

INNOVATION INSPIRATION EXCELLENCE



2023 Year 9 LEAP Curriculum Handbook



Education

1 PROCEDURES RELATED TO THE ADMINISTRATION OF TASKS

1.1 Providing Adequate Assessment Notice and Information

A minimum two weeks written notice is required for all formal assessment tasks. Students will be issued with an official assessment notification, and assessment tasks must also be uploaded to CANVAS as an assignment with a set due date within the related course.

THS will provide an assessment notification for every formal task which provides the following information:

- i. the task due date, outcomes, components and weight value in relation to the total weighted mark for the course
- ii. a task description outlining the nature of the task and specific requirements, including the drafting process/requirements for the task
- iii. details of the school's policy for non-submission of the task
- iv. a marking rubric for project-based tasks to guide student performance against A-E and numerical scales
- v. a marking rubric or common answer guide for examination style tasks is to be attached to the notification as part of the Assessment Task Development Process and for Head Teacher Faculty review, but is not required to be distributed to students. (These must be provided to students as part of the feedback process)
- vi. submission and presentation instructions.

1.2 Signing for receipt of tasks

All students are required to acknowledge receipt of the assessment task. While it is a requirement to upload all assessment notifications to CANVAS, a hard copy will also be given to students. Acknowledgement is achieved when the students sign and date the THS Student Assessment Notification, Submission and Return Register.

1.3 Students absent from school when assessment information is given out

Where possible, students have assessment tasks available to them via the school's Learning Management System, CANVAS on the day they are physically handed out. If a student is absent the day an assessment task notification is distributed, it is their responsibility to see their teacher to receive the notification. Students will know when a task notification must be provided from information outlined in curriculum handbooks and faculty assessment schedules. Teachers are to issue students with a written copy of task notifications during the next attended lesson and have students sign to acknowledge that they have received this.

It is each student's responsibility to carefully check the details of the assessment task notification sheet. Additionally, if a student is absent when the assessment task notification is issued, it is their responsibility to obtain the task information from the class teacher on return to school or otherwise.

1.4 Submission and Completion of Tasks

1.4.1 Submitting tasks

- Tasks are to be submitted via the Toronto High School Learning Management System, CANVAS. Tasks can be handed in during the day or by **2.20pm on the due date**. If the submission cannot be made through CANVAS after seeking assistance from your teacher or librarian, tasks can be submitted directly to the assessing teacher.
- In the absence of the student's regular teacher, the Head Teacher of the respective faculty can receive assessment tasks on behalf of the absent staff member. Paper submissions are to be dated, time stamped and signed by the receiving Head Teacher. In the absence of both the teacher and respective Head Teacher Faculty, tasks can be submitted to a Deputy Principal. Paper submissions are to be dated, time stamped and signed by the receiving Deputy Principal.
- Students submitting tasks to CANVAS on the due date will have a time stamped assignment submission notification sent to the relevant teacher. For physical assignment submissions, students will be required to sign that they have handed the task to their teacher.
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases. Computer/printer problems alone are not sufficient grounds for a misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be resolved in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No

consideration can be given for tasks which have allegedly been lost or stolen.

- It is the students' responsibility to ensure that files uploaded to CANVAS are **not corrupt** and are the **correct, completed task**. After submitting the task on Canvas, students can verify this is the case by downloading their submission from the top right hand corner of the *Submission* page on Canvas.

1.4.2 Examinations and in-class tasks

- For examinations, class tests or in-class assessment tasks, it is expected that each student will bring the necessary equipment, including any special items indicated by the class teacher or as listed on the assessment notification. **Students should not expect to be allowed to borrow any equipment.**
- All teachers will be required to have a visible working clock for all timed assessment tasks.
- In the event of an examination or class task being completed before the allocated time, students are expected to appropriately manage their behaviour so as to not interfere with other students undertaking the assessment. If students finish early, they are encouraged to review and edit their papers to use up the allotted time appropriately. With the exception of special circumstances, no student will be permitted to leave the assessment room early.
- Misbehaviour or inappropriate behaviour will not be tolerated during assessment tasks. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption. An appropriate consequence for actions will be determined by the Head Teacher Faculty or Senior Executive.

1.4.3 Non-serious or unsatisfactory attempts of assessment tasks

- Students must make a satisfactory attempt at an assessment task. Class teachers, in consultation with their Head Teacher Faculty, will determine if a student has made an unsatisfactory attempt. Assessments are designed so all students should be able to access the task.
- Once a submission has been deemed as a non-serious attempt, the teacher will issue the student with a *Faculty Warning* letter (Year 7-9) or *N-Award Warning* letter (Year 10-12).
- Unless other instructions are given, normal examination conditions will apply to all tasks. Internet connected devices (including but not limited to phones and smart watches) are prohibited from the examination room and/or classroom while an assessment task is being conducted, unless prescribed in the assessment task.

1.5 School Based Assessment, Absences and Late Submissions

1.5.1 Late or non-submission of school-based tasks: ACE procedures

- If a student fails to complete a task specified in the school-based assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on an alternate task.
- In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.
- If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

1.5.2 Late or non-submission of school-based tasks: THS procedures

- Students who hand in work late, without a valid reason, will be awarded a mark of zero.
- For Years 7-9 students, verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. A medical certificate is not required.
- For Year 10-12 students, all tasks not submitted on the due date and not undergoing appeal, an N-Warning letter will be sent as per NESA requirements.
- Each faculty will take responsibility for tracking Faculty Warnings and N-Warnings.
- Once a N-Warning or Faculty Warning is resolved, it is the responsibility of the classroom teacher to ensure this is reflected on Sentral.
- If a student is absent on the day of a submission or "hand in task", they must submit the task on the first day of their return from absence along with a Misadventure/Illness and Application Form within three days of their return.

1.5.3 School leave

- If students know that they will be absent for an assessment task due to personal or school commitments, they must give notice of their leave to the Senior Executive and Head Teacher Faculty as soon as possible. Where possible, the task should be completed or submitted prior to the due date.
- In the event of the task not being able to be completed prior to the due date, the student must consult the Head Teacher Faculty (Years 7-9) or Senior Executive (Years 10-12).
- If the school does not grant leave approval, and the task has not been submitted or completed by the due date, a mark of zero will be awarded for task non completion.

1.5.4 Illness and misadventure

- If a student is unwell or experiences misadventure (such as an accident), on the due date or day prior, they must complete an Illness/Misadventure form and submit it within three school days from when they return to school.
- For students in Years 7-9, a medical certificate is not required. Written or verbal communication from the parent to the teacher providing a valid reason can be accepted as valid. The completed Illness, Misadventure and Appeal Form is to be submitted to the Head Teacher Faculty.
- For students in Years 10-12, relevant documentary evidence (such as a medical certificate and Independent evidence of illness form or Statutory Declaration) must be attached to the completed Illness, Misadventure and Appeal Form and submitted to the relevant Deputy Principal (Years 10-12).
- As part of the illness and misadventure process, where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student has a valid reason for their absence on the due date of the assessment task, the student will incur no academic penalty and alternative arrangements for the submission or completion of the assessment task will be made. Alternative arrangements could include, but are not limited to: estimates, alternate assessment tasks or submission of the original assessment task depending on the circumstances.
- Where the Deputy Principal (Years 10-12) or Head Teacher Faculty (Years 7-9) finds that a student does not have a valid reason for their absence on the due date of the assessment task or day prior, the student will receive a mark of zero for that assessment task. **The student is still required to complete the assessment task regardless of the zero mark.**
- Completing the Illness/Misadventure form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

1.5.5 Excursions and fieldwork

Some subjects require students to undertake compulsory excursions. In the case of unavoidable absences from these activities, students must negotiate alternative arrangements prior to the event. Final decisions will be at the discretion of the Senior Executive.

1.5.6 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- For students in Years 10-12, students may submit an appeal with appropriate, independent documentation such as a Doctor's Certificate or Statutory Declaration. Appeals must be submitted directly to the relevant Deputy Principal. The appeal will be subject to the decision of the Assessment Appeals/Dispute Panel.
- THS deems the following situations as grounds for an appeal:
 - the task has not been weighted in line with the NESA requirements
 - the task has not complied with the stated assessment program and/or assessment requirements
 - there has been a miscalculation or a clerical error when deciding the assessment mark

1.5.7 Absence, illness/misadventure for group performances

- In the event of a group member being absent on the due date of a performance, if the remaining group members can complete the performance, then the performance is to go ahead.
- In the event that a performance cannot go ahead due to the absence of a group member, the affected students need to complete an Illness/Misadventure form as a group.
- Completed Illness/Misadventure forms must be completed and submitted within three school days from when the student has returned to school.
- Immediately upon return to school, the absent student is required to complete an Illness, Misadventure

and Appeal Form and provide supporting documentation. Completed forms are to be submitted to the Deputy Principal (Years 10-12). This application will be considered separately to any group application.

- Applications for illness/misadventure will be considered on a case by case basis and decisions are left to the discretion of the Senior Executive (Years 10-12) and Head Teacher Faculty (Years 7-9).
- Where the reason for an absence is substantiated, arrangements will be made for the student to complete the task or an alternate task as per the Toronto High School Illness, Misadventure and Appeal Flow Chart (see Appendix). If rescheduling of the performance to an alternate date is required, this will be determined by the Head Teacher Faculty in consultation with the Senior Executive.

1.6 Substitute Tasks, Alternate Tasks and Estimates

Estimates, alternate tasks and substitute tasks will be deployed at the discretion of the Senior Executive for individualised assessment plans, in the event a compromised task is administered, in the event an invalid task is administered, in the event a non-discriminating task is administered or where deemed required. Estimates or substitute tasks will also be deployed at the discretion of the Assessment Appeals/Dispute Committee.

1.6.1 Alternate Tasks

- If a Senior Executive member determines that a successful Illness/Misadventure or Appeal application requires the administration of an alternate task, the new task will follow the Assessment Development Process. Alternate tasks will be given priority during the Assessment Task Development process.
- As far as is reasonably practical, the alternate task will be completed two weeks after the original due date. The alternate date will be recorded on the Sentral assessment calendar and be confirmed in writing on the upheld Illness/Misadventure and Appeal Form.

1.6.2 Estimates

If a student misses the scheduled alternate task due to legitimate reasons which fall within the illness, misadventure and appeal process, this exceptional circumstance may result in an estimate. This decision is made by the relevant Deputy Principal (Years 10-12).

1.7 Awarding a Zero Mark

Zero marks will be awarded when a student is absent on the due date or fails to submit an assessment task on the due date. The Assessment Appeals/Disputes Committee may choose to reject an appeal for illness or misadventure in which case, the zero mark will stand. Zero marks will also be awarded in the event of malpractice. Students receiving a zero mark must still complete the assessment task.

1.8 Students Undertaking VET Work Placement

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods.

1.9 Technical Failure

Technical failure is not an excuse for inability to submit or complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the agreement of the Assessment Appeals Committee and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by an Illness/Misadventure Appeal form, if any consideration is to be given by the Assessment Appeals/Dispute Committee. All such, cases will be considered individually.

1.10 Applications for Extension of Task Submission

- A student may apply for an extension to a due date if they feel they have exceptional circumstances that result in a genuine inability to meet the assessment timeframe. All applications for extension must be in writing. Years 7-9 require parental/carer contact/contribution and the completed Extension of Assessment Form. For Years 10-12 appropriate supporting documentation, in the form of independent evidence such as Doctor's Certificate or Statutory Declaration, is required in addition to the completed Extension of Assessment Form.
- Applications for extension need to be given to the Head Teacher Faculty (Years 7-9) and Deputy Principal (Years 10-12) at least 24 hours prior to the due date. The awarding of the extension will be at the discretion of the Senior Executive (Years 10-12) and Head Teacher (Years 7-9). Where less than 24 hours notice is

provided, the Senior Executive and Head Teacher Faculty will determine if an extension is to be granted.

- Acceptable reasons to apply for an extension include:
 - school related business
 - illness or injury where the nature of the illness or injury prevents the student's capacity to fulfil the task's requirements
 - family bereavement.
- Technology failure is not an appropriate reason for late submission and therefore an application for extension may be declined.
- A student who wishes to apply for an extension must:
 - complete an Application for Extension of Assessment form and
 - submit a completed Application for Extension of Assessment Form to the Head Teacher Faculty (Years 7-9) or Deputy (Years 10-12) as soon as is reasonably possible.
- The Head Teacher Faculty and Deputy Principal will determine the nature or form of the extension. This could include:
 - an extension of time for submission
 - completion of an alternative task at a later date or
 - an adjustment of the task. Independent evidence, such as a Doctor's Certificate or Statutory Declaration, needs to be supplied for students in years 10-12.
- Completing the Application for Extension of Assessment form does not guarantee extension approval and students must continue working on the task to the best of their circumstance and ability.

2 PROCEDURES RELATED TO MALPRACTICE

2.1 Definition and Practices

THS follows the 2011 NESA definition and practices of malpractice:

'All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results for Year 12 students.

Malpractice is any activity that allows students to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

2.2 Procedures for Malpractice in Tasks

- Suspected malpractice will be reported to respective faculty Head Teachers for review. Suspected malpractice is to be communicated to Senior Executive by Head Teachers. Students found to have engaged in malpractice will be awarded a zero mark and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher Faculty and Senior Executive.
- Malpractice is taken seriously at Toronto High School and may result in:
 - zero marks for part or all of the assessment task/examination
 - potential further disciplinary action taken by the school (e.g. detention, suspension, etc.)

2.3 Procedures for Malpractice in Examinations

- Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students.
- Electronic devices should not be brought into the examination room. Any electronic devices entering the examination room must be turned off and placed in bags (with the exception of devices prescribed in the tasks such as approved scientific calculators). For each task, teachers are required to provide a visible working clock.
- Students not making a serious attempt at the task or attempting to plagiarise or cheat will be subject to a penalty. Students found to breach any examination requirements may be removed from the examination and awarded a mark of zero.
- Students removed from an examination room will report to a Head Teacher Faculty.

3 ASSESSMENT PROCEDURES AND PROTOCOLS

3.1 Awarding Marks for an Assessment Task

- At THS, student achievement in relation to syllabus outcomes and standards, is determined through the collection of evidence in the form of formal assessment tasks and is used for grading and ranking students within each of the courses. NESAs promote a standards-referenced approach to assessment and reporting and each syllabus states what students at each learning stage are expected to learn.
- Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels for the RoSA only (A10, A9, B8, B7, C6, C5, D4, D3, E2).
- Marks must be awarded against explicit marking guidelines which should be developed against the course descriptors for individual subjects.
- The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations unless an Illness/Misadventure form has been submitted and upheld. Attendance and application are not to be taken into account in the final assessment mark or in any individual assessment task.
- Marks must also accurately correlate and reflect the outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity, but tasks should be weighted more heavily toward the end of the course completion.
- NESAs require all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

3.2 Appeals

- If a student wishes to appeal, they must complete an Illness/Misadventure and Appeal Form.
- For students in Years 7-9, an appeal may be heard by the Head Teacher Faculty when accompanied by contact from the parent or carer.
- THS deems the following situations as grounds for an appeal:
 - the task has not been weighted in line with the NESAs requirements
 - the task has not complied with the stated assessment program and/or assessment requirements
 - there has been a miscalculation or a clerical error when deciding the assessment mark.

3.3 Assessment Task Notification

Assessment tasks must include the following information:

<ul style="list-style-type: none">• academic year group• faculty delivering the assessment task• task number• weighting• due date	<ul style="list-style-type: none">• detailed task description and standards• outcomes• marking criteria, marking rubric or explicit marking guidelines such as a common answer sheet• method of submission.
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****All assessment tasks must be issued using the appropriate THS Assessment Notification template.**

Marking guidelines on this template need to be detailed, explicit and show clearly where marks will be allocated. This information is to be provided for students with the understanding that students can essentially use the assessment criteria to grade their own work to gauge assessment task progress and self-assess.

3.4 Assessment Feedback for Individuals and Classes

- Teachers are to use the explicit marking guidelines sheet that accompanies the student assessment notification to clearly identify where individual grades/marks have been awarded. A class/course summary that identifies common and explicit feedback of a meaningful nature, articulating assessment task strengths and assessment task areas for improvement, must be completed for every assessment task so all students are aware of what needs to be done to improve for the next assessment opportunity.
- All feedback and marks should be returned to students within two weeks of the task submission. Students must sign for return of task and feedback on the Student Assessment Notification and Return Register.
- Additional forms of feedback may be given in accordance with the THS Feedback Policy and/or at the

discretion of the Senior Executive and/or Head Teachers.

3.5 Reporting Progress

- Students are to receive written and verbal feedback regarding progress. It is the teacher's responsibility to share constructive feedback with students so productive improvements can be made.
- Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress. It is a core responsibility of teachers and a key phase of the teaching and learning cycle with the fundamental purpose of assessment and reporting to improve student learning. Toronto High School's reporting procedures are designed to enable consistency in communicating information to a range of stakeholders about student learning, including a student's level of achievement and the progress they have made.

4 AWARDING GRADES FOR END OF COURSE PERFORMANCE

4.1 Monitoring Satisfactory Course Completion

Satisfactory completion can be judged by evidence regarding sustained application and diligence to learning experiences in class, home tasks and assessment tasks. Attendance may not be used to determine satisfactory completion of a course. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-Completion' determination. An 'N' determination for a course may make a student ineligible for the HSC.

4.2 Informing Parents/Carers of Non-Submissions or Upheld Appeals

For Year 10, an 'N' warning letter is to be used as the primary method for notifying parents of failure to submit or undertake an assessment task. In addition, faculty letters, phone calls home and parent interviews should also be used. Parents may also be informed of failure to submit or undertake an assessment task during parent teacher evening. Records of this contact need to be maintained.

4.3 Notifying Students at Risk of Receiving an 'N' Determination

- Teachers are to interview students failing to engage in satisfactory course completion. 'N' warning letters are to be sent home regarding unsatisfactory course completion. Head Teachers are to interview students regarding ongoing unsatisfactory course completion and make parent / carer phone contact.
- Students undergoing a UPL are to be interviewed by the Deputy Principal and parent / carer phone contact is to be made. Parental inclusion in the UPL interview is at the discretion of the Deputy Principal. Regular contact home regarding student progress is also at the discretion of the Deputy Principal.
- Students failing to meet UPL requirements, and/ or have been officially nominated to the Principal for an 'N' determination by the Deputy Principals, will be interviewed by the Principal. Parent/carers contact and involvement at this point of intervention will be at the discretion of the Principal.

4.4 Establishing Student Performance 7-10

- For Years 7-10, teachers use NESA Common Grade Scale to make professional on-balance judgments to determine which performance descriptor best matches the standards their students have achieved. Additional evidence such as formative assessment, class work and observations can be used to support any variation from the formal grade/mark. Adjusting of marks for final grades is to be done in consultation with staff, led by the Head Teacher Faculty, and approved by the Senior Executive. Marks do not necessarily represent the achievement level of a student as outlined in performance descriptors.
- The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). These grades should be reflected in the marking of assessment tasks.
- Students undertaking a course based on Life Skills outcomes and content are not allocated a grade in that course. Students undertaking a Stage 5 VET course are not allocated a grade in that course.



TORONTO HIGH SCHOOL
YEARS 7-9 APPLICATION FOR EXTENSION
OF ASSESSMENT DUE DATE FORM

STUDENT NAME: _____

YEAR: _____

SUBJECT: _____

TEACHER: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED

- | | |
|--|--|
| <input type="checkbox"/> Course, subject, task name and due date completed | <input type="checkbox"/> Parental/Carer communication received |
| <input type="checkbox"/> Reason for extension completed | <input type="checkbox"/> Student signature and date completed |
| <input type="checkbox"/> Details to support request completed | <input type="checkbox"/> Parental/Carer signature and date completed |
| <input type="checkbox"/> Classroom teacher comment completed | |

Subject: _____

Task Name: _____

Due Date: / /

Reason for Extension Request:

Details to Support Extension Request:

--

Classroom Teacher Comment:

--

Parent/Carer Signature: _____

Student Signature: _____

Date: / /

Date: / /

Head Teacher's Decision:

- | | |
|---|--|
| <input type="checkbox"/> Extension of due date (<i>New due date</i> _____) | <input type="checkbox"/> An adjustment to the task |
| <input type="checkbox"/> Alternate task (<i>New due date</i> _____) | <input type="checkbox"/> No extension granted |

Head Teacher's Comments:

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Head Teacher Signature: _____

Class Teacher Signature: _____

Date: / /

Date: / /



TORONTO HIGH SCHOOL FACULTY WARNING FLOWCHART

Student fails to apply themselves with diligence and sustained effort to set class tasks and experiences:

- Class teacher consults with Head Teacher Faculty
- Teacher interviews and supports student.
- Record of interview maintained.

Student fails to submit an assessment task by the due date. Task will have been issued at least two weeks prior to this time.

No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

FIRST FACULTY WARNING LETTER IS ISSUED

Students of concern are raised at faculty meetings and Executive meetings.

Student resolves *Faculty Warning* letter. A mark of zero remains. Sentral is updated.

Faculty Warning remains unresolved.

Student fails to submit second assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

SECOND FACULTY WARNING LETTER IS ISSUED

- Unresolved first task is listed on the letter in addition to second missed task.
- Parent/carer is contacted via phone call. Interview record is maintained.
- Students are raised at faculty and Executive meetings. DPs are emailed names of students.
- Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warning*/s.

Student resolves *Faculty Warning*. A mark of zero remains. Sentral is updated.

Warning remains unresolved. Head Teacher Intervention/ Interview. Record of interview maintained.

Student fails to submit a third assessment task by the due date and/ or fails to apply themselves with diligence and sustained effort to classwork. No written or verbal parent/carer communication giving valid reasons for lateness or non-submission.

OR

THIRD FACULTY WARNING LETTER IS ISSUED

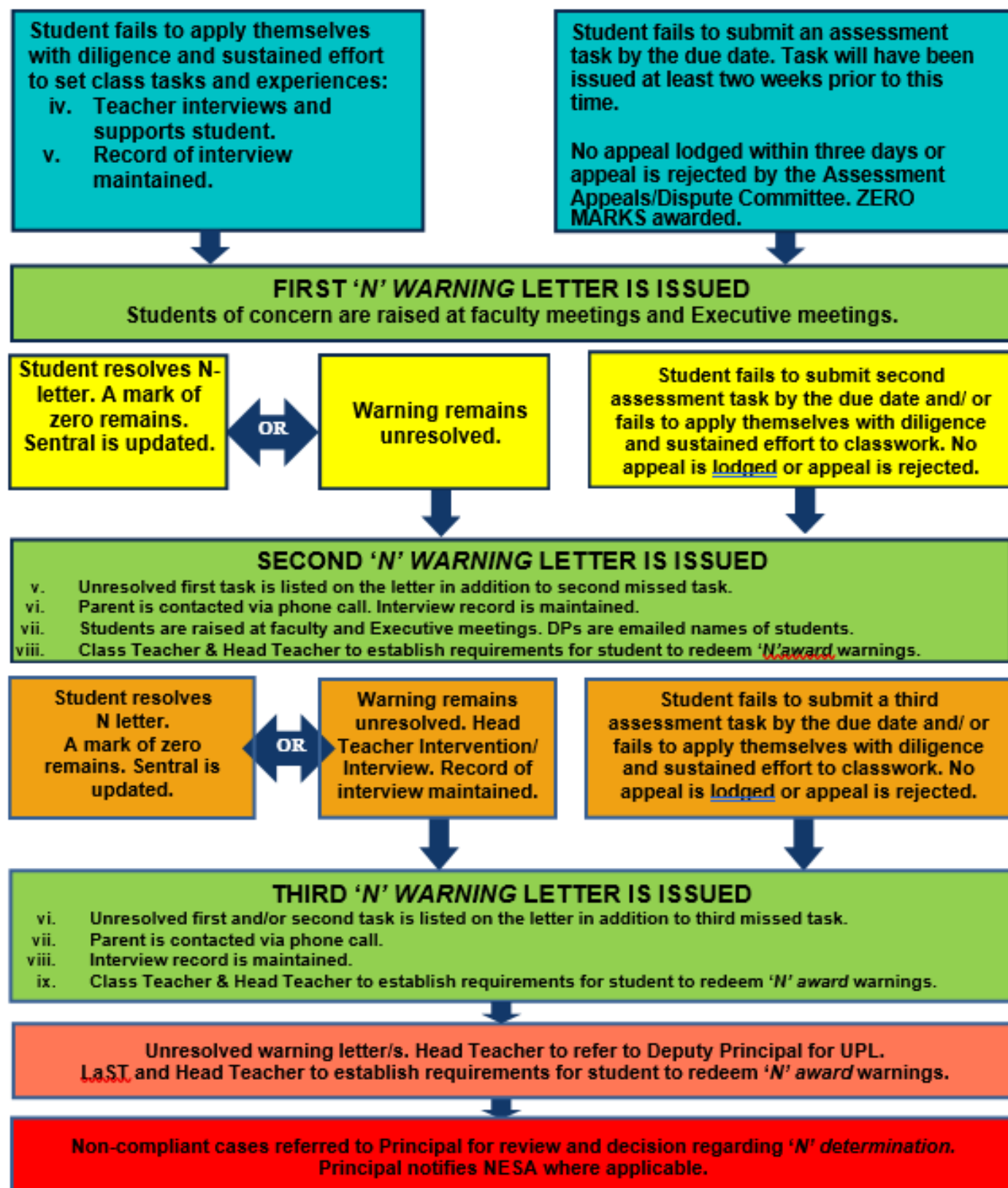
- Unresolved first and/or second task is listed on the letter in addition to third missed task.
- Parent is contacted via phone call.
- Interview record is maintained.
- Class Teacher and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Unresolved warning letter/s. Head Teacher to refer to Deputy Principal for UPL. LaST and Head Teacher to establish requirements for student to redeem *Faculty Warnings*.

Non-compliant cases referred to Principal for review and decision.



TORONTO HIGH SCHOOL 'N' AWARD FLOWCHART



TORONTO HIGH SCHOOL COURSE INFORMATION
NESA SYLLABUS LINKS

FACULTY	SUBJECT and NESA SYLLABUS LINK
CAPA	DANCE MUSIC PHOTOGRAPHY AND DIGITAL MEDIA VISUAL ARTS
ENGLISH	ENGLISH
HSIE	GEOGRAPHY HISTORY
MATHEMATICS	MATHEMATICS
PDHPE	PDHPE PASS
SCIENCE	SCIENCE
TAS	DESIGN AND TECHNOLOGY FOOD TECHNOLOGY INDUSTRIAL TECHNOLOGY

DANCE- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 – 11 (10 weeks)	Term 2, Weeks 1 – 10 (10 weeks)	Term 3, Weeks 1 – 10 (10 weeks)	Term 4, Weeks 1 – 10 (10 weeks)
Name of Unit	DANCE SKILLS and SAFE DANCE PRACTICES	ARTS AS STIMULUS	CREATING & DEVELOPING MOTIFS	JARDI TANCAT
Concepts	<ul style="list-style-type: none"> Posture and Alignment Body Awareness Locomotor Movement Phrases Sequences 	<ul style="list-style-type: none"> Elements of Dance Space Time Dynamics Rhythm 	<ul style="list-style-type: none"> Symbolism Indigenous Dance Motifs and Abstraction Phrases and Sequences Elements of Dance Dance for film 	<ul style="list-style-type: none"> Manipulation Social and Cultural Context Time Floor Pattern
Assessments Number Type Timing Weighting Outcomes	<u>Task 1</u> Performance Quality in Dance Term 1, Week 9 Appreciation 10% 5.3.1	<u>Task 2</u> Developmental Warm-Up Term 2, Week 9 Composition 15% Performance 20% 5.2.1, 5.1.1, 5.1.2, 5.4.1*	<u>Task 3a</u> Group Composition Term 3, Week 9 Composition 25% 5.2.2 <u>Task 3b</u> Analysis - Performance Quality & Unity Term 3, Week 9 Appreciation 5% 5.3.3	<u>Task 4</u> Jardi Tancat Term 4, Week 4 Performance & Appreciation 20% + 5% 5.1.3, 5.3.2
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none"> Performance Appreciation 	<ul style="list-style-type: none"> Performance Appreciation Composition 	<ul style="list-style-type: none"> Composition Appreciation 	<ul style="list-style-type: none"> Performance Composition Appreciation
Report Outcomes	5.3.1	5.1.1 5.1.2 5.2.1 5.4.1	5.2.2 c 5.3.3	5.1.3 5.2.2 5.3.2

MUSIC- Year 9

Unit	Unit 1	Unit 2	Unit 3	UNIT 4
Time/ Duration	Term1 11 Weeks	Term 2 10 weeks	Term 3 10 weeks	Term 4 11 weeks
Name of Unit	AUSTRALIAN MUSIC	ART MUSIC OF THE 20 TH & 21 ST CENTURIES	POPULAR MUSIC	MUSIC AND TECHNOLOGY
Concepts	<ul style="list-style-type: none"> Traditional and contemporary music of Aboriginal and Torres Strait Islander peoples Folk Music Jazz Rock and Popular Music The impact of technology The role of improvisation Musical concept: Duration Master Your Theory – Grade 1 	<ul style="list-style-type: none"> Comparison of styles Developments in notation New combinations of sounds Trends in art music Music of a composer The impact of technology The role of improvisation Musical concept: Tone Colour Master Your Theory – Grade 1 	<ul style="list-style-type: none"> Comparison of styles Fusion of styles Music of a group Music of a composer Music of a solo performer Technology in popular music The role of improvisation Musical Concept: Structure Master Your Theory – Grade 1 	<ul style="list-style-type: none"> Music of a composer Computer generated music The impact of technology of particular musical styles The internet and its effect on music Preparation for and performance in annual MADD night. Musical concept: Texture Master Your Theory – Grade 1
Assessments Number Type Timing Weighting Outcomes	<p>Performance Solo or ensemble performance.</p> <p>Term 1 Week 10 20% 5.1, 5.3</p>	<p>Listening exam including concept-based analysis.</p> <p>Term 2 Week 9 30% 5.7, 5.8, 5.9</p>	<p>Performance Solo or ensemble performance.</p> <p>Term 3 Week 9 20% 5.1, 5.2</p>	<p>Composition Notated composition demonstrating an understanding of harmonic, melodic and/or rhythmic features.</p> <p>Term 4 Week 6 30% 5.4, 5.5, 5.6, 5.10</p>
Report Outcomes	5.1 5.3	5.7 5.8 5.9	5.1 5.2	5.4 5.5 5.6 5.10

PHOTOGRAPHY AND DIGITAL MEDIA- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	10 weeks Term 1	10 weeks Term 2	10 weeks Term 3	10 weeks Term 4
Name of Unit	INTRODUCTION TO PHOTOGRAPHY/ DARKROOM PRACTICE	ELEMENTS- LINE AND TEXTURE	SHAPES AND SHADOWS	STILL- LIFE PHOTOGRAPHY
Concepts	History of Photography, Genres in Photography, Darkroom fundamentals, enlarger functions, darkroom chemicals, OH&S requirements, Artist case studies as inspiration for student work. Artmaking Practice in relation to Photography.	Camera functions, aperture, shutter speed, Depth of Field, aperture, shutter speed, film development. Composition techniques, Artist case studies as inspiration for student work. Conceptual Framework in relation to the study of Photography. Film development, darkroom processes.	Digital photography processes and darkroom photography. Revision of SLR camera functions. Monochromatic imagery to enhance subject matter. Photography as an Art Form, Artist case studies as inspiration for student work. The Frames, in relation to making and studying photographic works.	Combining artistic effects with photographic procedures, Investigation of traditional still life painting, contrasted with contemporary versions of still-life and objects. Artist case studies as inspiration for student work. Use of studio lighting for dramatic effect.
Assessment Number Type Timing Weighting Outcomes	Task 1 Photograms (15%) Historical Assignment / Artist Case Study (20%) Term One- Week Ten Total- 35% 5.1, 5.9, 5.10	Task 2 Film Photographs (15%) Term Two- Week Ten Total- 15% 5.4, 5.6	Task 3 Film / Digital Photographs (20%) Artist case studies (10%) Term Three- Week Ten Total- 35% 5.3, 5.7, 5.8	Task 4 Still Life Photographs (15%) Term Four- Week Six Total- 15% 5.2, 5.5
Learning Areas/ Mandatory Experiences	Making, Critical, Historical	Making, Critical, Historical	Making, Critical, Historical	Making, Critical, Historical
Report Outcomes	5.1 5.9 5.10	5.4 5.6	5.3 5.7 5.8	5.2 5.5

VISUAL ARTS- Year 9

Unit	Unit 1		Unit 2		Unit 3	
Time/ Duration	Term 1 Weeks 2 – 11 Term 2 Weeks 1- 4 14 Weeks		Term 2 Weeks 5 - 10 Term 3 Weeks 1 – 8 14 weeks		Term 3 Weeks 2 – 8 Term 4 Weeks 1-10 12 weeks	
Name of Unit	LIVING OBJECTS		FOUR SEASONS		YOUNG ARCHIE	
Concepts	<ul style="list-style-type: none">• Critical and historical investigations of Surrealism and Contemporary artists and artworks.• Art Making - Drawing and creating form through tone. Variety of drawing materials used.• Surreal Collage Artwork• Surreal Ceramic Sculpture• Content studies of Frames, Conceptual Framework and Practice.		<ul style="list-style-type: none">• Critical and historical investigations of artworks inspired by the Four Seasons.• Investigation of Cultural signs and symbols.• Art Making - 2-D Drawings and Four-Season printmaking designs.• Printmaking – Lino carving with hand coloured watercolour, pencil, inks, pastels.• Cultural, Historical and Contemporary focus.• Content studies of Frames, Conceptual Framework and Practice		<ul style="list-style-type: none">• Critical and historical investigations of Portraits in Art History.• The Archibald Prize• Art Making - 2-D Identity Self Portrait Paintings/Drawings.• Content studies of Frames, Conceptual Framework and Practice.• MADD Night curation and exhibition set up.	
Assessment	Task 1		Task 2		Task 3	
Number	Art Criticism & Art History Investigation		Practical Investigations & Ceramic Sculpture		Practical Investigations & Ceramic Sculpture	
Type					Task 4	
Timing	Term 1, Week 8		Term 2, Week 5		Term 4, Week 5	
Weighting	20%		30%		35%	
Outcomes	5.7, 5.10		5.1, 5.5, 5.6		5.3, 5.6, 5.8, 5.9	
Learning Areas/ Mandatory Experiences	<ul style="list-style-type: none">• Essential content - engaging with practice, the conceptual framework and frames in making and interpreting art.• Students make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world.• Students continue to use their visual arts diary, as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practiced in selecting and utilising appropriate materials and techniques for making artworks.• In critical and historical studies students utilise the conceptual framework and the four frames to understand the visual arts.					
Report Outcomes	5.1 5.5 5.6 5.7 5.10			5.2 5.3 5.4 5.6 5.8 5.9		

LEAP ENGLISH- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Time/ Duration	Term 1, Weeks 2 - 9 (8 weeks)	Term 1, Weeks 10 - 11 Term 2, Weeks 1 - 5 (7 weeks)	Term 2, Weeks 6 - 10 Term 3, Weeks 1 – 7 (12 weeks)	Term 3, Weeks 8 – 10 Term 4, Weeks 1 – 5 (8 weeks)	Term 4 (Weeks 6-11) (6 Weeks)
Name of Unit	THE APPRENTICE WRITER	THE REAL DEAL	NOVEL STUDY	STORIES OF ME	SATIRE
Concepts	<ul style="list-style-type: none"> Analysis and composition of narrative texts Creating character, setting and plot Language conventions Multimedia presentations 	<ul style="list-style-type: none"> Reviewing current affairs issues Research of associated context and issues Discursive texts Multimedia presentations 	<ul style="list-style-type: none"> Narrative conventions Exploring themes Literary techniques Essay writing 	<ul style="list-style-type: none"> Investigating persona through song and film Song lyrics as literary texts Social commentary and exploration of varied personal experiences 	<ul style="list-style-type: none"> Contemporary theatre Play study though performance Characterisation and stage craft Comedy and satirical political commentary
Assessment Number Type Timing Weighting Outcomes	Task 1 Writing folio Term 1, Week 9 25% EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-9E	Task 2 Presentation Term 2, Week 5 25% EN5-1A, EN52A, EN5-4B, EN5-5C, EN57D	Task 3 Essay Term 3, Week 8 25% EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-7D	Task 4 Examination Term 4 Week 5 25% EN5-1A, EN5-3B, EN5- 4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D	Informal Assessment Performance EN5-1A,EN5-2A, EN5-3B, EN5-8D, EN5-9E
Learning Areas/ Mandatory Experiences	Creative and persuasive texts	Film study and non-fiction texts	Novel study	Poetry and film studies	Play study
Report Outcomes	EN51A, EN5-2A, EN53B, EN54B, EN-5C, EN5-7D, EN5-8D, EN5-9E	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E	EN51A, EN53B, EN54B EN55C, EN57D, EN59E	EN51A, EN52A, EN54B, EN5-5C, EN56C, EN57D, EN5-8D, EN59E	EN5-1A, EN5-2A, EN5-3B EN5-5C, EN5-8D, EN5-9E

LEAP HSIE - Year 9

Unit	Unit 1	Unit 2		Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2 - 5	Term 1, Weeks 6 – 11 Term 2, Weeks 1 - 10		Term 3, Weeks 1 – 8	Term 3, Weeks 9 - 10 Term 4, Weeks 1 - 11
Name of Unit	OVERVIEW: MAKING OF THE MODERN WORLD	GROWTH OF A NATION		ENVIRONMENTAL CHANGE AND MANAGEMENT	CHANGING PLACES
Concepts	Continuity and change Significance	Continuity and change Cause and effect Perspectives Empathetic understanding Significance Contestability		Sustainability Scale Place Change Environment	Cause and effect Perspectives Empathetic understanding Place Space Environment
Assessment Number Type Timing Weighting Outcomes	Informal Assessment: group presentation	<u>Task 1</u> Empathetic Writing Term 1, Week 11 20% HT5.6, 5.8,5.9, 5.10	<u>Task 2</u> Source Based Research Task Term 2, Week 9 20% HT5.2, 5.6, 5.7, 5.9, 5.10	<u>Task 3</u> Investigative Study Term 3, Week 9 30% GE 5.2, 5.4, 5.5, 5.7, 5.8	<u>Task 4</u> Examination Term 4, Week 5 30% (10% History, 20% Geography) GE 5.3, 5.7, 5.8 HT 5.1, 5.3, 5.5, 5.7
Learning Areas/ Mandatory Experiences		Stage 5 History: Depth Study 1 Topic 1B: Movement of Peoples The convict experience Depth Study 2 Topic 2A: Making a Nation	Core Study: Depth Study 3 Australians at War	Stage 5 Geography: Environmental Change and Management Virtual Fieldwork	Stage 5 Geography: Changing Places Stage 5 History: Depth Study 5 Topic 5C: Migration Experiences

LEAP Mathematics - Year 9

Unit	Unit 1	Unit 2	Unit 3	Semester Review	Unit 4	Unit 5
Time/ Duration	Term 1, Weeks 2-7 (6 Weeks)	Term 1, Weeks 8-11 (4 Weeks)	Term 2, Weeks 1-4 (4 Weeks)	Term 2, Week 5 (1 Week)	Term 2, Weeks 6-9 (4 Weeks)	Term 2, Week 10 Term 3, Weeks 1-3 (4 Weeks)
Name of Unit	DATA ANALYSIS (SINGLE VARIABLE) & PROBABILITY	FINANCIAL MATHS & COMPUTATIONS	EQUATIONS & INEQUALITIES	SEMESTER 1 REVIEW & CUMULATIVE DIAGNOSTICS	TRIGONOMETRY	LINEAR RELATIONSHIPS
Concepts	Construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, frequency tables and histograms. Calculate mean, mode, median, range. Use Venn diagrams, two-way tables, tree diagrams and arrays to investigate probabilities & solve problems.	Apply fractions, decimals, percentages, rates to financial situations. Including earning money, simple interest, purchasing goods and services, paying tax & the PAYG. Perform calculations involving compound interest and the depreciation.	Expand, simplify algebraic expression, solve linear equations. Substitution and formulas and solve linear inequalities and solve simultaneous linear equations using algebraic methods.		Use Pythagoras' Theorem to solve problems, use trigonometry to calculate unknown sides/angles. Solve problems involving compass bearings and triangles in three-dimensional situations.	Calculate midpoint, gradient and length, find the equation of lines through two points. Use equations of lines to graph and find intersection point & graphically solving simultaneous linear equations. Solve problems involving direct linear proportion.
Assessment Number Type Timing Weighting Outcomes	Task 1 Summative Class Assessments Term1 Weeks 10-11 15% MA4-19SP, MA4-20SP, MA4-21SP, MA5.1-13SP, MA5.2-17SP, MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM, MA4-5NA, MA4-7NA, MA5.1-9MG, MA4-6NA, MA5.1-4NA, MA5.2-4NA, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM, MA5.2-3WM, MA5.3-3WM		Task 2 Summative Class Assessments Term2 Weeks 5-6 30% MA4-8NA, MA4-10NA, MA5.2-8NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM & MA4-19SP, MA4-20SP, MA4-21SP, MA5.1-13SP, MA5.2-17SP, MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM, MA4-5NA, MA4-7NA, MA5.1-9MG, MA4-6NA, MA5.1-4NA, MA5.2-4NA, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM, MA5.2-3WM, MA5.3-3WM			
Learning Areas/ Mandatory Experiences	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically	Number and Algebra, Measurement and Geometry, Statistics and Probability, Working mathematically
Report Outcomes	1. Uses statistical displays, quartiles and boxplots to evaluate and compare sets of data and calculates probabilities of multistep chance experiments. 2. Solves financial problems involving earning, spending, investing money, and comping interest. 3. Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical methods.					

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PDHPE THEORY- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 , Weeks 2-11 (10 weeks)	Term 2 , Weeks 1-10 (10 weeks)	Term 3 , Weeks 1-10 (10 weeks)	Term 4 , Weeks 1-11 (10 weeks)
Name of Unit	LIFELONG PHYSICAL ACTIVITY	IDENTITY AND RELATIONSHIPS	SEXUAL HEALTH	NUTRITION AND SELF IMAGE
Concepts	<ul style="list-style-type: none"> Throughout this unit, students will explore: Physical Activity Levels Impacts on Participation Media and Motivation Lifelong Physical Activities Individual Needs Local Services Movement and Health Australia and Sport 	<ul style="list-style-type: none"> Throughout this unit, students will explore: Healthy Relationships Interpersonal skills Influencing Factors on Identity Factors Influencing Relationships Safe Online Behaviour Decision Making Power Protective Strategies 	<ul style="list-style-type: none"> Throughout this unit, students will explore: Contraception Methods Influences on Sexuality Sexual Relationship Harm Minimisation Consent and the Law Consequences of unsafe behaviour Crisis and Help Services Marketing and Media Impact 	<ul style="list-style-type: none"> Throughout this unit, students will explore: Influences on food choices Food and Identity Selecting Healthy Options Food Labels Healthy Decision Tools Marketing Techniques Influences of Media Mental Health Stigma
Assessment Number Type Timing Weighting Outcomes	Task 1 Planning for Lifelong Physical Activity Continuous Assessment Term 1, Week 5 - 11 50% of Theory Mark (25% Total Course Mark) PD5-6, PD5-7 NB. This is a combined practical and theory task		Task 2 Topics Test- Examination (50 minutes) Term 3, Week 10 50% Theory Mark (25% total Course Mark) PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9	There will be no summative Assessment for this unit.
Learning Areas/ Mandatory Experiences	Healthy, Safe and Active Lifestyles		Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles	Health, Wellbeing and Relationships
Report Outcomes	Semester One PD5-6, PD5-7		Semester Two PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9	

PDHPE PRACTICAL- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 , Weeks 1 – 11 (10 weeks)	Term 2 , Weeks 1 – 10 (10 weeks)	Term 3 , Weeks 1 – 10 (10 weeks)	Term 4 , Weeks 1 – 11 (10 weeks)
Name of Unit	FITNESS ANALYSIS AND IMPROVING FITNESS	SPORT, RECREATION AND MINOR GAMES	SPECIALISED MOVEMENT SKILLS – FEEDBACK (BASKETBALL AND NETBALL)	SPECIALISED MOVEMENT SKILLS – TRANSFER OF MOVEMENT SKILLS (CRICKET AND SOFTBALL)
Concepts	Throughout this unit, students will develop a knowledge and understanding of the components of physical fitness. They will also participate in a range of Fitness Tests and then plan to improve their fitness performance by engaging in fitness-based activity.	Throughout this unit, students will develop an appreciation of games and sports that can be pursued during leisure time, with a focus on the ability to effectively communicate and interact in team environments.	Throughout this unit, students will participate in Team Sports with a focus on the ability to effectively communicate and interact in team environments and the concept of providing and receiving feedback on the performance of SMS.	Throughout this unit, students will transfer knowledge and skills developed from previous learning to new sports and promote lifelong physical activity.
Assessment Number Type Timing Weighting Outcomes	Task 1 Planning & Promoting Lifelong Physical Activity Presentation Assessment Term 1, Weeks 5 - 11 50% of Practical Mark (25% Total Course Mark). PD5-4, PD5-5, PD5-8 This is a combined practical and theory Task.	There will be no summative assessment during this unit, however, students will complete learning activities with the aim of being plotted on the Physical Literacy Continuum .	Task 2 Specialised Movement Skill Self Analysis Technique Analysis - Video Term 3, Week 8 50% of Practical Mark (25% of Total Course Mark). PD5-4, PD5-5, PD5-11	There will be no summative assessment during this unit, however, students will complete learning activities with the aim of being plotted on the Physical Literacy Continuum .
Learning Areas/ Mandatory Experiences	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance	Movement Skill and Performance
Report Outcomes	Semester One PD5-4, PD5-5, PD5-8		Semester Two PD5-4, PD5-5, PD5-11	

PASS THEORY- Year 9

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Week 1 – Term 2, Week 3 (13 weeks)	Term 2, Week 4 – Term 3, Week 6 (13 weeks)	Term 3, Week 7 –Term 4, Week 11 (14 weeks)
Name of Unit	FUNDAMENTALS OF MOVEMENT SKILL	AUSTRALIA – THE SPORTING NATION	TECHNOLOGY, PARTICIPATION AND PERFORMANCE
Concepts	<p>Modules: Fundamentals of Movement Skill development</p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p>Modules: Australia’s Sporting Identity</p> <p>This module examines the role of sport in shaping Australia’s identity and reputation. Students investigate the factors influencing Australia’s sporting identity and the implications these factors can have on players, spectators and Australia’s identity.</p>	<p>Modules: Technology, Participation and Performance.</p> <p>This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.</p>
Learning Areas/ Mandatory Experiences	1 – Foundations of Physical Activity	2 – Physical Activity & Sport in Society	3 - Enhancing Participation and Performance
Assessment Number Type Timing Weighting Outcomes	<p>Task 1</p> <p>Written Task</p> <p>Term 2, Week 3</p> <p>50% of Theory marks</p> <p>PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10</p>	<p>Task 2</p> <p>Athlete & Sport Research Task</p> <p>Term 3, Week 4</p> <p>50% of Theory marks</p> <p>PASS5-3 ,PASS5-4, PASS5-10</p>	No summative assessment during this unit.
Report Outcomes	PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10	PASS5-3, PASS5-4, PASS5-10	-

PASS PRACTICAL- Year 9

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Week 1 – Term 2, Week 3 (13 weeks)	Term 2, Week 4 – Term 3, Week 6 (13 weeks)	Term 3, Week 7 –Term 4, Week 11 (14 weeks)
Name of Unit	FUNDAMENTALS OF MOVEMENT SKILL	AUSTRALIA – THE SPORTING NATION	TECHNOLOGY, PARTICIPATION AND PERFORMANCE
Concepts	<p>Modules: Fundamentals of Movement Skill development</p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p>Modules: Australia’s Sporting Identity</p> <p>This module examines the role of sport in shaping Australia’s identity and reputation. Students investigate the factors influencing Australia’s sporting identity and the implications these factors can have on players, spectators and Australia’s identity.</p>	<p>Modules: Technology, Participation and Performance.</p> <p>This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.</p>
Learning Areas/ Mandatory Experiences	1 – Foundations of Physical Activity	2 – Physical Activity and Sport in Society	3 - Enhancing Participation and Performance
Assessment Number Type Timing Weighting Outcomes	<p>Task 1</p> <p>Written Task</p> <p>Term 2 - Week 3</p> <p>50% of Theory marks</p> <p>PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10</p>	<p>Task 2</p> <p>Athlete & Sport Research Task</p> <p>Term 3 - Week 4</p> <p>50% of Theory marks</p> <p>PASS5-3 ,PASS5-4, PASS5-10</p>	No summative assessment during this unit.
Report Outcomes	PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10	PASS5-3, PASS5-4, PASS5-10	

LEAP SCIENCE- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time/ Duration/ Weeks	8 Weeks Term 1 Weeks 1 – 8	7 Weeks Term 1 – Weeks 9 – 11 Term 2 – Weeks 1 – 4	7 Weeks Term 2 – Weeks 5 – 10 Term 3 – Week 1	7 Weeks Term 3 Weeks 2 – 8	6 Weeks Term 3 – Weeks 9 – 10 Term 4 - Weeks 1 – 4	7 Weeks Term 4 Weeks 5 – 11
Name of Unit	INSIDE THE ATOM	THE PERIODIC TABLE	UNDERSTANDING & MANAGING ECOSYSTEMS & BIOMES	BODY SYSTEMS & RESPONSES	PLATE TECTONICS	ENERGY ON THE MOVE
Concepts	Development of the atomic model, Subatomic particles and Radioactivity.	History of the periodic table, Organising the elements and Atomic structure and properties	Dynamic ecosystems, Changing populations and Managing sustainable ecosystems.	Coordination systems, Responding to change and Responding to diseases.	Tectonic plates, Activity at plate boundaries and Geological technology.	Transferring energy Energy and waves Electrical energy and efficiency.
Assessments	Task 1 Practical Task Term 2 Week 3 30% SC5-4WS, SC5-5WS, SC5-6WS, SC5-8WS SC5-16CW		Task 2 Research Task Term 3 Week 1 30% SCI: SC5-7WS, SC5-9WS, SC5-15LW GEO: GE5-3 & GE5-5		Task 3 Processing & Analysing Task Term 3 Week 8 30% SC5-5WS, SC5-7WS, SC5-8WS, SC5-14LW	
Learning Areas/ Mandatory Experiences	Within Chemical World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Chemical World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Living World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research. Within Stage 5 Geography – Sustainable Biomes	Within Living World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	Within Earth & Space - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.	<div>* Time dependent</div> Within Physical World - Questioning & predicting, planning & conducting investigations, processing & analysing data & info, problem solving, communicating, undertaking practical experiences, modelling, research.

DESIGN AND TECHNOLOGY BETTER LIVING - Year 9

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1, Weeks 2-11 (10 weeks)	Term 2 and 3, Weeks 1-10 (20 weeks)	Term 4, Weeks 1-10 (10 weeks)
Name of Unit	METHODS OF COOKERY	MULTICULTURAL COOKING	GRAZING PLATTER OR PHONE STAND/ RECIPE BOOK HOLDER
Concepts	Exploring the different cooking techniques used to produce food	Utilising recipes and skills from other cultures to create a new fusion dish	Basic wood and metal working skills
Learning Areas/ Mandatory Experiences	Design processes	Activity of designers	A holistic approach
Assessment Number Type Timing Weighting Outcomes	<u>Task 1</u> MOC 30%	<u>Task 2</u> ICT 40%	<u>Task 3</u> Design Practical 30%
Report Outcomes	Semester One DT5-6, DT5-7, DT5-8, DT5-9		Semester Two DT5-10, DT5-3, DT5-1, DT5-2, DT5-5

CHILD STUDIES - Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	25 hours (Term 1)	25 hours (Term 2)	25 hours (Term 3)	25 hours (Term 4)
Unit	THE WONDER OF LIFE MODULES: CONCEPTION TO BIRTH, NEWBORN CARE	HOW IS TECHNOLOGY TRANSFORMING LEARNING AND EDUCATION FOR CHILDREN? MODULES: MEDIA AND TECHNOLOGY IN CHILDHOOD	FEEDING YOUNG BODIES AND MINDS MODULES: FOOD AND NUTRITION IN CHILDHOOD + COOKING LESSONS IN EACH FORTNIGHT	BECOMING A PARENT MODULES: FAMILY INTERACTIONS
Concepts	Students develop an understanding of family planning, reproduction, conception, and the stages of pregnancy. They investigate the stages of labour, birth and how to care for and support a newborn. Students learn about the needs of a newborn and their growth and development.	Students assess the impact of technology on the lifestyle and learning of children and explore how technology can enrich and support learning in different settings.	Students develop an understanding of the nutritional needs of children throughout the early years, including individual needs related to special dietary needs and social-cultural factors influencing food choices. They will consider nutritional models and current dietary guidelines in relation to the growth and development of children.	Students develop their understanding about the factors that influence an individual or couple's decision to become a parent and their style of parenting, including family, culture, past experiences, and ability/disability. They learn about the physical, social, and emotional changes that occur during pregnancy.
Assessment Number Type Timing Weighting Outcomes	Task 1 Research Portfolio and Egg nursery Term 1, Week 9 Portfolio workbook 15% and Egg Nursery 15% CS5-1, CS5-2, CS5-10, CS5-11	Task 2 ICT task – develop a digital children's book and evaluate community resources Term 2, Week 6 30% CS5-4, CS5-5, CS5-9	Task 3 Nutritional baby food Term 3, Week 6 30% CS5-2, CS5-5, CS5-12	Task 4 Quiz – All Modules to date Term 4, Week 5 10% CS5-2, CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12
Learning Areas / Mandatory Experiences	knowledge and understanding of child development from preconception to and including the early years CS5-1, CS5-2, CS5-5, CS5-8, CS5-11 Life Skills Outcomes: CSLS-1, CSLS-2, CSLS-5, CSLS-8, CSLS-11, CSLS-12	knowledge, understanding, and skills required to positively influence the growth, development and wellbeing of children CS5-3, CS5-4, CS5-5, CS5-8, CS5-9 Life Skills Outcomes: CSLS-2, CSLS-3, CSLS-4, CSLS-5, CSLS-9	Knowledge and understanding of external factors that support the growth, development and wellbeing of children CS5-2, CS5-5, CS5-8, CS5-9, CS5-11, CS5-12 Life Skills Outcomes: CSLS-2, CSLS-5, CSLS-8, CSLS-11, CSLS-12, CSLS-13	skills in researching, communicating, and evaluating issues related to child development CS5-2, CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12 Life Skills Outcomes: CSLS-2, CSLS-5, CSLS-7, CSLS-8, CSLS-9, CSLS-12, CSLS-13
Report Outcomes	Semester One CS5-1, CS5-4, CS5-5, CS5-9, CS5-10, CS5-11		Semester Two CS5-1, CS5-2, CS5-3, CS5-4, CS5-5 CS5-6, CS5-7, CS5-8	

FOOD TECHNOLOGY- Year 9

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1, Weeks 2-11 (10 weeks)	Term 2, Weeks 1-10 (10 weeks)	Term 3, Weeks 1-10 (10 weeks)	Term 4, Weeks 1-11 (11 weeks)
Name of Unit	FOOD IN AUSTRALIA	FOOD EQUITY	FOOD PRODUCT DEVELOPMENT	FOOD SELECTION and HEALTH
Concepts	Students develop knowledge of bush tucker and the impact of migration on food habits. Practical experiences – Students develop skills in designing, planning, and preparing safe food items which reflect the changing nature of Australian cuisine.	Students develop knowledge of the production and distribution on a global scale and identify the physical and social costs of malnutrition. Practical experiences – Students develop skills preparing a variety of meals to meet the nutritional needs of specific at-risk groups.	Students develop knowledge of food product development and the role of marketing. Practical experiences – Students develop skills in designing, producing, and evaluating food products.	Students develop knowledge of the functions and sources of the six nutrients. Practical experiences – They design, plan, and prepare safe and nutritious food items to reflect current food guides.
Assessment Number Type Timing Weighting Outcomes	<u>Task 1</u> Persuasive Advertisement 20%	<u>Task 2</u> Research Report and Ongoing Practical Assessment 20% each task	<u>Task 3</u> Ongoing Practical Assessment 20%	<u>Task 4</u> Ongoing Practical Assessment 20%
Learning Areas/ Mandatory Experiences	Hygiene Safety	Hygiene Safety	Hygiene Safety	Hygiene Safety
Report Outcomes	Semester One FT5-1, FT5-2, FT5-9, FT5-12		Semester Two FT5-1, FT5-6, FT5-11	

iSTEM- Year 9

Unit	Unit 1	Unit 2
Time/ Duration	Semester 1 20 Weeks	Semester 2 20 Weeks
Name of Units	STRUCTURAL ENGINEERING (50 HOURS)	AERONAUTICAL ENGINEERING (50 HOURS)
Concepts	<ul style="list-style-type: none"> • STEM theory • Product Development • Folio Development 	<ul style="list-style-type: none"> • STEM theory • Product Development • Folio Development
Assessments	<p>Task 1</p> <p>Engineering Report - Structural Engineering</p> <p>Term 2, Week 8</p> <p>50%</p> <p>5.3.2, 5.4.1, 5.5.1, 5.6.2</p>	<p>Task 2</p> <p>Scientific Method - Aeronautical Engineering</p> <p>Term 4, Week 8</p> <p>50%</p> <p>5.2.1, 5.3.1, 5.7.1</p>
Learning Areas/ Mandatory Experiences		
Report Outcomes	5.3.2 5.4.1 5.5.1 5.6.2	5.2.1 5.3.1 5.7.1

INDUSTRIAL TECHNOLOGY - Year 9

Unit	Unit 1	Unit 2
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 3 and 4 (21 weeks)
Name of Unit	PROJECT 1	PROJECT 2
Concepts	<ul style="list-style-type: none"> Theory lessons Product Development Portfolio 	<ul style="list-style-type: none"> Theory lessons Product Development Portfolio
Assessments	<p>Project 1</p> <p>Trinket Box (T), Toolbox/ Parts Tray (M), Cantilever (E)</p> <p>Term 2, Week 6</p> <p>50%</p> <p>5.1, 5.3, 5.4, 5.5, 5.8</p>	<p>Project 2</p> <p>Foot Stool (T), Toolmakers Clamp (M), Trebuchet (E)</p> <p>Term 4, Week 4</p> <p>50%</p> <p>5.3, 5.4, 5.5, 5.6, 5.7, 5.8</p>
Learning Areas/ Mandatory Experiences		
Report Outcomes	<p>Semester One</p> <p>IND5-1</p> <p>IND5-3</p> <p>IND5-5</p> <p>Semester Two</p> <p>IND5-3</p> <p>IND5-5</p> <p>IND5-6</p>	