



Dulwich High School  
of Visual Arts & Design

# **Year 9**

# **Assessment Information**

# **2024**



# Welcome to Year 9

**As a Year 9 student you are continuing your journey through school to develop your skills and understanding across a range of subjects.**

**The Dulwich High School of Visual Arts and Design assessment program is designed to provide feedback on your learning and progress to support your development through school.**

This assessment program meets the NSW Educational Standards Authority (NESA) requirements, taking into account fairness to students and balance between subjects. In addition, to support your ongoing learning and growth as a student you must:

- attend school regularly
- actively participate in all lessons showing effort and dedication
- complete all assessment tasks
- satisfactorily complete all subjects
- achieve some or all course outcomes

## **Faculty assessment programs**

Faculties have developed an assessment program for each course. This means the faculty has:

- Identified the assessment tasks which best measure each component
- Specified values to be applied to each of the tasks to maintain the relative importance of each of the components
- Scheduled the tasks throughout the course
- Prepared notifications to notify students of an assessment at least two weeks before an assessment task is due
- Provided an overview of the assessment requirements for each subject in this booklet

## **Information and advice about assessment**

Advice about assessment tasks is available from:

- the class teacher
- the Head Teacher of the faculty concerned
- the Deputy Principal for information about school procedures
- the Learning Centre in the library for assistance

### **Technology and assessment tasks**

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date.

Technology failure is NOT a valid reason for failure to submit a task on time.

To minimise problems in when working with technology, students should continually back up all work on the hard drive of their computer, on an external storage device such as a flash drive or in online storage such as Google drive.

### **Illness or Misadventure**

If a student is sick or they have a significant reason why they cannot do their best in complete an assessment task, he or she can ask for an extension. This is called an illness/misadventure request.

An application form is available at the back of this booklet and is available from Head Teachers if a student needs to apply for an extension.

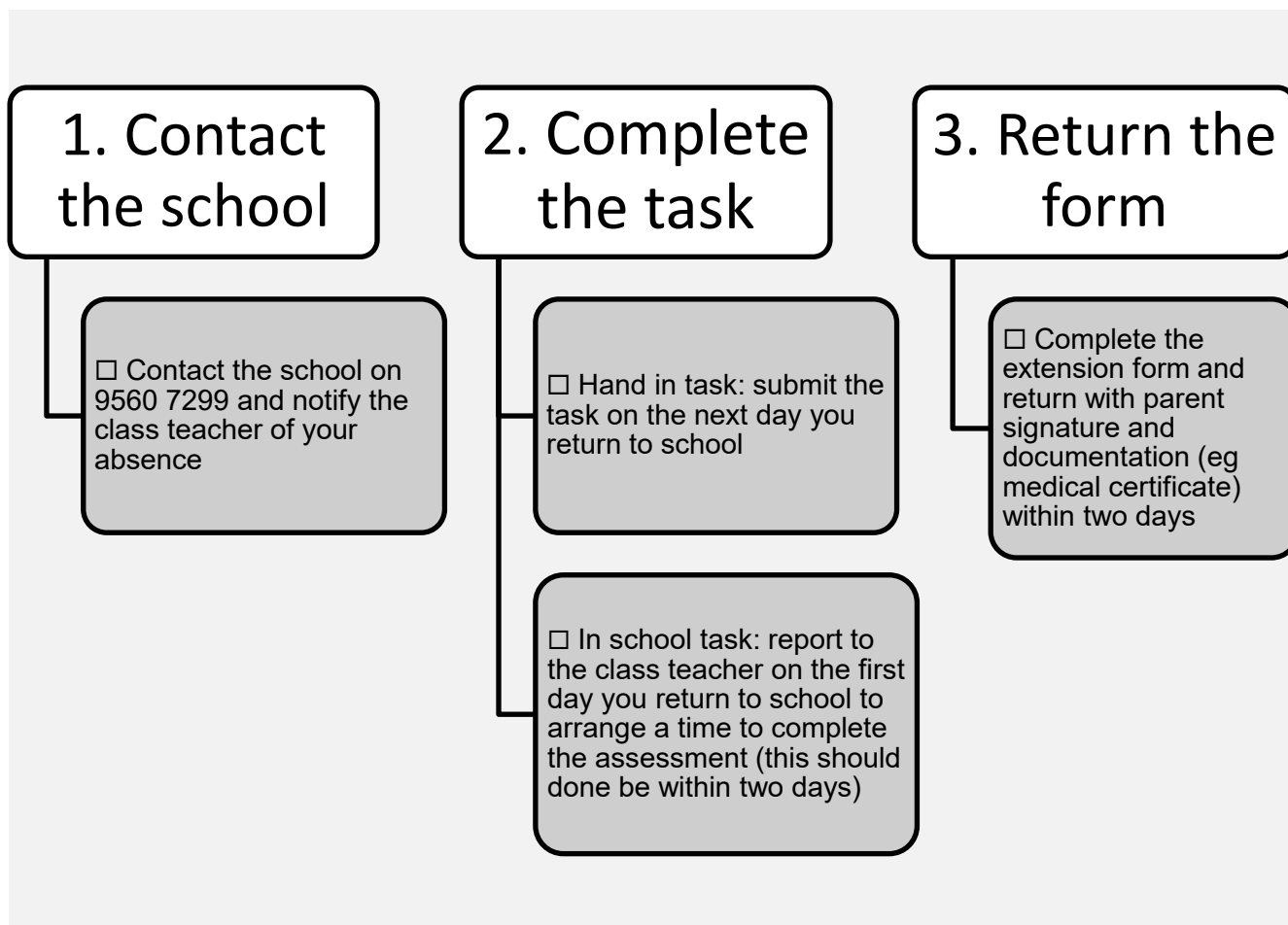
The application form asks students to provide a reason, parent endorsement and any relevant documentation. The student must return that documentation (e.g., medical certificate) to the Teacher of the subject on the first day of their return to school. The Head Teacher will determine the validity of each illness/misadventure application in consultation with the class teacher and the revised due date for the assessment task.

On the day the student returns to school the student must report to the class teacher to advise that they have returned to school so that the teacher can arrange an alternative time for the task.

Illness or misadventure protocols apply to all assessment tasks including oral presentations, take home tasks, exams, individual and group performances.

## The Illness Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



### Note:

- 1) It is the student's responsibility to follow these procedures and to complete all assessment tasks. The Head Teacher will retain the form and file in the subject folder for the course.
- 2) Students who do not follow these procedures and provide appropriate documentation will be penalised for lateness and may receive a zero mark.
- 3) In some circumstances the Head Teacher will require students to complete an alternative equivalent task.
- 4) Technology failure or printer breakdown will not be accepted for late submission or absence.

## **Appeals**

Students may request an appeal if they believe the school/faculty did not follow the procedures stated in the assessment program for that subject. Please note marks awarded by the teacher for assessment tasks will not be subject to review. The appeal should be made in writing to the Head Teacher of the subject.

## **Plagiarism and Malpractice**

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. Plagiarism is the wrongful attempt to pass off another's work as one's own' or 'the act of copying without permission or acknowledgement. It is also considered an act of malpractice if a student cheats in an assessment

As a consequence of plagiarism or malpractice actions may include:

- a written reprimand, providing the student does not gain any unfair advantage
- making alternative arrangements for assessment
- cancellation of the result in the component of the assessment concerned or the awarding of a zero mark.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero-assessment allocated by writing a full account to the Deputy Principal, who will decide on the merits of the appeal.

## **Use of AI Technologies for Assessment**

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive a Curriculum Concern warning for the piece of work in question which also means they will receive a mark of 0 for that task.

## Stage 5 Assessment Calendar

Week						TERM 1					
						Weeks 1 to 5: No Assessment					
6	Visual Design										
7											
8	NEO: Ceramics										
9						Music	NEO: Video Production		PDHPE		
10	Science NEO: Philosophy 1 NEO: Philosophy 2	Industrial Technology - Timber		Mathematics Drama NEO: Graphic Design		NEO: Jewellery Japanese		PASS NEO: Games and Sports			
11	International Studies					NEO: Music Production		English			
Week						TERM 2					
1	Commerce										
2						Food Technology Photographic and Digital Media		Visual Arts			
3						HSIE: History		NEO: Cartooning and Animation			
4	Design and Technology					Music					
5						NEO: Media and Popular Culture Studies					
6											
7						Mathematics					
8	Science					NEO: Video Production					
9						PDHPE PASS					
10	NEO: Ceramics	Industrial Technology – Timber		NEO: Cartooning and Animation Drama		Japanese NEO: Graphic Design		English			
Week						TERM 3					
2	Visual Design					NEO: Jewellery					
3						Photographic and Digital Media					
4											
5	Commerce	Food Technology			NEO: Music Production Visual Arts						
6	International Studies										
7						HSIE: Geography Visual Design					
8	Design and Technology					Mathematics					
9						NEO: Creative Writing NEO: Debating and Rhetoric		NEO: Philosophy 1 NEO: Philosophy 2		NEO: Video Production	PDHPE PASS
10						Drama		Japanese NEO: Graphic Design		NEO: Games and Sports English	
Week						TERM 4					
1	Visual Design					NEO: Cartooning and Animation					
2	Commerce NEO: Ceramics	Photographic and Digital Media			Music		NEO: Jewellery				
3	International Studies		Science		Mathematics		Visual Arts NEO: Music Production		PDHPE		
4	Design and Technology		Food Technology Industrial Technology - Timber		NEO: Graphic Design		PDHPE				
5											
6											
7											
8											
9						NEO: Media and Popular Culture Studies					
10											

# **Year 9**

# **Assessment Program**

# **2024**





# Commerce

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 1	Term 3, Week 5	Term 4, Week 2	
Nature of Task	<p><b>Consumer Protection Research Task</b> Core 1: Consumer and Financial Decisions</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Discussion Text</b> Law, Society and Political Involvement</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Dragons' Den Proposal and Presentation</b> Option 4: Running a Business</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	COM5-1, COM5-2, COM5-4, COM5-7	COM5-1, COM5-3, COM5-7	COM5-5, COM5-6, COM5-9	
Task Weighting %	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Commerce Course Outcomes

### **A Student:**

- 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.

# Design and Technology

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4	
<b>Nature of Task</b>	<p><b>Design Project 1</b> Textiles Design</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project 2</b> Product and Packaging Design</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project 3/ Research Task</b> The Role of a Designer <i>(Progress mark)</i></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	DT5-1, DT5-2, DT5-8, DT5-10	DT5-2, DT5-6, DT5-8, DT5-9	DT5-3, DT5-4, DT5-7	
<b>Task Weighting %</b>	<b>40</b>	<b>40</b>	<b>20</b>	

## Design and Technology Course Outcomes

### A Student:

- DT5-1 analyses and applies a range of design concepts and processes.
- DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions.
- DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
- DT5-4 analyses the work and responsibilities of designers and the factors affecting their work.
- DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design.
- DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions.
- DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- DT5-8 selects and applies management strategies when developing design solutions.
- DT5-9 applies risk management practices and works safely in developing quality design solutions.
- DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions.

# Drama

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	
Nature of Task	<p><b>Group Devised Piece and Evocation</b> Fairy-Tale Adaptions</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Costume Design</b> Costume</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Performance and Written Component</b> Contemporary Voices</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.1.1, 5.1.2, 5.3.1	5.1.4, 5.2.2, 5.3.2	5.2.1, 5.3.2, 5.3.3	
Task Weighting %	<b>30</b>	<b>35</b>	<b>35</b>	

## Drama Course Outcomes

### **A Student:**

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action.
- 5.1.2 contributes, selects, develops, and structures ideas in improvisation and playbuilding.
- 5.1.3 devises, interprets, and enacts drama using scripted and unscripted material or text.
- 5.1.4 explores, structures, and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
- 5.3.2 analyses the contemporary and historical contexts of drama.
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# English

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 11</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 10</b>	
<b>Nature of Task</b>	<p><b>Creative Writing</b> Poetry Study</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Critical Essay</b> Play Study</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Multimodal Presentation</b> Film Study</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
<b>Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## English Course Outcomes

### **A Student:**

- 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.

# Food Technology

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 5</b>	<b>Term 4, Week 4</b>	
<b>Nature of Task</b>	<b>Research and Practical Task</b> Food in Australia  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research and Practical Task</b> Food Selection and Health  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research and Practical Task</b> Food for Special Occasions  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	FT5-3, FT5-7, FT5-8, FT5-11, FT5-12	FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	
<b>Task Weighting %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Food Technology Course Outcomes

### A Student:

- 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.
- FT5-5 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 purpose.
- 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.

# HSIE: History and Geography

Component	Task 1 History	Task 2 Geography	Weighting %
Timing	Term 2, Week 3	Term 3, Week 7	
Nature of Task	<p><b>Research Essay</b> The Industrial Revolution 1750-1914</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Geographical Research and Presentation</b> Changing Places</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	HT5-4, HT5-6, HT5-9, HT5-10	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	
Task Weighting %	<b>50</b>	<b>50</b>	<b>100</b>

## History Course Outcomes

### A Student:

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia.	HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of 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.	HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia.
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.	HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia.	HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past.
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process.	HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

## Geography Course Outcomes

### A Student:

GE5-1	explains the diverse features and characteristics of a range of places and environments.	GE5-5	assesses management strategies for places and environments for their sustainability.
GE5-2	explains processes and influences that form and transform places and environments.	GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing.
GE5-3	analyses the effect of interactions and connections between people, places, and environments.	GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues.	GE5-8	communicates geographical information to a range of audiences using a variety of strategies.

# Industrial Technology – Timber

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 4, Week 4	
<b>Nature of Task</b>	<p><b>Project 1</b> Timber Box</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Project 2</b> Small Stool</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Project 3</b> Laptop Tray</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	IND5-1, IND5-3, IND5-5, IND5-8	IND5-6, IND5-9, IND5-10	IND5-1, IND5-3, IND5-5, IND5-8	
<b>Task Weighting %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Industrial Technology Timber Course Outcomes

### A Student:

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

# International Studies

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 11	Term 3, Week 6	Term 4, Week 3	
Nature of Task	<p><b>Culture Infographic</b> Core: Understanding culture and diversity in today's world</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Creative Representation</b> Option 5: Culture, Visual and Performing Arts</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Celebration Meal Plan</b> Option 9: Culture and Food</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	IS5-1, IS5-2, IS5-3, IS5-12	IS5-4, IS5-5, IS5-6, IS5-12	IS5-3, IS5-5, IS5-10, IS5-12	
Task Weighting %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## International Studies Course Outcomes

### A Student:

- IS5-1 analyses a variety of definitions of culture.
- IS5-2 describes characteristics of culture.
- IS5-3 examines cultural similarities and differences.
- IS5-4 examines cultural diversity.
- IS5-5 accounts for the dynamic nature of culture.
- IS5-6 identifies influences on cultures and their interconnectedness.
- IS5-7 recognises bias and stereotypes.
- IS5-8 analyses different contexts, perspectives and interpretations of cultural beliefs and practices.
- IS5-9 evaluates culturally significant issues, events, and scenarios from a variety of perspectives.
- IS5-10 applies understanding of cultural differences when communicating across cultures.
- IS5-11 applies strategies to challenge stereotypes.
- IS5-12 selects and uses a range of written, visual, and oral forms, to describe, analyse and communicate about cultures.

# Japanese

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	
<b>Nature of Task</b>	<p><b>Short Story Writing</b> Milestones</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Listening and Reading Task</b> What language do you speak?</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Role-Play Speaking</b> My favourite fast foods</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	ML5-CRT-01	ML5-UND-01	ML5-INT-01	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	

## Japanese Course Outcomes

### **A Student:**

ML5-INT-01 exchanges information, ideas, and perspectives in a range of contexts by manipulating culturally appropriate language.

ML5-UND-01 analyses and responds to information, ideas, and perspectives in a range of texts to demonstrate understanding.

ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

# Mathematics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 8	Term 4, Week 3	
Nature of Task	<p><b>Practical Assignment &amp; Quiz Task</b> Numbers of Any Magnitude Area &amp; Surface Area A Volume</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>In-Class Task</b> Financial Mathematics A Algebraic Techniques A</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Open-Book Task</b> Indices A Indices B (9MO &amp; 9MV) Trigonometry A &amp; B</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Yearly Test</b> All Topics</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MAO-WM-01	MA5-FIN-C-01, MA5-ALG-C-01, MAO-WM-01	MA5-IND-C-01, MA5-IND-P-01, MA5-EQU-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MAO-WM-01	MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-EQU-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MAO-WM-01	
Task Weighting %	20	30	20	30	100

Note: Students are encouraged to demonstrate achievement in as many Stage 5 Core outcomes as possible.

## Mathematics Course Outcomes

### A Student:

- MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.
- MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
- MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders.
- MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money.
- MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
- MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.
- MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices.
- 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-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression.
- MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representation.
- MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations.
- MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability.
- MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems.
- 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.

# Music

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 9	Term 2, Week 4	Term 4, Week 2	
Nature of Task	<p><b>‘Theme and Variations’ Task</b> Classical Music</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>‘Jazz Standards’ Listening Task</b> Jazz</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>‘Like a Version’ PBL Task</b> Music for Small Ensembles (Group 1)</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.3, 5.5	5.8, 5.9	5.1, 5.4, 5.7	
Task Weighting %	<b>30</b>	<b>30</b>	<b>40</b>	

## Music Course Outcomes

### A Student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 performs repertoire in a range of styles and genres demonstration 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 the musical concepts through improvising, arranging, and composing in the styles 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 literacy through aural identification, discrimination, memorisation, and notation in the music selected for study.
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
- 5.10 demonstrates an understanding of the influence and impact of technology on music.

# Personal Development, Health, and Physical Education

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8/9	Term 4, Week 3/4	
<b>Nature of Task</b>	<p><b>Practical Task</b> Athletics and Cross Country</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Research Task</b> Instazilience</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Skills &amp; Application Assessment</b> Stepping/Body Percussion</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Sexual Health Expo</b> My Life, My Friends, My Choices (Sexual Health)</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	PD5-4	PD5-10	PD5-11	PD5-2	
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



## PDHPE Course Outcomes

### A Student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9 assesses and applies self-management skills to effectively manage complex situations.
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

# Physical Activity and Sports Studies

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
Nature of Task	<p><b>Topic Test</b> Body Systems and Energy for Physical Activity</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Task</b> Physical Fitness</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Event Planning Task</b> Event Management</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	PASS5-1, PASS5-2, PASS5-10	PASS5-6, PASS5-8, PASS5-9	PASS5-1, PASS5-2, PASS5-5, PASS5-7, PASS5-8	
Task Weighting %	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## PASS Course Outcomes

### A Student:

- 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.

# Photographic and Digital Media

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 2, Week 2	Term 3, Week 3	Term 4, Week 2	
<b>Nature of Task</b>	<p><b>Practical Task</b> Introduction to Darkroom</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Practical Task</b> Secret Life of Stuff</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Writing Task</b> Portraiture</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
<b>Outcomes</b>	5.1, 5.2, 5.4	5.3, 5.5, 5.6	5.7, 5.9, 5.10	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Photographic and Digital Media Course Outcomes

### A Student:

- 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 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.

# Science

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 4, Week 3</b>	
<b>Nature of Task</b>	<p><b>Student Research Project</b> Disasters and Tectonics</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Semester 1 Exam</b> Chemistry, Electrical Energy Efficiency</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Semester 2 Exam</b> Waves, Human Coordination</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	SC5 - 8WS, SC5 - 9WS, SC5 - 12ES, SC5 - 13ES	SC5 - 7WS, SC5 - 11PW SC5 - 16CW, SC5 - 17CW	SC5-7WS, SC5-10PW, SC5-11PW, SC5-12ES	
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Science Course Outcomes

### A Student:

- 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.
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

# Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 5</b>	<b>Term 4, Week 3</b>	
<b>Nature of Task</b>	<p><b>Artmaking</b> Myths and Legends</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Artmaking</b> Surrealism</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Art History and Criticism</b> Botanica</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	5.2, 5.4, 5.6	5.1, 5.3, 5.5	5.7, 5.8, 5.9, 5.10	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Visual Arts Course Outcomes

### A Student:

- 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 the artist – artwork – world – audience.
- 5.3 makes artworks informed by an understanding of how frames affect meaning.
- 5.4 investigates the world as a source of ideas, concepts, subject matter in 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 & historical interpretations of art.
- 5.9 demonstrates how the frames provide different interpretations of art.
- 5.10 demonstrates how art criticism and history construct meanings.

# Visual Design

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 6	Term 3, Week 2	Term 4, Week 1	
Nature of Task	<p><b>Art History and Criticism</b> Type</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Artmaking</b> Design for Place</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Artmaking</b> Text and Illustration</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	5.9, 5.10	5.2, 5.3, 5.5	5.1, 5.4, 5.5	
Task Weighting %	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Visual Design Course Outcomes

### **A Student:**

- 5.1 develops autonomy in selecting & 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 the relationships between artist – 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 & extend concepts & different meanings in their visual design artworks.
- 5.6 selects appropriate procedures & 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-work-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.

# **Year 9**

## **New Educational Opportunities (NEO)**

# **Assessment Program**

# **2024**



# NEO: Cartooning and Animation

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 2, Week 3</b>	<b>Term 2, Week 10</b>	<b>Term 4, Week 1</b>	
<b>Nature of Task</b>	<p><b>Artmaking</b> Static</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Art History and Criticism</b> Practice</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Artmaking</b> Collaborative</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	N0CA1, N0CA3	N0CA2, N0CA4	N0CA1, N0CA5	
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Course Outcomes

### A Student:

- N0CA1 uses a range of strategies to explore different cartooning conventions and procedures to make zines and cartoons.
- N0CA2 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in making zines or cartoons.
- N0CA3 selects different materials and techniques to make zines and cartoons.
- N0CA4 explores aspects of practice in critical and historical interpretations of cartooning.
- N0CA5 demonstrates creative thinking and resolution on an individual or small collaboration project.

# NEO: Ceramics

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 8	Term 2, Week 10	Term 4, Week 2	
Nature of Task	<p><b>Artmaking</b> Fundamentals</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Art History and Criticism</b> Contemporary Traditional</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Artmaking</b> Handbuilding</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NCER1, NCER4	NCER2, NCER4	NCER3, NCER5	
Task Weighting %	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes

### A Student:

- NCER1 engage in the development of different techniques and aesthetic considerations suited to artistic intentions in the making of ceramic works.
- NCER2 explore ways of generating ideas as representations in the making of ceramic works.
- NCER3 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.
- NCER4 utilises a variety of hand-building techniques to create ceramic works.
- NCER5 utilises a variety of decorating techniques to enhance aesthetic qualities of ceramic work.

# NEO: Creative Writing

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 9	
Nature of Task	<p><b>Creative Nonfiction</b> Creative Nonfiction</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Imagining Worlds</b> The Short Story</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
Task Weighting %	<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

### A Student:

- 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.



# NEO: Debating and Rhetoric

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 9	
Nature of Task	<p><b>Persuasive Speech</b> Introduction to Rhetoric and Oratory</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Debate and Reflection</b> The Art of Debating; Arguments and Fallacies</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
Task Weighting %	<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

### A Student:

- 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

# NEO: Games and Sports

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 10	
Nature of Task	<p><b>Organisation and Execution of Assigned Skill Drill</b> Instruction in Games and Sport</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Group Development of New Game/Sport</b> Games and Sports Applications 1</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NGS1, NGS2	NEO1, NEO2	
Task Weighting %	<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

### A Student:

- NGS1 develop skills and knowledge in a range of games and sports.
- NGS2 analyse the range of roles and responsibilities in the organisation of games and sports
- NEO1 develop entrepreneurial skills to identify problem or opportunity, plan and produce a game/sport for an authentic purpose or event.
- NEO2 create innovative solutions to produce a breakthrough game/sport.

# NEO: Graphic Design

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 10</b>	<b>Term 4, Week 4</b>	
<b>Nature of Task</b>	<p><b>Design Project 1</b> Elements and Principles of Design</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project 2</b> Logos</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project 3</b> Design Market</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Design Project 4</b> Editorial Design</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	NEO –GD 1, NEO –GD 2 NEO –GD 3, NEO –GD 4	NEO –GD 1, NEO –GD 2 NEO –GD 3, NEO –GD 4	NEO –GD 1, NEO –GD 2 NEO –GD 3, NEO –GD 4	NEO –GD 1, NEO –GD 2 NEO –GD 3, NEO –GD 4	
<b>Task Weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Course Outcomes

### A Student:

- NEO-GD1 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.
- NEO-GD2 create innovative solutions to produce a breakthrough product.
- NEO-GD3 develop knowledge and understanding of a wide range of the Graphic Design Industry terminology, techniques and processes.
- NEO-GD4 apply principles of design in the planning and production of projects

# NEO: Jewellery

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 3, Week 2	Term 4, Week 2	
Nature of Task	<b>Art History and Criticism</b> Copper  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Artmaking</b> Clay  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Artmaking</b> Lost Wax  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	N0J4, N0J5	N0J1, N0J2	N0J2, N0J4	
Task Weighting %	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes

### A Student:

- N0J1 develops autonomy in selecting and applying jewellery design conventions and procedures to make artworks.
- N0J2 makes jewellery informed by their understanding of the function of and relationships between artist, artwork, world and audience.
- N0J3 investigates and responds to the world as a source of ideas, concepts and subject matter for jewellery.
- N0J4 selects appropriate procedures and techniques to make and refine jewellery.
- N0J5 constructs different critical and historical accounts of jewellery design.

# NEO: Media and Popular Culture Studies

Component	Task 1	Task 2	Weighting %
Timing	Term 2, Week 5	Term 4, Week 9	
Nature of Task	<p><b>Research Task</b> Games in Society, Social Commentary in Film</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Creative Project</b> Games in Society, Social Media and Marketing, Social Commentary in Film</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	MPC-1, MPC-2, MPC-3	MPC-2, MPC-4, MPC-5	
Task Weighting %	<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

### A Student:

- MPC-1 learn to analyse and interpret the influence of pop culture on society.
- MPC-2 learn to evaluate the role of media in shaping cultural norms, values, and identities.
- MPC-3 learn to critically analyse various forms of media, including film, television, music, and social media.
- MPC-4 learn to apply appropriate strategies to comprehend written, oral and visual texts, guide inquiry and extend thinking.
- MPC-5 learn to access information and ideas for diverse purposes, and from a variety of sources and evaluate their relevance, accuracy and reliability.

# NEO: Music Production

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 11	Term 3, Week 5	Term 4, Week 3	
Nature of Task	<p><b>Composition: 3 Mini-Projects in Soundtrap or DAW of choice</b> POL Foundation</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Composition &amp; Musicology: Original Music Composition – Project Portfolio</b> POL Making/Recording</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Composition &amp; Musicology: Original Music Composition – Completed Project</b> PBL Producing</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NMP1, NEO1	NMP1, NMP2	NMP1, NEO1	
Task Weighting %	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes

### A Student:

- NMP1 compose and plan a creative score/s using the appropriate software, instruments and vocals to create a completed project that has considered the elements of musical composition notation, listening and the manipulation of musical concepts in differing musical contexts.
- NMP2 develop knowledge and skills related to the terminology and functional aspects of musical production.
- NEO1 develop entrepreneurial skills to identify problem or opportunity, plan and produce a product for an authentic purpose or event.
- NEO2 create innovative solutions to produce a breakthrough product.

# NEO: Philosophy 1

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 9	
Nature of Task	<p><b>Script</b> History of Philosophy</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Essay</b> Reality</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
Outcomes	PHIL-1, PHIL-2, PHIL-5	PHIL-1, PHIL-3, PHIL-4	
Task Weighting %	<b>50</b>	<b>50</b>	<b>100</b>

## Course Outcomes

### A Student:

- PHIL-1 composes critical, creative, informative, and discursive texts to express valued, original, and critical ideas.
- PHIL-2 discusses and expresses theoretical ideas from a variety of philosophical perspectives.
- PHIL-3 uses increasingly sophisticated written techniques to express informed philosophical ideas.
- PHIL-4 makes connections between philosophy and the world in which they live.
- PHIL-5 discusses and substantiates both personal insights and the ideas of others.

# NEO: Philosophy 2

Component	Task 1	Task 2	Weighting %
Timing	Term 1, Week 10	Term 3, Week 9	
Nature of Task	<b>Visual Representation</b> Political Philosophy  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Critical Essay</b> Epistemology  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	
Outcomes	PHIL-1, PHIL-2, PHIL-5	PHIL-1, PHIL-2, PHIL-5	
Task Weighting %	<b>50</b>	<b>50</b>	

## Course Outcomes

### A Student:

- PHIL-1 composes critical, creative, informative, and discursive texts to express valued, original, and critical ideas.
- PHIL-2 discusses and expresses theoretical ideas from a variety of philosophical perspectives.
- PHIL-3 uses increasingly sophisticated written techniques to express informed philosophical ideas.
- PHIL-4 makes connections between philosophy and the world in which they live.
- PHIL-5 discusses and substantiates both personal insights and the ideas of others.



# NEO: Video Production

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Nature of Task	<p><b>Artmaking</b> The Genre Flip <i>Editing</i></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Art History and Criticism</b> Moving Visions <i>Cinematography</i></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Artmaking</b> Cinemagic <i>Visual Effects</i></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NOVP1, NOVP5	NOVP2, NOVP4	NOVP1, NOVP3	
Task Weighting %	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Course Outcomes

### A Student:

- NOVP1 Investigates the world as a source of ideas, concepts and subject matter for narrative based digital video production.
- NOVP2 demonstrates knowledge and skills to make digital video productions informed by their understanding of practice, the conceptual framework, and frames.
- NOVP3 makes digital video production informed by their understanding of the function of the relationships between the videographer, the video, world and audience.
- NOVP4 uses their understanding of the function and relationship between videographer, world and audience in critical and historical interpretations of digital video productions and films.
- NOVP5 participates effectively in the digital video production process as a team member in a group or individual project.



# Dulwich High School of Visual Arts & Design

## Illness/Misadventure Form

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Year \_\_\_\_\_ Class \_\_\_\_\_  
Name of Assessment Task: \_\_\_\_\_ *Nature of tasks (please circle) Examination,*  
Performance, Assessment Task No \_\_\_\_\_ *Performance, Practical Task, Speaking Task,*  
Task, weighting \_\_\_\_\_ *Written Tasks, Viewing Assignment, Research*  
Date Due \_\_\_\_\_ *Activity, Portfolio, Field Work.*  
Class Teacher \_\_\_\_\_



**To be completed by the student**                      **Section A**

Outline reasons for this application for Illness/Misadventure and attach relevant documentation. (e.g., medical certificate)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_



**To be completed by the Head Teacher**                      **Section B**

Head Teacher's name: \_\_\_\_\_ Faculty \_\_\_\_\_ Course \_\_\_\_\_

Receipt date of illness/Misadventure form; \_\_\_\_\_

Task submitted/completed      Yes  No       Date completed: \_\_\_\_\_

Date of rescheduled task: \_\_\_\_\_

Comments: \_\_\_\_\_

**Resolution accepted**

HT Signature \_\_\_\_\_



**To be completed by Deputy Principal**                      **Section C**

**Resolution accepted**

**Resolution rejected**

Comments: \_\_\_\_\_

Deputy Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

