

Year 9

Assessment Schedule



2024



CARDIFF HIGH SCHOOL

Celebrating Excellence, Opportunities and Success

| No. | Subject | Semester 1 | | | | | | | | | | | | | | | | | | | | Semester 2 | | | | | | | | | | | | | | | | | | | | | |
|-----|-------------------------------|------------|---|---|---|---|---|---|---|---|----|--------|---|---|---|---|---|---|---|---|---|------------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|----|----|
| | | Term 1 | | | | | | | | | | Term 2 | | | | | | | | | | Term 3 | | | | | | | | | | Term 4 | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | Aboriginal Studies | | | | | | | ① | | | | | | | | | ① | | | | | | | | | | | | ① | | | | | | | | | | | | | | |
| 2 | Building and Construction | | | | | | | | ② | | | | | | | | | ② | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Child Studies | | | | | | | | ③ | | | | | | | | ③ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Commerce | | | | | | | | ④ | | | | | | | | ④ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | English | | | | | | | | ⑤ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Food Technology | | | | | | | | ⑥ | | | | | | | | | ⑥ | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Geography | | | | | | ⑦ | | | | | | | | | | ⑦ | | | | | | | | | | | | | ⑦ | | | | | | | | | | | | | |
| 8 | History | | | | | | | ⑧ | | | | | | | | | ⑧ | | | | | | | | | | | | | | ⑧ | | | | | | | | | | | | |
| 9 | iSTEM | | | | | | | | | ⑨ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Mathematics | | | | | ⑩ | | | | | | | | | | | ⑩ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Music | | | | | | | | | ⑪ | | | | | | | ⑪ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | PASS | | | | | | | ⑫ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | PDHPE | | | | | | ⑬ | | | ⑬ | | | | | | | | ⑬ | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | Photographics & Digital Media | | | | | | | | | ⑭ | | | | | | | ⑭ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | Science | | | | | | ⑮ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | Timber | | | | | | | | | | | | | | | | ⑯ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | Visual Arts | | | | | | | | | | ⑰ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Full year Semesters 1 and 2 [all light] eg. ①

Half year Semester 1 - ⑦ & ⑧

Half year Semester 2 - ⑦ & ⑧



Aboriginal Studies Course Overview – Year A

In Stage 5 Aboriginal Studies Year 9, students will cover the following topics: Aboriginal Identities, Aboriginal Peoples and the Visual Arts, Aboriginal Peoples Film and Television and a School Developed Option.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-------------|------------------------------|----------|
| 1 | Aboriginal Identities – Event Portfolio | 25% | AST5-1, 2, 3, 5, 7, 8, 11 | T1 W8 |
| 2 | Aboriginal Peoples and the Visual Arts – Art Task | 25% | AST5-2, 6, 11 | T2 W6 |
| 3 | Aboriginal Peoples Film and Television – Research Task | 25% | AST5-2, 4, 6, 9 | T3 W8 |
| 4 | School Developed Option – Test | 25% | AST5-1, 2, 3, 4, 5, 6, 7, 10 | T4 W6 |
| Total | | 100% | | |

Outcomes

| | |
|---------|---|
| AST5-1 | describes the factors that contribute to an Aboriginal person's identity |
| AST5-2 | explains ways in which Aboriginal Peoples maintain identity |
| AST5-3 | describes the dynamic nature of Aboriginal cultures |
| AST5-4 | explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location |
| AST5-5 | explains the importance of families and communities to Aboriginal Peoples |
| AST5-6 | explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally |
| AST5-7 | assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally |
| AST5-8 | analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples |
| AST5-9 | analyses the factors that influence non Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures |
| AST5-10 | independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data |
| AST5-11 | independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings |

Additional Faculty Information

- Course Coordinator – Ridgeway

Additional School Information

- Refer to Cardiff High Schools Assessment Policy for full details on late submission, illness, misadventure and N Awards
- These timings are indicative and may change due to varying circumstances.
- Late assignments will incur a 20% per day penalty if late, unless illness and misadventure procedures are followed and approved.



Course Overview

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries.

The Building and Construction 1 core module develops knowledge and skills in the use of tools, materials and techniques related to building and construction. These are enhanced and further developed through the study of the Building and Construction 2 specialist module.

Projects should reflect the practical nature of the Building and Construction focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to building and construction technologies.

These may include:

- construction of small structures
- elementary repairs and renovations
- scale models
- development of garden and recreational areas
- work undertaken on isolated building models and mock-ups.

Projects should promote the sequential development of skills, use a range of appropriate materials and reflect an increasing degree of student autonomy as they progress through the course.

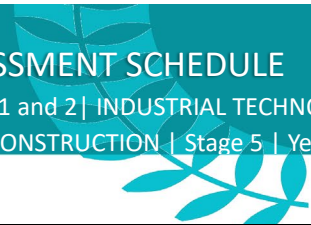
Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-----------|------------------------------|------------------------------|
| 1 | Practical Project No.01 – Boot Box | 30% | IND5-1, 2, 3, 4, 5, 6, 7, 8 | T1 W10 |
| 2 | Half Yearly – Examination | 20% | IND5-1, 3, 4, 7, 8, 9, 10 | T2 W7 |
| 3 | Practical Project No.02 – MicroSCOPE | 30% | IND5-1, 2, 3, 4, 5, 6, 7, 8 | T4 W4 |
| 4 | Theory Workbook | 20% | IND5-1, 3, 4, 5, 6, 7, 9, 10 | W(A) Fortnightly T4 W5 |
| Total | | 100 % | | |

Outcomes

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



| Additional Faculty Information | Additional School Information |
|--|---|
| <ul style="list-style-type: none">• Course Coordinator – Mr M Honeywill <p>MicroSCOPE</p> <ul style="list-style-type: none">• Practical Project No.02 <p>Record of School Achievement (RoSA) Information Your achievement in the above assessment tasks, together with an overall evaluation of your performance in this course, will be used to determine your RoSA Grade.</p> | <ul style="list-style-type: none">• Refer to the Cardiff High School Assessment Policy for full details on late submission, illness, misadventure and N Awards• These timings are indicative and may change due to varying circumstances.• Late assignments will incur a 20% per day penalty if late, unless illness and misadventure procedures are followed and approved. |



Course Overview

Child Studies develops students' understanding and skills to positively influence the wellbeing and development of children in the critical early years of development in a range of settings and contexts.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-------------|----------------------------|----------|
| 1 | Family Unit – Website Design | 25% | CS 5-4, 8, 9, 11 | T1 W10 |
| 2 | Conception – Examination | 25% | CS 5-2, 8, 9, 11 | T2 W5 |
| 3 | Baby Care – Process diary & Practical care | 25% | CS 5-1, 2, 5, 7, 8, 11, 12 | T2 W10 |
| 4 | Kids at Play – Board game Creation | 25% | CS 5-3, 4, 5, 9 | T4 W1 |
| Total | | 100% | | |

Outcomes

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Additional Faculty Information

- Course Coordinator – Mrs S Crow
- Head Teacher – Mr E Neate

Additional School Information

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Commerce Course Overview – Year A

In Stage 5 Commerce Year 9, students will cover the following units: Consumer and Financial Decisions, Running a Business, Law in Action, Our Economy and Employment and Work Issues.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-------------|--------------------------------|----------|
| 1 | Consumer and Financial Decisions – Topic Test | 25% | COM5-1, 2, 3, 4, 5 7 | T1 W9 |
| 2 | Running a Business Planning – Research Task | 25% | COM5-1, 2, 3, 4, 5, 6, 7, 8, 9 | T2 W5 |
| 3 | Law in Action – Topic Test | 25% | COM5-1, 2, 3, 4, 5, 7 | T3 W6 |
| 4 | Our Economy – Research Task | 25% | COM5-1, 2, 4, 5, 7, 8, 9 | T4 W2 |
| Total | | 100% | | |

Outcomes

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Additional Faculty Information

- Course Coordinator – Bramble

Additional School Information

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Course Overview

In Year 9 English, students will study a variety of texts, modes and media to deepen their understanding of the form, techniques and stylistic features that characterise texts. Students will also engage in textual analysis to guide students as they draft, revise and publish their own analytical, informative, persuasive, imaginative and reflective texts.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-----------|---|----------|
| 1 | Genre Study – Imaginative Response | 25% | EN5-RVL-01, EN5-URA-01, EN5-ECA-01, EN5-URC-01 | T1 W9 |
| 2 | Close Study of Novel – Multimodal | 25% | EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01 | T2 W9 |
| 3 | Close Study of Drama – Extended Response | 25% | EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN4-ECB-01 | T3 W9 |
| 4 | Many faces of Australia – Short Answer and Extended Response | 25% | EN5-URA-01, EN5-URB-01, EN5-ECA-01 | T4 W4 |
| Total | | 100% | | |

Outcomes

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Additional Faculty Information

- Course coordinator – R Riddell
- It is expected that students will diligently complete all tasks set by the class teacher and submit both homework and classwork upon request for marking and review.

Additional School Information

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Course Overview

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|----------------------------|----------|
| 1 | Food in Australia – Practical and Report | 25% | FT5-1, 2, 8, 9, 10, 11, 12 | T1 W9 |
| 2 | The Hunger – Case Study and Practical | 25% | FT5-2, 5, 6, 11 | T2 W6 |
| 3 | Movie Snack Founder – Research Task and Practical | 25% | FT5-2, 10, 11, 13 | T3 W6 |
| 4 | MicroSCOPE Task – Hello Eats Practical | 25% | FT5-3, 4, 7, 8, 12 | T4 W5 |
| Total | | 100% | | |

Outcomes

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Additional Faculty Information

- Course Coordinator – Mr M Honeywill

Additional School Information

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Geography Course Overview

In Stage 5 Geography Year 9, students will cover the following topics: Changing Places and Sustainable Biomes

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|----------------------|----------------------|
| 1 | Urban Change in Newcastle – Fieldwork Report MicroSCOPE | 50% | GE5-2, 3, 5, 7, 8 | S1 T1 W7 S2 T3 W7 |
| 2 | Sustainable Biomes Topic Test – Skills and Extended Response - Source Based | 50% | GE5-1, 2, 3, 5, 7, 8 | S1 T2 W5 S2 T4 W5 |
| Total | | 100% | | |

Outcomes

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains processes and influences that form and transform places and environments
- GE5-3 analyses the effect of interactions and connections between people, places and environments
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Additional Faculty Information

- Course Coordinator – Ridgeway/Snowden

Additional School Information

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History Course Overview

In Stage 5 History Year 9, students will cover the following topics: Movement of Peoples, World War I and World War II.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|--------------------|----------------------|
| 1 | Movement of Peoples Source Analysis – MicroSCOPE Research Task | 50% | HT5-4, 5, 6, 9, 10 | S1 T1 W8 S2 T3 W8 |
| 2 | Australians at War – Topic Test | 50% | HT5-1, 3, 8, 9, 10 | S1 T2 W4 S2 T4 W4 |
| Total | | 100% | | |

Outcomes

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world of Australia
- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Additional Faculty Information

- Course Coordinator – Howard

Additional School Information

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Course Overview

In Stage 5 students will develop knowledge, skills and understanding of essential STEM principles and processes. Students engage with engineering design processes to solve a range of problems.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|-----------------|----------|
| 1 | Lab Report – Writing a scientific report on Balsa bridge design | 30% | ST5-1 to ST5-10 | T1 W10 |
| 2 | Coding Task – Use coding principles to solve an identified problem | 30% | ST5-1 to ST5-10 | T2 W7 |
| 3 | Portfolio – Writing an engineering portfolio on Skylap plane design | 40% | ST5-1 to ST5-10 | T4 W2 |
| Total | | 100% | | |

Outcomes

- ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
- ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
- ST5-3 applies engineering design processes to address real-world STEM-based problems
- ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios
- ST5-5 analyses a range of contexts and applies STEM principles and processes
- ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions
- ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
- ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
- ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Additional Faculty Information

- Course coordinator – Mrs H Deacon

Additional School Information

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Course Overview

In Stage 5 Mathematics Year 9, students will cover several topics including Number and Algebra, Measurement and Space, Statistics and Probability and Working Mathematically.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|----------------------------------|----------|
| 1 | Task 1 -Examination: Indices | 15% | MA5-IND-C-01 | T1 W5 |
| 2 | Task 2 - Examination: Numbers of any Magnitude and Financial Mathematics | 30% | MA5-MAG-C-01, FIN-C-01 | T2 W5 |
| 3 | Task 3 -Examination: Linear Relationships, Non-Linear Relationships and Equations | 30% | MA5-LIN-C-01, NLI-C-01, EQU-C-01 | T3 W5 |
| 4 | Task 4 -MicroSCOPE: Research Task | 10% | MA5-ARE-C-01, MAO-WM-01 | T3 W9 |
| 5 | Task 5 -Examination: Right-Angled Triangles (Trigonometry) | 15% | MA5-TRG-C-01 | T4 W6 |
| Total | | 100% | | |

Outcomes

| | |
|--------------|--|
| MA5-IND-C-01 | simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| MA5-MAG-C-01 | solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures |
| MA5-FIN-C-01 | solves financial problems involving simple interest, earning money and spending money |
| MA5-LIN-C-01 | determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools |
| MA5-NLI-C-01 | identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts |
| MA5-EQU-C-01 | solves linear equations of up to 3 steps, limited to one algebraic fraction |
| MA5-TRG-C-01 | applies trigonometric ratios to solve right-angled triangle problems |
| MA5-ARE-C-01 | solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids |
| MAO-WM-01 | develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |

Additional Faculty Information

- Course Coordinator – Mr A DeBeer
- Please bring a calculator to all Mathematics lessons
- Record of School Achievement (RoSA) Information. Your achievement in the above assessment tasks, together with an overall evaluation of your performance in this course, will be used to determine your RoSA Grade

Additional School Information

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Course Overview

Students will study Australian Music, Film Music, Music for small ensemble.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|------------------------------------|----------|
| 1 | Australian Music Practical – Practical Exam | 20% | 5.1, 5.2, 5.3, 5.11, 5.12 | T1 W10 |
| 2 | Australian Music Theory – Theory Exam | 20% | 5.7, 5.8, 5.9 | T2 W4 |
| 3 | Music for Film – Composition | 20% | 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | T3 W6 |
| 4 | Yearly – Performance and Aural Exam | 40% | 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10 | T4 W5 |
| Total | | 100% | | |

Outcomes

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Additional Faculty Information

- Course coordinator – Simpson

Additional School Information

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Course Overview

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-----------|----------------------------|----------|
| 1 | Australian Sporting Identity – Research Task | 25% | PASS5-3, 4, 8, 10 | T1 W7 |
| 2 | Invasion Games – Practical Observation | 25% | PASS5-1, 2, 5, 6, 7, 9, 10 | T1 W10 |
| 3 | Coaching – Peer Teaching | 25% | PASS5-5, 6, 7, 9 | T3 W5 |
| 4 | Yearly Examination – Examination | 25% | PASS5-1, 2, 3, 4, 8, 10 | T4 W3 |
| Total | | 100% | | |

Outcomes

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Additional Faculty Information

- Course Coordinator – Mr J. Eckford
- Head Teacher – Mr E Neate

Additional School Information

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Course Overview

In Stage 5 PDHPE Year 9, students will cover a range of topics which all link to the following PDHPE propositions of:

1. Health, Wellbeing and Relationships
2. Movement Skill and Performance
3. Healthy, Safe and Active Lifestyles

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-----------|------------------------------|----------|
| 1 | Volleyball Practical Assessment – Observation | 25% | PD5-4, 5, 7, 11 | T1 W6 |
| 2 | Fuelling Performance Theory Assessment – Research Task | 25% | PD5-1, 2, 6, 9 | T1 W9 |
| 3 | Dance Practical Assessment – Dance Performance | 25% | PD5-4, 5, 6, 7, 8, 9, 10, 11 | T2 W6 |
| 4 | Party Safe Theory Assessment – Party Safe Action Plan | 25% | PD5-1, 2, 3, 9 | T3 W9 |
| Total | | 100% | | |

Outcomes

- PD 5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD 5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD 5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD 5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD 5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD 5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD 5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD 5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD 5-9 applies self-management skills to effectively manage complex situations
- PD 5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD 5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Additional Faculty Information

- Course Coordinator – Mrs S Blackburn
- Head Teacher – Mr E Neate

Additional School Information

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Course Overview

In Stage 4 Photographic and Digital Media Year 9, students will be covering the topics: Introduction to Photography, Surrealism, Experimental Film/Animation and Street and Landscape Photography.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-----------|------------------------------------|----------|
| 1 | Photography – Portfolio of Works | 20% | 5.1, 5.2, 5.3, 5.4 | T1 W10 |
| 2 | Surrealism Case Study – Critical and historical interpretations | 20% | 5.7, 5.8, 5.9 | T2 W5 |
| 3 | Surrealism – Series of Works | 20% | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | T2 W10 |
| 4 | Experimental Film/Animation – Making and Critical and historical interpretations | 40% | 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10 | T3 W10 |
| Total | | 100% | | |

Outcomes

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

Additional Faculty Information

- Course coordinator – Mr Simpson

Additional School Information

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Course Overview

In Stage 5 Science Year 9, students will cover several topics including Periodic Table, Environment, Waves, Coordination, IRP, Plate Tectonics, Chemistry and Universe. They will be developing their working scientifically skills throughout each topic.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|---|----------|
| 1 | Practical Test – Practical Examination | 20% | SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS | T1 W6 |
| 2 | Skills Test – Examination | 20% | SC5-5WS, 7WS, 8WS, 9WS | T2 W2 |
| 3 | Independent Research Task (IRP) – Scientific Report | 20% | SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS | T3 W6 |
| 4 | Knowledge Examination – Examination | 40% | SC5-2VA, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW | T4 W4 |
| Total | | 100% | | |

Outcomes

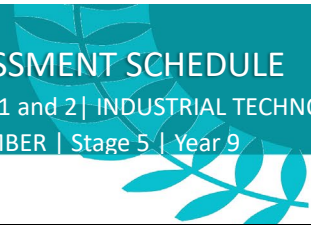
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|----------|---|
| SC5-2VA | shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures |
| SC5-4WS | develops questions or hypotheses to be investigated scientifically |
| SC5-5WS | produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively |
| SC5-6WS | undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively |
| SC5-7WS | processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions |
| SC5-8WS | applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems |
| SC5-9WS | presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations |
| SC5-10PW | applies models, theories and laws to explain situations involving energy, force and motion |
| SC5-11PW | explains how scientific understanding about energy conservation, transfers and transformations is applied in systems |
| SC5-12ES | describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community |
| SC5-13ES | explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues |
| SC5-14LW | analyses interactions between components and processes within biological systems |
| SC5-15LW | explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society |
| SC5-16CW | explains how models, theories and laws about matter have been refined as new scientific evidence becomes available |

Additional Faculty Information

- Course coordinator: Mrs Haley Deacon

Additional School Information

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Course Overview

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

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

These may include:

- decorative timber products
- small bowls or turned items
- storage and transportation products
- furniture items
- storage and display units

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

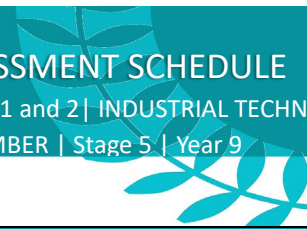
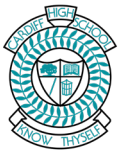
Assessment Program

(May vary with notification)

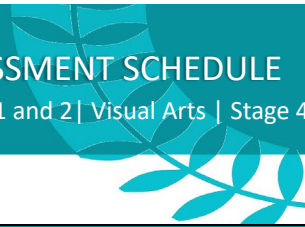
| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|---|-----------|-----------------------------|----------|
| 1 | Folding Stool – Practical Project No.1 and Folio | 30% | IND5-1, 2, 3, 4, 5, 6, 7, 8 | T2 W3 |
| 2 | Half Yearly Exam – Examination | 15% | IND5-1, 3, 7, 8, 9, 10 | T2 W5 |
| 3 | Practical Project No.2 – Practical Project No.2 and Folio (MicroSCOPE) | 30% | IND5-1, 2, 3, 4, 5, 6, 7, 8 | T4 W5 |
| 4 | Yearly Exam – Examination | 25% | IND5-1, 3, 7, 8, 9, 10 | T4 W7 |
| Total | | 100% | | |

Outcomes

| | |
|---------|--|
| IND5-1 | identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies |
| IND5-2 | applies design principles in the modification, development and production of projects |
| IND5-3 | identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects |
| IND5-4 | selects, justifies and uses a range of relevant and associated materials for specific applications |
| IND5-5 | selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects |
| IND5-6 | identifies and participates in collaborative work practices in the learning environment |
| IND5-7 | applies and transfers skills, processes and materials to a variety of contexts and projects |
| IND5-8 | evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction |
| IND5-9 | describes, analyses and uses a range of current, new and emerging technologies and their various applications |
| IND5-10 | describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally |



| Additional Faculty Information | Additional School Information |
|---|--|
| <ul style="list-style-type: none">Course Coordinator – Mr M Honeywill | <ul style="list-style-type: none">Refer to Cardiff High Schools Assessment Policy for full details on late submission, illness, misadventure and N AwardsThese timings are indicative and may change due to varying circumstances.Late assignments will incur a 20% per day penalty if late, unless illness and misadventure procedures are followed and approved. |



Course Overview

In Stage 5 Visual Arts Year 9, students will be covering the topics: The Natural Environment, Metamorphosis and the Bizarre and More Than a Face.

Assessment Program

(May vary with notification)

| No. | Title – Nature of Task | Weighting | Outcomes | Due Date |
|--------------|--|-----------|---|----------|
| 1 | The Natural Environment – Critical and Historical Studies | 10% | 5.7, 5.9 | T1 W10 |
| 2 | The Natural Environment – Artmaking | 25% | 5.1, 5.2, 5.4, 5.6 | T2 W4 |
| 3 | Metamorphosis and the Bizarre – Artmaking and Critical and Historical Studies | 35% | 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9 | T3 W4 |
| 4 | More Than a Face – Artmaking and Critical and Historical Studies | 30% | 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10 | T4 W4 |
| Total | | 100% | | |

Outcomes

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience.
- 5.3 makes artworks informed by an understanding of how the frames affect meaning.
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art.
- 5.9 demonstrates how the frames provide different interpretations of art.
- 5.10 demonstrates how art criticism and art history construct meanings.

Additional Faculty Information

- Course Coordinator – Ms L Mansfield

Additional School Information

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