

Year 9

Assessment Schedule



2025



CARDIFF HIGH SCHOOL

Celebrating Excellence, Opportunities and Success



Course Overview

In Stage 5 Aboriginal Studies Year 9, students will cover the following topics: Aboriginal Self-determination and Autonomy, Aboriginal Enterprise and Organisations, Aboriginal Peoples and Sport and Aboriginal Peoples' Interaction with the Legal and Political System.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Aboriginal Self Determination and Autonomy Museum Display – Research Task	25%	AST5-1, AST5-2, AST5-3, AST5-4, AST5-5, AST5-7, AST5-8, AST5-11	T1W9
2	Aboriginal Enterprise and Organisations – Presentation	25%	AST5-5, AST5-6, AST5-7, AST5-11	T2W5
3	Aboriginal Peoples and Sport – Research Task	25%	AST5-1, AST5-6, AST5-9, AST5-10	T3W6
4	Aboriginal Peoples' Interaction with the Legal and Political System – Topic Test	25%	AST5-2, AST5-6, AST5-7, AST5-10	T4W3
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 – Mrs R Ridgeway

Additional School Information

- Refer to Cardiff High School's 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	Becoming a Family Unit – Website Design	25%	CS5-2, CS5-8, CS5-9, CS5-11, CS5-12	T1W10
2	Conception to Birth – Examination	25%	CS5-3, CS5-6, CS5-7, CS5-9, CS5-10	T2W5
3	Newborn Care – Process Diary and Practical Care	25%	CS5-1, CS5-2, CS5-5, CS5-8, CS5-10, CS5-12	T2W10
4	Kids at Play – Toy Creation	25%	CS5-3, CS5-4, CS5-5, CS5-9	T4W2
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
- CS5-6 describes a range of parenting practices for optimal growth and development
- 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
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Additional Faculty Information

- Course Coordinator – Mrs S Crow
- Head Teacher – Mr P Anderson

Additional School Information

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Course Overview

In Stage 5 Commerce Year 9, students will cover the following units: Law, Society and Political Involvement, Economic and Business Environment, Investing, Promoting and Selling and Towards Independence.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Law, Society & Political Involvement – Topic Test	25%	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-8, COM5-9	T1W9
2	Economic and Business Environment – Research Assignment	25%	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	T2W4
3	Promoting and Selling – Topic Test	25%	COM5-1, COM5-2, COM5-4, COM5-8, COM5-9	T3W6
4	Towards Independence – Research Assignment	25%	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	T4W3
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 – Mr C Phillips

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 and Reflection	25%	EN5-RVL-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	T1W9
2	Close Study of Novel – Extended Response	25%	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	T2W9
3	Close Study of Drama – Extended Response	25%	EN5-URA-01, EN5-URB-01, EN5-URC-01, EN4-ECA-01	T3W9
4	Yearly Exam – Examination	25%	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	T4W4
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 – Ms J Gow
- 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, FT5-2, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	T1W9
2	The Hunger Case – Research Task and Practical	25%	FT5-2, FT5-5, FT5-6, FT5-11	T2W6
3	Movie Snack Founder – Research Task and Practical	25%	FT5-2, FT5-10, FT5-11, FT5-13	T3W6
4	Hello Eats – Practical	25%	FT5-3, FT5-4, FT5-7, FT5-8, FT5-12	T4W3
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
- Apron, Head Covering, Leather Shoes, Display Folder

Additional School Information

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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, GE5-3, GE5-5, GE5-7, GE5-8	S1 T1W7 S2 T3W7
2	Sustainable Biomes Topic Test – Skills and Extended Response (Source Based)	50%	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	S1 T2W4 S2 T4W4
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 – Mr C Phillips

Additional School Information

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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 – Research Task (MicroSCOPE)	50%	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	S1 T1W8 S2 T3W8
2	Australians at War – Topic Test	50%	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9	S1 T2W4 S2 T4W4
Total		100%		

Outcomes

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 sequences and explains the significant patterns of continuity and change in the development of 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
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- 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 Coordinators – Ms M Davies / Ms L Grant

Additional School Information

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Course Overview

In Stage 5 iSTEM 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	Balsa Bridge Design – Lab Report (Scientific report)	30%	ST51 to ST510	T1 W10
2	Coding Task – Practical (Use coding principles to solve an identified problem)	30%	ST51 to ST510	T2 W7
3	Skylap Plane Design – Portfolio (Engineering portfolio)	40%	ST51 to ST510	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

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	Boot Box – Practical	30%	IND5-1, 2, 3, 4, 5, 6, 7, 8	T1W10
2	Half Yearly – Examination	20%	IND5-1, 3, 4, 7, 8, 9, 10	T2W7
3	Shade Shelter – Practical (MicroSCOPE)	30%	IND5-1, 2, 3, 4, 5, 6, 7, 8	T4W3
4	Theory – Workbook (Fortnightly Week A)	20%	IND5-1, 3, 4, 5, 6, 7, 9, 10	T4W5
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
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• MicroSCOPE – Practical Project No. 02	<ul style="list-style-type: none">• Refer to Cardiff High School's 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 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 and Folio	30%	IND5-1, 2, 3, 4, 5, 6, 7, 8	T2W3
2	Half Yearly – Examination	15%	IND5-1, 3, 7, 8, 9, 10	T2W5
3	Practical Project No.2 – Practical and Folio (MicroSCOPE)	30%	IND5-1, 2, 3, 4, 5, 6, 7, 8	T4W5
4	Theory – Workbook (Fortnightly Week B)	25%	IND5-1, 3, 7, 8, 9, 10	T4W5
Total		100%		

Outcomes

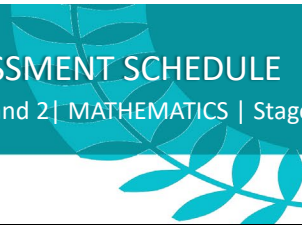
- IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 Applies design principles in the modification, development and production of projects
- IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical
- 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

- Course Coordinator – Mr M Honeywill

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	T1W6
2	Task 2 – Examination: Numbers of any Magnitude and Financial Mathematics	30%	MA5-MAG-C-01, FIN-C-01	T2W5
3	Task 3 – Examination: Linear Relationships, Non-Linear Relationships and Equations	30%	MA5-LIN-C-01, NLI-C-01, EQU-C-01	T3W5
4	Task 4 – MicroSCOPE: Research Task: Area and Surface Area	10%	MA5-ARE-C-01, MAO-WM-01	T3W9
5	Task 5 – Examination: Right-Angled Triangles (Trigonometry)	15%	MA5-TRG-C-01	T4W6
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

Additional School Information

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Course Overview

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

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Australian Music – Practical Exam	20%	5.1, 5.2, 5.3, 5.11, 5.12	T1W10
2	Australian Music – Theory Exam	20%	5.7, 5.8, 5.9	T2W4
3	Music for Film – Composition	20%	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	T3W6
4	Yearly – Performance and Aural Exam	40%	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	T4W5
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 – Mr B 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	Invasion Games – Skills Assessment Task	25%	PASS5-5, PASS5-6, PASS5-7, PASS5-9, PASS5-10	T1W7
2	Athlete Analysis – Research Task	25%	PASS5-3, PASS5-4, PASS5-6	T1W11
3	Net and Court Games – Practical Observation	25%	PASS5-5, PASS5-6, PASS5-7, PASS5-8	T3W8
4	Yearly – Examination	25%	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-10	T4W2
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 – Mrs S Blackburn
- Head Teacher – Mr P Anderson

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, PD5-5, PD 5-7, PD5-11	T1W6
2	Fuelling Performance – In Class Task	25%	PD5-1, PD5-2, PD5-6, PD5-8, PD5-9	T1W9
3	Dance Performance – Practical Assessment	25%	PD5-4, PD5-5, PD5-10, PD5-11	T2W7
4	Party Safe – Examination	25%	PD5-1, PD5-3, PD5-9, PD5-10	T3W9
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 and Mr J Eckford
- Head Teacher – Mr P Anderson

Additional School Information

- Refer to Cardiff High School's 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

In Stage 5 Photographic and Digital Media Year 9, students will be covering the topics: Introduction to Photography, Surrealism, Genre Film and Street and Landscape Photography.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Photography Basics – Portfolio of Works	20%	5.1, 5.2, 5.3, 5.4	T1W10
2	Surrealism Critical and historical interpretations – Case Study	20%	5.7, 5.8, 5.9	T2W5
3	Surrealism – Series of Works	20%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	T2W10
4	Genre Film – Making and Critical and historical interpretations	40%	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10	T3W10
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 – Ms L Mansfield

Students will be assessed on:

- **Making** – Photography journal and Major Works
- **Critical and historical interpretations** – Studying images and artworks of artists and cultures relating to units of work

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.

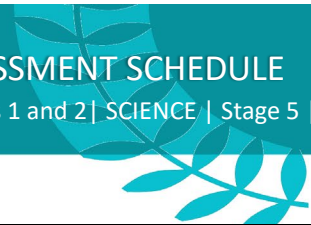
Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Practical Test – Practical	20%	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS	T1W6
2	Skills Test – Examination	20%	5WS, 7WS, 8WS, 9WS	T2W2
3	Independent Research Task (IRP) – Scientific Report	20%	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS	T3W6
4	Knowledge Examination – Examination	40%	SC5-2VA, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW	T4W4
Total		100%		

Outcomes

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	Additional School Information
<ul style="list-style-type: none">Course coordinator: Mr D Smith	<ul style="list-style-type: none">Refer to Cardiff High School's 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 study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Peter Alexander – Research Task & Practical Bag	20%	TEX5-2, 3, 9	T1W7
2	Pyjama Party – Practical & Portfolio	30%	TEX5-4, 8, 10, 11	T2W9
3	Country: Identity, Purpose, Belonging – Textile Art Project & Portfolio	30%	TEX5-5, 7, 8, 9, 11, 12	T3W8
4	Yearly – Examination (Open book, in class)	20%	TEX5-1, 2, 3, 4, 6	T4W4
Total		100%		

Outcomes

- TEX5-1 explains the properties and performance of a range of textile items
- TEX5-2 justifies the selection of textile materials for specific end uses
- TEX5-3 explains the creative process of design used in the work of textile designers
- TEX5-4 generates and develops textile design ideas
- TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society
- TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX5-11 demonstrates competence in the production of textile projects to completion
- TEX5-12 evaluates textile items to determine quality in their design and construction

Additional Faculty Information

- Course Coordinator – Mr M Honeywill

Additional School Information

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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	T1W10
2	The Natural Environment – Artmaking	25%	5.1, 5.2, 5.4, 5.6	T2W4
3	Metamorphosis and the Bizarre – Artmaking and Critical and Historical Studies	40%	5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9	T3W6
4	More Than a Face – Artmaking and Critical and Historical Studies	25%	5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	T4W4
Total		100%		

Outcomes

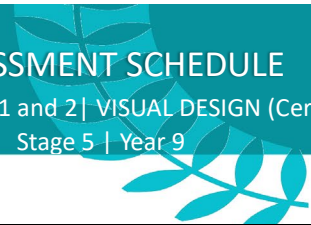
- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience
- 5.3 makes artworks informed by an understanding of 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 – Mrs S Wright

Additional School Information

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Course Overview

In Stage 5 Ceramics Year 9, students will be covering the topics: Animalia, Landscape Elements and Exploring Identity.

Assessment Program

(May vary with notification)

No.	Title – Nature of Task	Weighting	Outcomes	Due Date
1	Animalia Real and Imaginary – Critical and Historical Studies	10%	5.7, 5.8, 5.9	T1W11
2	Animalia Real and Imaginary – Artmaking	20%	5.2, 5.4, 5.6	T2W2
3	Landscape Elements – Critical and Historical Studies and Artmaking	35%	5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	T3W3
4	Exploring Identity – Critical and Historical Studies and Artmaking	35%	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10	T4W4
Total		100%		

Outcomes

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

Additional Faculty Information

- Course coordinator – Mr P Ribbons

Additional School Information

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