage their environment
- Uses a range of hardware and software programs
- Uses information and software technology in solving a range of problems
- Evaluates information and software technology solutions
- Recognises the need for responsible use of information and software technology

Semester 2 Outcomes

YEAR 9

- Selects, maintains and appropriately uses hardware for a range of tasks
- Designs, produces and evaluates appropriate solutions to challenging problems
- Analyses the effects of past, current and emerging technologies
- Acquires and manipulates data and information in an ethical manner
- Justifies responsible practices and ethical use of information and software technology

YEAR 9 LIFE SKILLS

- Uses a range of hardware and software programs
- Uses information and software technology in solving a range of problems
- Explores the impact of past, current and emerging information technologies
- Recognises the need for responsible use of information and software technology

JAPANESE

In JAPANESE, assessment will be based on:

- Knowledge and understanding of cultural differences and similarities
- Ability to process writing skills
- Ability to process listening skills
- Ability to process reading and speaking skills

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Hiragana Script, Personal World, Food and Drinks, Daily Routine	Reading and Speaking	20%
2	6	Half Yearly Exam	Listening, Reading and Writing Examination	20%
3	8	Japanese Cultural Interest	Cultural ICT Task	20%
4	4	Yearly Exam	Listening Reading and Writing Examination	20%
1 – 4	Ongoing	Quizzes	Formative assessment	20%

Scope and Sequence

Term	Week	Topics
1	1-3 4-6 7-10	Consolidating Personal World and Knowing the Hiragana Food and Culture Daily Routine and Time
2	1-4 4-5 6-10	School Life (Year levels and description of the school) School Life (Subjects and timetable) Body Parts and Physical Appearance and Knowing Katakana
3	1 - 3 4-6 7-10	Hobbies and Seasons Personal milestones and cultural heritage Directions, city and country living, neighbourhood
4	1-5 6-11	Clothing and Shopping and Fashion Part time work and spending money

REPORTING OUTCOMES FOR JAPANESE

Semester 1 Outcomes

YEAR 9

- Communicates effectively in the written language using Hiragana, prescribed kanji
- Understands spoken language within a range of situations
- Incorporates diverse structures and features to express own ideas
- Analyses information and ideas in written texts and responds appropriately

YEAR 9 LIFE SKILLS

- Obtains and gives information in Japanese
- Uses written Japanese to communicate
- Explores ways in which meaning is conveyed by non-verbal communication
- Explores ways in which meaning is conveyed by written language
- Explores own and other cultures

Semester 2 Outcomes

YEAR 9

- Communicates effectively in the written language using prescribed characters
- Understands spoken language within a range of situations
- Incorporates diverse structures and features to express own ideas
- Analyses information and ideas in written texts and responds appropriately
- Cultural Awareness

YEAR 9 LIFE SKILLS

- Obtains and gives information in Japanese
- Uses written Japanese to communicate
- Explores ways in which meaning is conveyed by non-verbal communication
- Explores ways in which meaning is conveyed by written language
- Explores own and other cultures

MARINE AND AQUACULTURE TECHNOLOGY

In MARINE AND AQUACULTURE TECHNOLOGY, assessment will be based on:

- Demonstrating correct water safety and first aid procedures
- Identifying hazards and risks present in physical features of the marine environment
- Using databases and spreadsheets in the collection and recording of marine and aquaculture information
- Carrying out planned research activities using appropriate measurements observations, classification and recording skill

Term	Week	Topics Assessed	Type of Task	Weighting
1	4	Introduction to Marine and Aquaculture Technology	Water Safety practical assessment	10%
1	8	Introduction to Marine and Aquaculture Technology	Creation of Educational Video on Water Safety(group Task)	15%
2	6	Mangroves	Lime Kiln Wetlands Field Study Task	25%
3	3	Dangerous Marine Creatures	Descriptive Report / Awareness Poster	25%
4	4	All Topics	Yearly Exam	25%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Introduction to Marine and Aquaculture Technology
2	1 – 6 7 – 10	Mangroves Dangerous Marine Creatures
3	1 - 2 3 – 8 9 - 10	Dangerous Marine Creatures Living Together in the Sea Marine Mammals
4	1 – 4 5 – 11	Marine Mammals Antarctica

REPORTING OUTCOMES FOR MARINE AND AQUACULTURE TECHNOLOGY

Semester 1 Outcomes

YEAR 9

- Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
- Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
- Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
- Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information

YEAR 9 LIFE SKILLS

- Recognises features of marine and aquatic environments and life
- Explores some of the factors that affect marine and aquaculture environments
- Demonstrates safe practices in the care and use of materials, tools and equipment and in relation to personal safety

Semester 2 Outcomes

YEAR 9

- Recalls aspects of the marine environment using relevant conventions, terminology and symbols
- Identifies, describes and evaluates the effects humans have had on the marine environment
- Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
- Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment

YEAR 9 LIFE SKILLS

- Investigates ways in which marine and aquaculture environments impact on our daily lives
- Uses a variety of strategies to locate and select information
- Uses a variety of strategies to organise and communicate information

MATHEMATICS

In MATHEMATICS, assessment will be based on:

- Student knowledge and understanding of key concepts
- Use and application of scientific calculators
- Application of working mathematically skills in the content strands
Number & Algebra / Measurement & Geometry / Statistics & Probability

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	All Stage 4 and Term 1 Stage 5 Topics	Term 1 Test (Stage 5.1, 5.2, 5.3)	20%
2	4	Term 1/ 2 Topics	Stage Examination (Stage 5.1, 5.2, 5.3)	25%
3	4	Term 2/3 Topics	Term 3 Test (Stage 5.1, 5.2, 5.3)	20%
4	4	All Topics	Yearly Examination (Stage 5.1, 5.2, 5.3)	35%

Scope and Sequence

Term	Week	Topics
1	1 – 4 5 – 7 8 – 10	Integers, Decimals, Fractions, Ratios and Rates Financial Mathematics Expressions, Equations and Inequalities
2	1 – 5 6 – 10	Right-Angled Triangles Linear Relationships
3	1 – 4 5 – 7 5 – 8 8/9 – 10	Length, Area, Surface Area and Volume Indices, Expressions and Equations (5.1 & 5.2) Indices and Surds (5.3 only) Properties of Geometrical Figures
4	1 – 6 1 – 3 4 – 6 6 – 11	Algebra Quadratic Expressions and Algebraic Fractions (5.3 only) Quadratic Equations and Graphs of Parabolas (5.3 only) Probability and Single Variable Data Analysis

REPORTING OUTCOMES FOR MATHEMATICS

Semester 1 Outcomes

YEAR 9

- Number & Algebra: Integers, Decimals, Fractions, Ratios & Rates
- Number & Algebra: Financial Mathematics
- Number & Algebra: Expressions, Equations & Inequalities
- Measurement & Geometry: Right-Angled Triangles

YEAR 9 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry

Semester 2 Outcomes

YEAR 9

- Measurement & Geometry: Length, Area, Surface Area & Volume
- Measurement & Geometry: Properties of Geometrical Figures
- Number & Algebra: Linear Relationships
- Numbers & Algebra: Indices, Expressions & Equations

YEAR 9 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry

MUSIC

In MUSIC, assessment will be based on:

- **Performing:** As a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **Practice Diary:** Practice throughout the year will be monitored both in and out of class time and recorded in a practice diary as part of ongoing music practical skills
- **Composing:** As a means of self-expression, musical creation and problem solving
- **Listening/Musicology:** As a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Jazz Music	Performance/Arrangement/ Composition	25%
2	9	Motown vs. Stax Records	Performance of a Song Studied in Class	25%
3	8	PeakForm	Performance, (Composition) Students are to perform to the best of their ability and may perform their own work.	30%
4	4	Viva Voce and the Concepts of Music	Listening/Musicology Viva Voce presentation and research task to be given in class.	20%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Jazz Music
2	1 – 10	Motown vs. Stax Records
3	1 – 10	Peakform – Reflection on Performance / Practice
4	1 – 11	Viva Voce and the Concepts of Music

REPORTING OUTCOMES FOR MUSIC

Semester 1 Outcomes

YEAR 9

- Performs individually or as part of an ensemble (Performing)
- Composes music in a variety of styles (Composing)
- Demonstrates an understanding of listening and aural skills (Listening)
- Demonstrates an understanding of musical concepts and literacy (Musicology)

YEAR 9 LIFE SKILLS

- Performs music individually and as part of an ensemble (Performing)
- Composes music as a means of self-expression (Composing)
- Listens with aural awareness and a basic understanding of musical concepts (Listening)

Semester 2 Outcomes

YEAR 9

- Performs individually or as part of an ensemble (Performing)
- Composes music in a variety of genres (Composing)
- Demonstrates an understanding of listening and aural skills (Listening)
- Demonstrates an understanding of musical concepts and literacy (Musicology)

YEAR 9 LIFE SKILLS

- Performs music effectively both individually and as part of an ensemble
- Composes music with a basic understanding of musical notation
- Listens with aural awareness and a basic understanding of musical concepts

PDHPE

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

In PDHPE, assessment will be based on:

- Ability to describe the nature of health and analyse how a variety of dynamic health issues may impact young people and society as a whole
- Ability to value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities
- Ability to develop interpersonal skills that enable students to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing
- Ability to demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Term	Week	Topics Assessed	Type of Task	Weighting
1	1-8	Stick It! Gymnastics	Practical Skills Assessment (In Class)	15%
1	8	Let's Talk About Sex	Public Service Announcement (PSA)	15%
2	4 – 10	Racquet Sports	Movement Skills Performance & Understanding of Racquet Sports (In Class)	15%
2	8	Same, Same But Different	Video Stimulus Task (In Class)	15%
3	1 – 10	Net/Court Games	Movement Skills Performance & Understanding of Net/Court Games (In Class)	20%
4	4/5	All Topics	Yearly Examination	20%
4	1 – 11	Football Frenzy	Movement Skills Performance & Understanding of Football Related Sports (In Class)	Ongoing Formative Assessment

Scope and Sequence

Term	Week	Topics	
1	1 – 8	Stick It! (Gymnastics Practical)	Please Note: <ul style="list-style-type: none"> ● Sports uniform is required for practical lessons. ● Practical units may change terms dependent on availability of facilities and/or resources.
	1 - 10	Let's talk about Sex (Theory)	
	9 – 10	Athletics/Cross Country (Practical)	
2	1 – 3	Athletics/Cross Country (Practical)	
	4 – 10	Racquet Sports (Practical)	
	1 – 10	Same, Same, But Different (Theory)	
3	1 – 10	Net/Court Games (Practical)	
	1 – 10	A Stronger Me (Theory)	
4	1 – 10	Football Frenzy (Practical)	
	1 – 11	My Digital Footprint (Theory)	

Homework and Organisation Expectations:

- Complete all class work to the best of your ability
- Revise for examinations
- Prepare for assessment tasks well in advance of the due date
- Undertake library and computer based research
- Bring practical uniform for required lessons

REPORTING OUTCOMES FOR PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Semester 1 Outcomes

YEAR 9

- Performs movement in a variety of challenging gymnastics contexts
- Analyses attitudes, behaviours and consequences related to sexual health
- Participates in physical activity to refine specialised movement skills

YEAR 9 LIFE SKILLS

- Demonstrates a range of movement skills in Gymnastics
- Demonstrates an understanding of issues associated with sexual health
- Participates in physical activity to refine fundamental movement skills

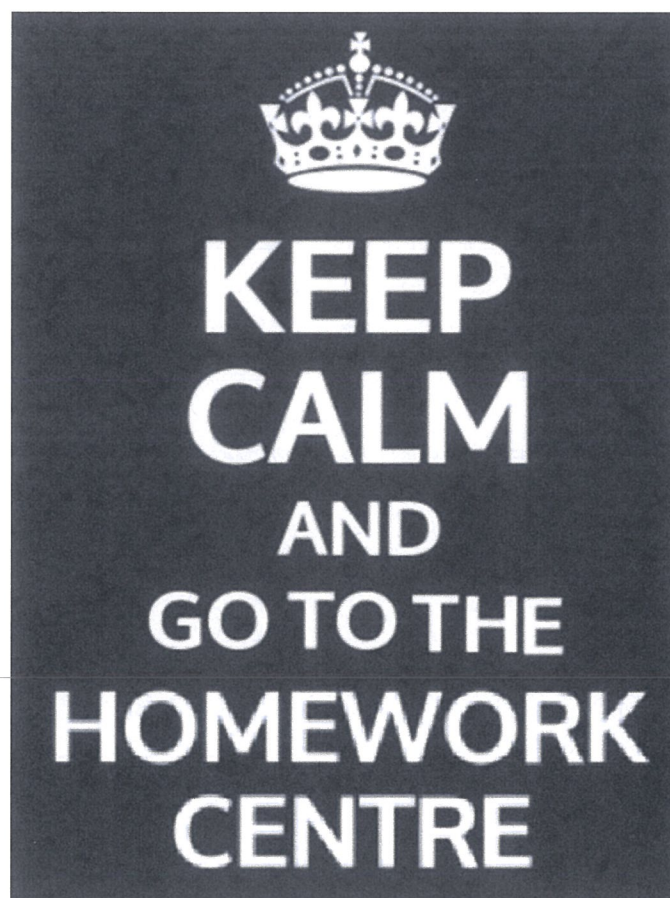
Semester 2 Outcomes

YEAR 9

- Demonstrates and refines movement skills in Racquet Sports
- Demonstrates and refines movement skills in Net/Court Games
- Discusses the impact of racism on individuals and the community
- Analyses behaviours and consequences related to diverse health issues
- Participates in physical activity to develop an understanding of team play

YEAR 9 LIFE SKILLS

- Demonstrates and refines movement skills in a range of practical contexts
- Demonstrates sensitivity and respect for individual differences
- Identifies safe practices that promote personal wellbeing
- Participates in physical activity to develop an understanding of team play



PASS

PHYSICAL ACTIVITY & SPORTS STUDIES

In PASS, assessment will be based on:

- Ability to discuss factors that limit and enhance the capacity to move and perform
- Knowledge and understanding of how the major body systems contribute to performing movement skills
- Ability to discuss the nature and impact of historical and contemporary issues in physical activity and sport
- Ability to demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts.
- Participation in a range of individual and group physical activities that promote physical fitness

Term	Week	Topics Assessed	Type of Task	Weighting
1 – 4	Ongoing	Ongoing Practical Effort & Movement Skills	Ongoing Practical Effort & Movement Skills	10%
1	8	Moving with Skill	Report and Group Practical Presentation	20%
2	8	Sporting the Risk	Injury Management Scenarios CPR	15% (scenario) 5% (Quiz)
3	6	Aussie Aussie Aussie Oi Oi Oi	Research, Presentation & Peer Assessment Practical Applications: Australian Sports	20% 5%
4	4/5	All Course Work/Topics	Yearly Examination	25%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Moving With Skill (Theory and Practical)
2	1 – 10	Sporting the Risk: Participating with Safety (Theory & Practical)
3	1 – 10	Aussie, Aussie, Aussie – Oi, Oi, Oi (Theory and Practical)
4	1 – 11	Sporting the Risk – Participating With Safety (Theory & Practical)

Homework and Organisation Expectations:

- Complete all classwork to the best of your ability
- Revise for examinations
- Prepare for assessment tasks well in advance of the due date
- Undertake library and computer-based research
- Bring practical uniform for required lessons

REPORTING OUTCOMES FOR PHYSICAL ACTIVITY & SPORTS STUDIES

Semester 1 Outcomes

YEAR 9

- Displays an understanding of the need for modified sport for children
- Participates in physical activities demonstrating fundamental movement skill
- Participates in physical activity to develop an understanding of team play and strategy

YEAR 9 LIFE SKILLS

- Engage in a range of physical activities that develop fundamental movement skills
- Participates in developing and facilitating a modified activity
- Supports and cooperates with others in a range of activities

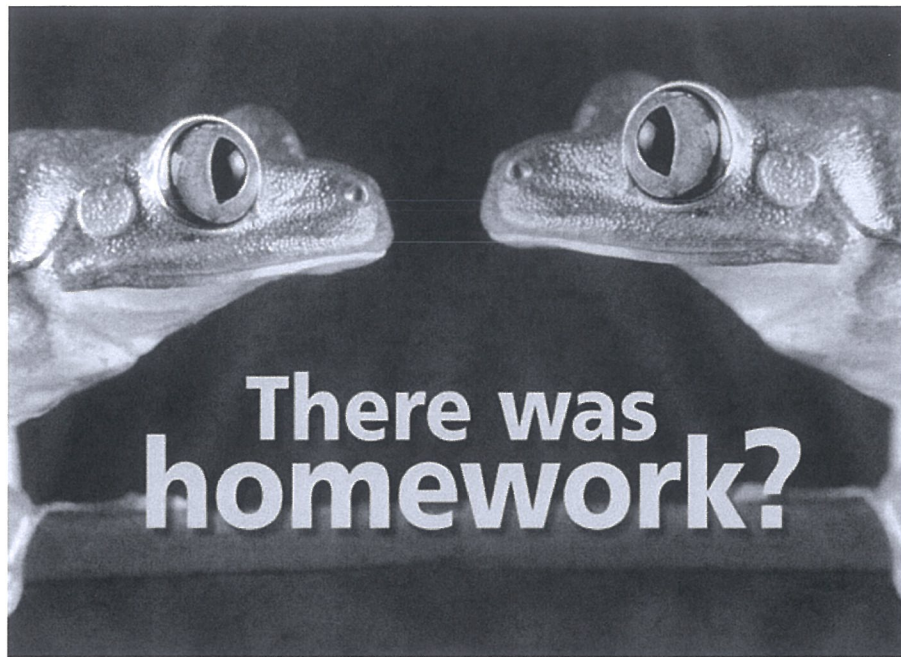
Semester 2 Outcomes

YEAR 9

- Explains the significance of sport in Australian society
- Analyses and appraises physical activity and health information
- Demonstrates injury assessment procedures
- Participates confidently in a variety of physical activities

YEAR 9 LIFE SKILLS

- Identifies the significance of sport in Australian society
- Identifies and appraises physical activity and health information
- Recognise injuries that require specialised treatment and an ambulance
- Participates consistently in a variety of physical activities



PHOTOGRAPHY AND DIGITAL MEDIA

In PHOTOGRAPHY AND DIGITAL MEDIA, assessment will be based on:

Making

- **Making:** Knowledge and skills used to produce creative and technically accomplished images (Summative Assessment based on work in class and free time at school)
- **Practice:** Problem-solving ability to select appropriate procedures and techniques to make and refine photographs (Formative Assessment in class)
- **Photography Diary (PD):** Ability to record, organise and present your photographic processes over time (Formative Assessment based on work in class and at home)

Theory

- **Research:** Ability to gather and present information on and analyse photographers and their works using the 'Frames and the Artist's Practice (Summative assessment based on homework)
- **Exam:** Ability to communicate and analyse images and art works (Summative Assessment)

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Darkroom practices (OH&S) Camera investigations Manipulation of Black and White images (Photograms, hand colouring, sepia and liquid light techniques) explored.	Making Practice Photography Process Diary Body of Work (Class Work)	30%
2	4	Black and White Photography Critical and Historical Artist Research, Essay (researched at home and written in class)	Research Open Book In-class essay (Class Work)	20%
3	4	Shadows and Light Developing my own images	Making Practice Photography Diary Body of Work (Class & Home)	30%
4	4/5	Previously Seen and Unseen Works	Yearly Examination	20%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Darkroom practices Camera investigations Manipulation of black and white images
1	11	Body of work of black and white images due
2	1 – 3	Black & White Photography - Its history extended response preparation
2	4	in-class extended response writing from class & researched notes
2	5 – 10	Shadows and Light. Developing my own images
3	1 – 3	Shadows and Light continued
3	4	Body of Work – Shadows and Light due
3	5 – 10	Individual exploration of video or animation or Making your own camera
4	1 – 4	Exam Preparation, short response 'unseen' images
4	5	Yearly Examination
4	6 – 11	Presenting Images, creating portfolios

Homework Expectations

- Students complete regular photographic homework/practise/personal exploration.
- Students complete work from class.
- Students complete homework when notified, such as vocabulary lists, and researching photographic works for inspiration.
- Students revise theory work in preparation for PDM Exams.
- Students prepare and complete assessment tasks when set.

REPORTING OUTCOMES FOR PHOTOGRAPHY AND DIGITAL MEDIA

Semester 1 Outcomes

YEAR 9

- Creates work which demonstrates an understanding of photographic and digital practices (Practical)
- Demonstrates informed, independent problem solving (Practice)
- Develops and presents ideas in a thorough, creative manner (Photography Diary)
- Researches and explores information which is reflected in their digital media (Research)

YEAR 9 LIFE SKILLS

- Creates work with some understanding of photographic practices (Practical)
- Demonstrates problem-solving (Practice)
- Develops and presents ideas (Photography Diary)
- Researches photographic and digital Images (Research)

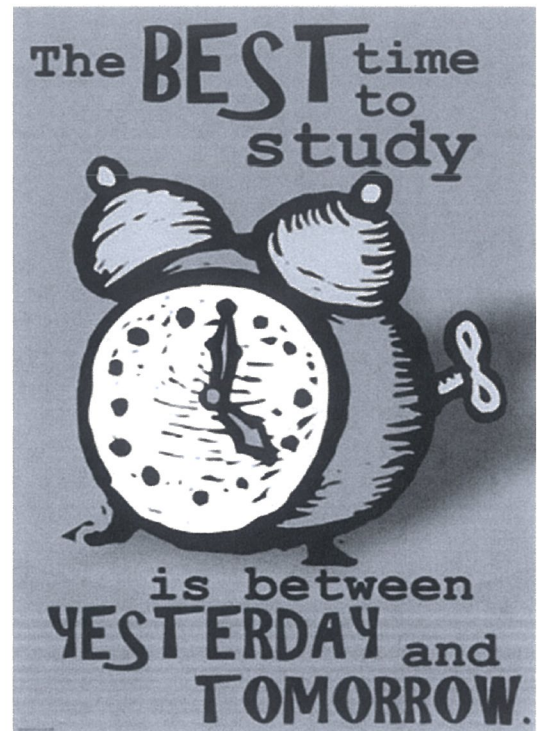
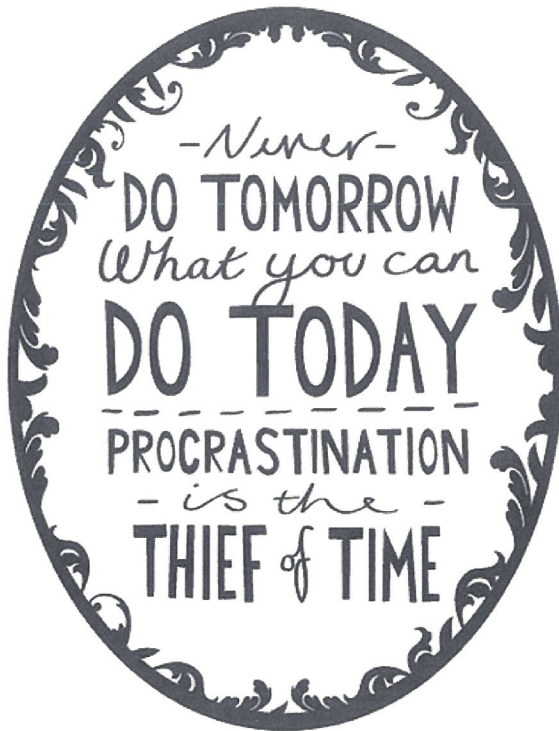
Semester 2 Outcomes

YEAR 9

- Creates images demonstrating technical skills and conceptual understanding (Practical)
- Demonstrates independent problem solving (Practice)
- Develops and presents concepts in a thorough, informed, creative manner (Visual Arts Diary)
- Writes informed analysis of photographic and digital Images (Examination)

YEAR 9 LIFE SKILLS

- Creates work with some understanding of photographic practices (Practical)
- Demonstrates problem-solving (Practice)
- Develops and presents ideas (Photography Diary)
- Researches Photographic and Digital Images (Research)



SCIENCE

In SCIENCE, assessment will be based on:

- Describing and explaining important scientific concepts
- Processing and analysing data
- Undertaking first-hand investigations to collect valid and reliable data
- Communicating ideas using appropriate scientific language and representations

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	Environmental Issues	Topic Test	15%
2	5	Electricity and Environmental Issues	Practical and Processing information skills test	20%
2 3	9 5	History of the Earth	Topic Test	15%
3	10	Technologies Old and New	“Option” Assignment	15%
4	4/5	All Topics	Yearly Examination	35%
4	9	Outer Limits	Topic Test	Assist Class Placement

Scope and Sequence

Term	Week	Topics
1	1 – 10	Electricity and Environmental Issues
2	1 – 5 6 – 10	Electricity and Environmental Issues Basic Chemistry / History of the Earth
3	1 – 5 6 – 10	Basic Chemistry / History of the Earth Technologies Old and New
4	1 – 5 6 – 11	Outer Limits Are you coordinated?

REPORTING OUTCOMES FOR SCIENCE

Semester 1 Outcomes

YEAR 9

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 9 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems


Semester 2 Outcomes

YEAR 9

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 9 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

 Education		Ultimo 90072 Retail Assessment Schedule Stage 5 Board Endorsed Course – 2021 QUALIFICATION : SIR10116 Certificate I in Retail Services (Release 1) Training Package: SIR Retail Services (Version 5)					NESA Course Code: 82470 LMBR UI CODE: [Year 9] then: SIR10116182470B	
Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA STATUS	INDICATIV E Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements	
Term 1	SIRXWHS001 SIRXIND002	Work safely Organise and maintain the store environment	C	M	15	Cluster A: Safety at Work Direct observation of practical, written questioning, Structured task - Scenario	Stage 5 Board Endorsed Course 100 hrs x 1 Year	
			E	E	10			
Term 2	SIRXIND001 SIRXCOM001	Work effectively in a service environment Communicate in the workplace to support team and customer outcomes	C	M	20	Cluster B: Keeping up Appearances Direct observation of practical, written questioning, Structured task - Scenario	No mandatory work placement	
			C	M	15			
Term 3-4	FSKDIG02 ICTICT103 SIRXIND004	Use digital technology for simple workplace tasks Use, communicate and search securely on the internet Plan a career in the retail industry	E	E	10	Cluster C: Working in the Retail Industry Scenario, Written questioning/portfolio, Structured activity – role play, Direct observation	Competent or Not Yet Competent for each Unit of Competency	
			E	E	20			
			E	E	10			
			Total hours		100			

SCOPE AND SEQUENCE – Course name: **Stage 5 Retail**
100 hour elective

GRC Peakhurst Campus										
Qualification: SIR10116 Certificate I in Retail Services Training Package: SIR Retail Services (Release 5.0)										
Stage 5 Commencement: 2021										
Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3		Term 4	
			1-5	6-10	1-5	6-10	1-5	6-10	6-10	6-10
SIRXWHS001	Work safely	15								
SIRXIND002	Organise and maintain the store environment	10								
SIRXIND001	Work effectively in a service environment	20								
SIRXCOM001	Communicate in the workplace to support team and customer outcomes	15								
FSKDIG02	Use digital technology for simple workplace tasks	10								
ICTICT103	Use, communicate and search securely on the internet	15								
SIRXIND004	Plan a career in the retail industry	10								

VISUAL ARTS

In VISUAL ARTS, assessment will be based on:

Art Practical 60%

- **Making:** Knowledge and skills used to produce creative and technically accomplished artworks (Summative Assessment based on work in class and free time at school, some homework)
- **Practice:** Problem-solving ability to select appropriate procedures and techniques to make and refine artworks (Formative Assessment conducted in class)
- **Visual Arts Diary (VAD):** Ability to record, organise and present your art making process over time (Formative Assessment based on work in class and homework)

Art Theory 40%

- **Research:** ability to gather and present information on artists and their works using the 'Frames', 'The Conceptual Framework' and Artists Practice. (Summative Assessment based on homework)
- **Exams:** Ability to analyse previously unseen art works (Section 1) and
Ability to write an extended response on your own and other artists work using the 'Frames', 'Conceptual Framework' and Artists Practice. (Section 2) (Formal Summative Assessment)

Term	Week	Topics Assessed	Type of Task	Weighting
2	4	Art in Public Spaces - Street Art Body of work due - selection of mini major works - computer generated art, sculptural work and / or painting, public art work	Practical & Theory Body of Work (Class and Homework)	30%
3	2	Artist Research Essay (researched at home and written in class)	Theory Essay written in class	20%
4	1	Personal and Private Art Dali and Selected surrealist artist of choice Body of work due – Major works – Medium of the students choice (negotiated)	Practical & Theory Body of Work (Class and Homework)	30%
4	4/5	Yearly Examination Critical and Historical Section 1: Short Answer Questions on unseen artworks Section 2: Extended Response on artworks you have studied	Yearly Examination	20%

Scope and Sequence

Term	Week	Topics
1 2	1 – 10 1 - 4	Art in Public Places (Street Art) Art in Public Places
2 3	4 – 10 1 - 4	Artist Research
3 4	4 – 10 1	Personal and Private Art Major Work Personal and Private Art Major Work
4 4	2 - 5 6 - 11	Exam Preparation Design, Presentation and Exhibition

REPORTING OUTCOMES FOR VISUAL ARTS

Semester 1 Outcomes

YEAR 9

- Makes artworks, demonstrating technical skill and understanding in some media (Making)
- Demonstrates problem solving (Practice)
- Develops and presents ideas creatively (Visual Arts Diary)
- Researches information which may be reflected in their own art making (Research)

YEAR 9 LIFE SKILLS

- Makes artworks demonstrating skill in some media (Making)
- Demonstrates problem solving (Practice)
- Develops and presents ideas (Visual Arts Diary)
- Researches information on Visual Arts works (Research)

REPORTING OUTCOMES FOR

VISUAL ARTS

(continued)

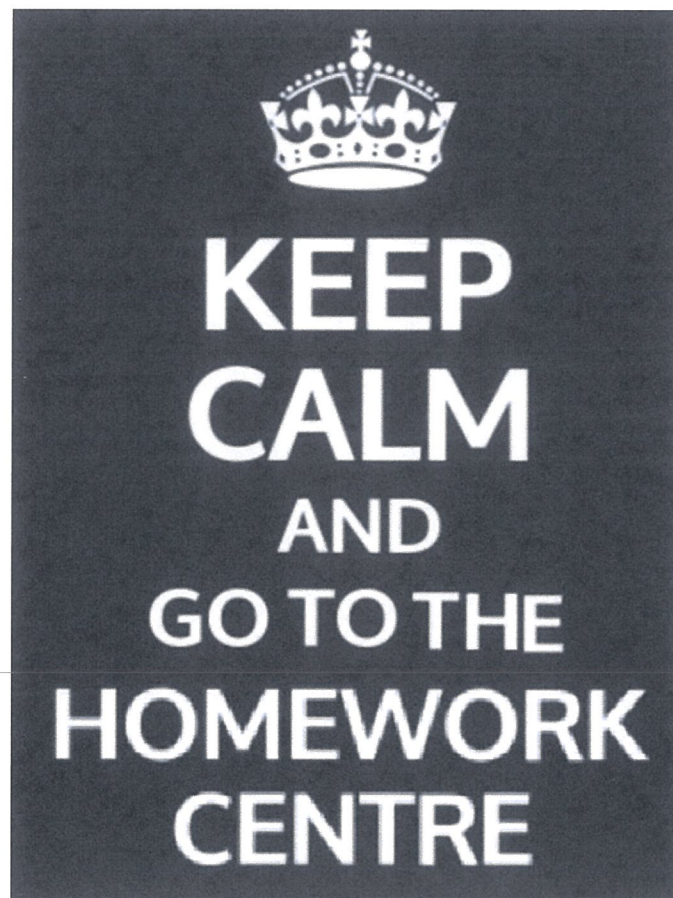
Semester 2 Outcomes

YEAR 9

- Makes artworks, demonstrating skill and understanding in various media (Making)
- Demonstrates independent problem-solving (Practice)
- Develops and presents ideas in a thorough and creative manner (Visual Arts Diary)
- Written responses exhibit a broad understanding of art practice (Examination)

YEAR 9 LIFE SKILLS

- Makes artworks, demonstrating skill and understanding in various media (Making)
- Demonstrates problem-solving (Practice)
- Develops and presents ideas (Visual Arts Diary)
- Writes about Visual Art works they can see (Examination – Negotiated)



WORK EDUCATION

In WORK EDUCATION, assessment will be based on:

- Ability to describe the concepts and terminology in the world of work and its relatability to the workplace
- Researching and interpreting the functions and role of the workplace environments from a variety of sources
- Investigating wellbeing management and collaboration in the workplace
- Ability to appropriately communicate in written, oral, visual and digital form

Term	Week	Topics Assessed	Type of Task	Weighting
1	7	What is Work?	Speech and presentation	15%
2	7	Workplace Environments	Video/Audio recording + written reflection	30%
3	8	Communication and Collaboration	Essay	20%
4	4/5	All core and option topics	Yearly Examination	35%

Scope and Sequence

Term	Week	Topics
1	1-4 5-8 9-10	What is work? Transition and Wellbeing Workplace Environments
2	1-8 9-10	Workplace Environments - Continued Communication & Collaboration
3	1-2 3-8 9-10	Communication & Collaboration - Continued Managing Transitions Workplace Rights and Responsibilities
4	1-2 3-11	Workplace Rights and Responsibilities - Continued Workplace Issues

REPORTING OUTCOMES FOR WORK EDUCATION

Semester 1 Outcomes

YEAR 9

- Analyses employment trends and changes in the nature of work
- Evaluates the roles and responsibilities of individuals within the Australian Community
- Explains the roles of education, employment and training organisations
- Assesses options for career development and managing transitions

YEAR 9 LIFE SKILLS

- Explores the nature of work or employment
- Attempts to communicate in written, verbal, visual or digital form
- Recognises skills for effective participation in the workplace
- Communicates personal preferences and choices within the context of planning for transition to further education, training and employment

Semester 2 Outcomes

YEAR 9

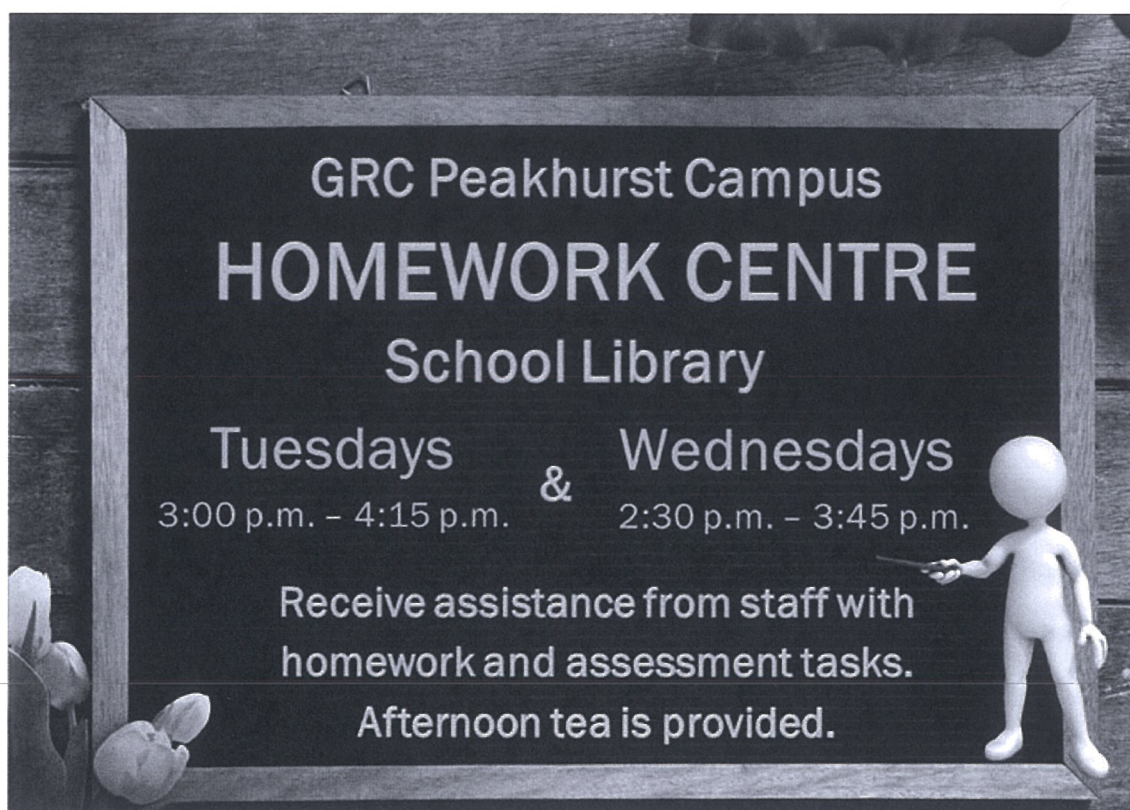
- Analyses current workplace issues and their implications
- Examines the roles of diverse organisations in the Australian Community
- Assesses personal goals, attributes and values in the context of education, training and employment
- Explains skills, attributes and entrepreneurial behaviours in a range of contexts

YEAR 9 LIFE SKILLS

- Attempts to explore current workplace issues
- Demonstrates strategies that facilitate transition to further education, training and employment
- Demonstrates skills for effective participation in the workplace
- Attempts to communicate in written, verbal, visual or digital form

THE ULTIMATE INSPIRATION IS THE DEADLINE

NOLAN BUSHNELL



GRC Peakhurst Campus
HOMework CENTRE
School Library

Tuesdays **Wednesdays**
3:00 p.m. – 4:15 p.m. & 2:30 p.m. – 3:45 p.m.

Receive assistance from staff with
homework and assessment tasks.
Afternoon tea is provided.