



2021 Middle School
Year 9
CURRICULUM

2021 Middle School YEAR 9 CURRICULUM

From the Head and Deputy Head of Middle School

We endeavour to inspire a vibrant culture of learning so each student can strive towards their full potential – academically, socially, physically and emotionally.



The purpose of this Year 9 Curriculum guide is to provide parents and students with an outline of:

1. New South Wales Education Standards Authority (NESA)
2. Mandatory Courses
3. Elective Courses
4. Assessment
5. Reporting
6. Awards

We hope this document clarifies many of the questions and concerns pertaining to Year 9 academic issues at Central Coast Grammar School.

A handwritten signature in black ink, appearing to read 'Steven Bennett'.

Steven Bennett
Head of Middle School

A handwritten signature in black ink, appearing to read 'Jacki Lynch'.

Jacki Lynch
Deputy Head of Middle School

EDITORS:

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ACKNOWLEDGEMENT:

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SECTION 1: CURRICULUM

AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY (ACARA)

ACARA is the independent authority for the development of a national curriculum, a national assessment program, national data collection and reporting program that supports 21st Century learning for all Australian students.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the community. It makes clear what all young Australians should learn as they progress through school.

NSW EDUCATION STANDARDS AUTHORITY (NESA)

NESA serves government and non-government schools in the development of school education for Years K to 12. NESA is responsible for advising the New South Wales (NSW) Minister for Education on the appropriateness of the curriculum for NSW schools, the structure and process of its implementation.

Schools are required to deliver programs of study that comply with NESA syllabuses. Schools must satisfy the prescribed hours and cover all of the essential content of each syllabus.

NESA:

- works across all New South Wales school systems
- sets the core curriculum by developing syllabuses for Kindergarten to Year 12 and provides support materials for teachers and parents
- manages the Record of Student Achievement (RoSA) and the Higher School Certificate Examination
- assesses student achievement and awards credentials to meet the needs of the various range of students
- promotes the provision of quality education by developing, communicating and implementing educational policies and practices
- provides advice on grading and assessment policy and procedures
- promotes the provision of quality education through the registration and accreditation of non-government schools, certifying that they may teach students and enter students for examinations
- manages resources so educational objectives are met.

SECTION 1: CURRICULUM

MANDATORY CURRICULUM REQUIREMENTS

NESA states it is mandatory in Years 7 to 10 to complete the following mandatory curriculum:

English	NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10
Mathematics	NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10
Science	NESA developed syllabus to be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10
Human Society and Its Environment	To be studied substantially throughout Years 7 to 10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5
Languages	100 hours to be completed in one language over one continuous 12 month period between Years 7 to 10 but preferably in Years 7 or 8
Technologies	NESA's Technology (Mandatory) Years 7 and 8 syllabus to be studied for 200 hours
Creative Arts	200 hours to be completed, consisting of NESA's 100 hours mandatory courses in each of Visual Arts and Music. It is NESA's expectation the 100 hours mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years
Personal Development, Health and Physical Education	NESA's mandatory 300 hours course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7 to 10

NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The New South Wales Record of School Achievement (RoSA) replaced the School Certificate. Eligible students who leave school prior to receiving their Higher School Certificate will receive the RoSA. NESA has developed information for teachers, students and parents on how the RoSA will be implemented. See link: www.boardofstudies.nsw.edu.au/rosa/

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

A RoSA shows grades for all courses a student has completed up to the point they leave school including those completed in Year 10, Year 11 or even Year 12.

To qualify for the RoSA award, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the New South Wales Education Standards Authority (NESA)
- completed Year 10.

SECTION 2: MANDATORY COURSES

- English
- Geography
- History
- Mathematics
- Personal Development, Health and Physical Education
- Science
- World Religion Studies



SECTION 2: MANDATORY COURSES

CURRICULUM STRUCTURE

All Year 9 students at Central Coast Grammar School will study the following courses:

English	4 classes of mixed ability, 1 extension class and 1 enrichment class
Geography	6 classes of mixed ability Rotate with History after a semester
History	6 classes of mixed ability Rotate with Geography after a semester
Mathematics	6 classes. Three levels of Mathematics (5.1, 5.2 and 5.3)
Personal Development, Health and Physical Education	6 classes of mixed ability
Science	6 graded classes
World Religion Studies	6 classes of mixed ability

In addition to these compulsory courses students have an opportunity to study three electives in Year 9. Electives offered to Year 9 students for 2021 include:

- Chinese
- Commerce
- Dance
- Design and Technology
- Drama
- Food Technology
- French
- Industrial Technology
- Information and Software Technology
- Japanese
- Marine and Aquaculture Technology
- Music
- Philosophy (Year 9 only)
- Physical Activity and Sports Studies
- Sociology
- Visual Arts
- Visual Design



SECTION 2: MANDATORY COURSES

ENGLISH

Head of Department: Amy Hall

Course Description

Students study literature, film, media, nonfiction, digital and multi modal texts. The texts give students experience of Australian literature, insights into Aboriginal experiences, multicultural experiences in Australia and literature from other countries and times.

Students study texts that give experience of cultural heritages, environmental and social sustainability, popular cultures and youth cultures, picture books, every day and workplace texts, a range of social, gender and cultural perspectives. Students also experience Shakespearean Drama.

Students learn to...

- read, enjoy, understand, appreciate and reflect on the English language in a variety of texts
- develop their skills, knowledge and understanding
- create texts that are imaginative, interpretive, critical, analytical and powerful
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- reflect on their learning in English

Course Requirements

Years 9 and 10 requires experience of at least two works each of fiction, film, nonfiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

Satisfactory completion of the mandatory study of English during Stage 5 will be recorded with a grade on the student's Record of Student Achievement Part A.

Special Features

English classes vary from year to year depending on the needs of the cohort. However, at this stage 2021 Year 9 will have a six class structure with extension/enrichment classes. Entry into the extension class is determined by student achievement in the previous year. Students in the extension class will follow the same course outline as the other classes, but with a greater emphasis on higher order thinking skills.

Assessment Tasks

- Voices of Survival Imaginative Response
- Point of View Digital Essay
- Indigenous Voices Critical Response
- Is that Even Funny? Oral Presentation



Record of Student Achievement (ROSA)

Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 2: MANDATORY COURSES

GEOGRAPHY

Head of Department: Belinda Ho

Course Description

Geography students engage in the Stage 5 curriculum which includes the focus areas of Sustainable Biomes, and Changing Places and Urbanisation.

Students learn about geographical processes and human communities on a national and global level. Students also learn about environmental and human interactions and how communities respond to them. From this, students will investigate geographical issues that arise from a rapidly changing world.

Students learn to...

- identify, gather, organise and interpret geographical data
- develop an understanding of places, environments and people
- explain the processes that form and transform natural environments and human communities
- investigate the relationships between environments and people
- apply geographical tools for inquiry studies
- communicate their understanding through written and oral forms

Course Requirements

Students are expected to undertake fieldwork activities throughout the year.

Special Features

Year 9 students undertake Geography for one semester, alternating with History in the other semester.

Assessment Tasks

- Urban Research Task
- Sustainability Stimulus-based Task

Record of Student Achievement (RoSA)

Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.



SECTION 2: MANDATORY COURSES

MATHEMATICS

Head of Department: Kingsley Hunt

Course Description

There are three pathways in Stage 5 (5.1, 5.2 and 5.3) each building on the concepts developed in the preceding pathway.

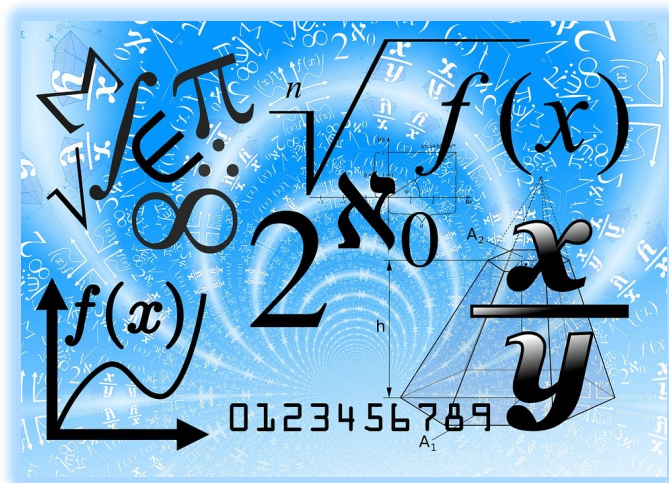
5.1 Pathway: is designed for students who need more time to develop basic mathematical skills. The content of Stage 5.1 reinforces the skills and knowledge developed in the Stage 4 Mathematics course.

5.2 Pathway: it is expected the majority of students will complete this stage by the end of Year 10. Students who achieve at this level will be able to ask questions that can be explored using mathematics and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they will be able to use appropriate language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students will be able to use suitable problem solving strategies which include selecting and organising key information to extend their inquiries by identifying and working on related problems.

5.3 Pathway: is the most abstract of the three courses. It is designed for students who have had no difficulty in achieving the syllabus outcomes up to and including Stage 5.2 outcomes. Students who progress to this stage should be able to work easily and quickly with more demanding mathematical concepts. They will be able to use deductive reasoning in problem solving, presenting arguments and formal proofs. Students will interpret, apply formal definitions, generalise, connect and apply mathematical ideas across topics.

There are four strands to Mathematics. These include:

- Working Mathematically
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability



SECTION 2: MANDATORY COURSES

Students learn to...

- use appropriate terminology, diagrams and symbols in mathematical contexts
- select and use appropriate strategies to solve problems
- provide reasoning to support conclusions that are appropriate to the context

Course Requirements

Students who consistently achieve Limited, Basic and Unsatisfactory grades in the Stage 4 course will proceed to the 5.1 course in Year 9. This course is designed for students who need more time to develop basic mathematics skills. Students who consistently achieve Sound grades in the Stage 4 course may proceed to the 5.2 course in Year 9. Students who consistently achieve Excellent grades in the Stage 4 course may proceed to the 5.3 course in Year 9. These students should be able to work easily and quickly with more demanding mathematical concepts and be able to recall previous work with ease.

Special Features

The course of study in Years 9 and 10 provides the pathway for Stage 6 study in Mathematics. Mathematics is not compulsory in Stage 6. Students who intend to study the Stage 6 General Mathematics course should have demonstrated competence in the 5.2 content, particularly the Patterns and Algebra and Trigonometry. Students who intend to study the Stage 6 Mathematics course should show a high level of competency in the 5.2 course as well as competency in the topics Real Numbers, Algebraic Techniques, Coordinate Geometry, Trigonometry and Deductive Geometry from the 5.3 course. Students who intend to study the Stage 6 Mathematics Extension 1 course should show strong results in the 5.3 course. The diagram below shows the pathways in Mathematics from Stage 4 through Stage 5 to Stage 6.

Assessment Tasks

- Numeracy 1 Test
- Course Test
- Numeracy 2 Test
- Half Yearly Examination
- Course Test
- Yearly Common Examination
- Yearly Course Examination

Record of School Achievement (RoSA)

The mandatory curriculum requirements for eligibility for the award of the RoSA include that students:

- study the Board developed Mathematics syllabus substantially in each of Years 7–10 and
- complete at least 400 hours of Mathematics study by the end of Year 10.

Satisfactory completion of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA. Students undertaking the Mathematics course based on Life Skills outcomes and content are not allocated a grade.

SECTION 2: MANDATORY COURSES

Mathematics Pathways

Prior to school learning
 Students bring to school a range of knowledge, understanding and skills developed in home and prior to school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately.
 The *Early Years Learning Framework for Australia* describes a range of opportunities for students to develop a foundation for future success in learning.

MANDATORY STUDY
Early Stage 1 – Stage 3
 Mathematics K – 10

MANDATORY STUDY
Stage 4
 Years 7 and 8
 (including Life Skills outcomes and content)

MANDATORY STUDY
Stage 5
 Years 9 and 10

Mathematics Life Skills	5.1	5.1/5.2	5.2	5.2/5.3	5.3
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ELECTIVE STUDY
Stage 6
 Years 11 and 12

Mathematics Life Skills	Year 11 Mathematics Standard	Year 11 Mathematics Advanced	Year 11 Mathematics Extension		
Mathematics Life Skills	Year 12 Mathematics Standard 1	Year 12 Mathematics Standard 2	Year 12 Mathematics Advanced	Year 12 Mathematics Extension 1	Year 12 Mathematics Extension 2

B-grade (dashed red arrow from Stage 5.2 to Year 11 Mathematics Advanced)
A-grade (dashed red arrow from Stage 5.3 to Year 11 Mathematics Extension)

Community, other education and learning and workplace pathways

SECTION 2: MANDATORY COURSES

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Head of Department: Blake Berczelly

Course Description

Personal Development, Health and Physical Education (PD/H/PE) develops students' capacity to enhance personal health and wellbeing by examining the physical, social, psychological and spiritual dimensions of health. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement and personal skills.

Year 9 students will study the following units:

- Respectful Relationships
- Looking Good, Feeling Great
- Athletics
- Gymnastics
- Racquet Sports
- Touch Football/Oztag
- It Couldn't Happen to Me
- Physical Activity for Me

Students learn about the following three modules:

- **Health, Wellbeing and Relationships:** Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing.
- **Movement Skill and Performance:** Students should be provided with opportunities to explore complex and challenging movement activities in the following contexts: rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.
- **Healthy, Safe and Active Lifestyles:** Students are provided with opportunities to examine the impact of key health issues on themselves, others and the community. They think critically about health information, resources and community connections available to them and how these can support and inform their behaviours, decisions and actions. An integral component is the focus on inclusivity, diversity and strategies to challenge discrimination and stereotypes. Students examine the benefits of a balanced lifestyle and explore strategies for promoting a lifetime of physical activity to lead healthy, safe and active lives.

Students learn to...

- develop knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.
- apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem solving, decision making, planning and moving.

Assessment Tasks

- Respectful Relationships Oral Presentation
- Racquet Sports Practical Performance
- It Couldn't Happen to Me Infographic Report
- Mini Tramp and Vaulting Practical Performance

Record of Student Achievement (RoSA)

Satisfactory completion of the mandatory PD/H/PE course will be recorded with a grade on the student's RoSA.

SECTION 2: MANDATORY COURSES

SCIENCE

Head of Department: Ross Farrelly

Course Description

The study of Science in Stage 5 continues to develop students' scientific knowledge and understanding, skills, values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems. They are also encouraged to continue to develop positive values and attitudes towards themselves, others, lifelong learning, science and the environment.

Students learn about knowledge and understanding of: the history of science, the nature and practice of science, applications and uses of science, implications of science for society and the environment, current issues, research and development, models, theories, laws, systems and interactions related to the physical world, matter, the living world and Earth and Space.

Students learn to...

- develop skills in working scientifically through planning investigations (Student research project)
- conduct investigations
- communicate information and understanding
- develop scientific thinking and problem solving techniques
- work individually and in teams

Course Requirements

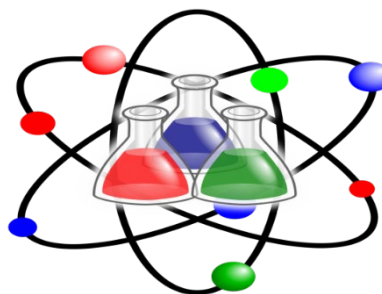
Practical experiences which emphasise *hands on* activities will occupy a substantial amount of course time. All students are required to undertake at least one research project during Stage 5. At least one project will involve *hands on* practical investigation. At least one Stage 5 project will be an individual task. This requirement is met by students completing a Student Research project.

Special Features

Year 9 students are allocated to one of six graded classes. This is determined by student achievement in Year 8.

Assessment Tasks

- Research and Model Construction
- Semester 1 Examination
- Data Processing
- Student Research Project
- Semester 2 Examination



Record of Student Achievement (RoSA)

Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 2: MANDATORY COURSES

WORLD RELIGION STUDIES

Head of Department: John Gunderson

Course Description

World Religion Studies is designed to provide students with an understanding of the nature and role of World Religions and Religions in Australia. The aim of this course is to stimulate students' interest in and enjoyment of understanding themselves and the world in which they live. They will develop skills and critical understandings to enable them to operate effectively within society and to participate as active, informed and responsible citizens.

Students learn about aspects of World Religions, interrelationships between the various religions in Australian society, Aboriginal spirituality and religious and theological concepts.

The content is divided into three topics:

- Nature of Religion
- Introduction to World Religions
- Religions of Australia

The course provides an opportunity for students to:

- develop a lifelong interest and enthusiasm for the study of world religions
- appreciate differing perspectives and viewpoints
- develop a sense of individual, group, national and international identity
- develop sensitivity and empathy to the needs, values and behaviour patterns of others, and
- contribute to a just society through informed citizenship

Students learn to...

- develop skills to undertake the process of religious inquiry
- communicate their understanding of the world religions
- value and appreciate World Religion Studies as a study of human experience

Course Requirements

Year 9 students must complete original research and present a report. It is recommended this research is undertaken on a group basis. Tasks will include: Oral, written and an individual research assessment.

Assessment Tasks

- Nature of Religion Oral Task
- Religions of the World Stage Task
- Yearly Examination

Record of Student Achievement (ROSA)

Satisfactory completion of the 100 hours Years 9 & 10 courses will be recorded on the student's Record of School Achievement (ROSA).

SECTION 3: ELECTIVE COURSES

ELECTIVE COURSE DESCRIPTIONS

- Chinese
- Commerce
- Dance
- Design and Technology
- Drama
- Food Technology
- French
- Industrial Technology
- Information and Software Technology
- Japanese
- Marine and Aquaculture Technology
- Music
- Philosophy (Year 9 only)
- Physical Activity and Sports Studies
- Sociology
- Visual Design
- Visual Arts

CHOOSING ELECTIVE COURSES FOR YEAR 9

This curriculum guide provides *Course Descriptions* of all courses taught in Year 9 at Central Coast Grammar School. Parents should discuss with their child the various courses in this section to assist in selecting their elective courses. Students are required to study three elective courses in Year 9. They should take into account the following when deciding their course of study:

- choose courses based not only on their ability but also on their potential for enjoyment
- related career opportunities
- students are able to change elective courses for Year 10

In Year 10, students study English, Mathematics, Science, History, Geography, PDHPE, World Religion Studies and two electives.

Generally, electives offered in Year 9 will be offered again in Year 10 although the content of the courses will vary from year to year. Most courses are discrete courses, which means it is not necessary to study the course in Year 9 in order to undertake it in Year 10. However, there are two exceptions, Languages and Industrial Technology. In these cases, students must have completed the Year 9 course as a prerequisite to be permitted to study Languages and Industrial Technology in Year 10.

It should be noted, while the list of electives offers a great variety of choice, for various reasons, not all courses may actually run. For example, where student interest results in small numbers of students electing to study a course it may not be *viable* to run the course. Other limits to choice may occur as a result of the elective lines, or school staffing. These lines are determined by the students' responses on the *Elective Preferences form*. If students find they have made the wrong course selection, there is provision for them to change but this will depend on space being available in courses.

**Students may change their selection up until Friday 3:00pm Week 6 Term 1 2021.
Students are not permitted to change courses beyond this date.**

SECTION 3: ELECTIVE COURSES

COMMERCE

Head of Department: John Gunderson

Commerce is an elective course studied for 100 or 200 hours during Years 9 and 10.

Course Description

Commerce enables students to develop knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.



Students study the core topics of:

- Consumer and Financial Decisions
- Employment and Work Futures

In these topics students learn about making responsible spending, saving, borrowing and investment decisions. They will also study optional topics such as Promoting and Selling, Investing, Running a Business and Travel.

Students learn to...

- develop skills in personal financial management
- promote critical thinking and ethical and socially responsible behaviour in relation to decision-making.
- identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers
- develop research and communication skills, including the use of ICT

Assessment Tasks

- Consumer Research Report
- Business Plan
- Yearly Examination

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

DANCE

Head of Department: Lee Fleming

Dance is an elective course studied for 100 or 200 hours during Years 9 and Year 10.

Course Description

The study of Dance enables young people to participate in and the enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students' investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement. The learning experiences in this Dance are integrated through the practices of Performance, Composition and Appreciation.

Students learn to...

- perform, compose and appreciate dance in varying contexts
- express ideas creatively as they make and perform dances and analyse dance as works of art
- experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance

Special Features

It is important for students of Dance to experience a range of live performances throughout the year. These theatre visits are considered compulsory and often take place out of class time. Students and parents need to be aware, at times, rehearsals and assessed performances take place outside of normal classroom hours.

Students electing to study Dance are expected to participate in the co-curricular dance programs at CCGS.



Assessment Tasks

- Safe Dance Practice Performance
- Dance Film Composition
- Appreciation Examination
- Performance Quality

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

DESIGN AND TECHNOLOGY

Head of Department: Kate Sonter

Design and Technology is an elective course studied in Stage 5. Depending on the number of students selecting the Stage 5 Design and Technology, this course will continue to run in Stage 6.

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify, problem solve and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs. For each unit, students are able to select the materials and techniques they wish to develop their skills and interest in. There is a wide variety of design fields and pathways students are able to choose from including architecture; multimedia and graphic design; product, vehicle and furniture design; and textiles and fashion design to name a selection.

Students learn to...

- Design, produce and evaluate quality designed solutions in fields of design they are passionate about.
- Develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies.
- Explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.
- Be creative and innovative in the development and communication of solutions.
- Identify, analyse and respond to consumer needs through research and experimentation leading to the development of quality design projects.
- Critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Course Requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Students must produce a portfolio that outlines the design process they went through to create their products.

Assessment Tasks

- Designer Research Task
- Icons of Design Portfolio and Product
- Biomimicry Portfolio and Product



Record of School Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

DRAMA

Head of Department: Lee Fleming

Drama is an elective course studied for 100 or 200 hours during Years 9 and Year 10.

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

All students undertake at least one unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, monologues, physical theatre, naturalism, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to...

- make, perform and appreciate dramatic and theatrical works
- devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience
- respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society

Special Features

It is important for students of Drama to experience a range of live performances throughout the year. These theatre visits are considered compulsory and often take place out of class time. Students and parents need to be aware, at times, rehearsals and assessed performances take place outside of normal classroom hours.

Assessment Tasks

- Improvisation
- EDEN Group Performance
- Stage Design Model Box Set Presentation
- Monologue Scriptwriting and Performance
- Theatre styles Group Performance
- Logbook (ongoing)



Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

FOOD TECHNOLOGY

Head of Department: Kate Sonter

Food Technology is an elective course studied for 100 or 200 hours during Years 9 and 10.

Course Description

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

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied. The following units of study will take place in Year 9:

- Food for Special Needs
- Food for Special Occasions
- Food Selection and Health
- Health and Food Trends



Students learn to...

- explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food
- develop the ability and confidence to design, produce and evaluate solutions to situations involving food
- select and use appropriate ingredients, methods and equipment safely and competently

Assessment Tasks

- Lifecycle and Lifestyle Research and Practical
- Special Occasion Catering Research and Practical
- Nutritional Diseases Research and Presentation

Record of Student Achievement (RoSA)

This is an elective course. Satisfactory completion of the 100 hours in Year 9 or Year 10 course or the completion of the 200-hour course in Years 9 and 10 will be recorded on the student's RoSA.

SECTION 3: ELECTIVE COURSES

INDUSTRIAL TECHNOLOGY

Head of Department: Kate Sonter

Industrial Technology is an elective course studied in Stage 5 for 100 or 200 hours during Year 9 and Year 10.

Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in timber technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

In the 100 hour course Year 9 students undertake one compulsory core module:

- Timber 1

In the 200 hour course Year 10 students undertake one specialised module:

- Timber 2

Students learn about the properties and applications of materials associated with timber. They study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students learn safe practices for practical work environments, including risk identification and minimisation strategies. They also learn about design and designing including the communication of ideas and drawing processes.



Students learn to...

- actively plan and construct quality practical projects
- select and use a range of materials for individual projects
- competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects
- produce drawings and written reports to develop and communicate ideas and information relating to projects.

Assessment Tasks

- Practical Examination
- Footstool Portfolio and Product
- Mantel Piece Clock Portfolio and Product

Record of Student Achievement (RoSA)

Satisfactory completion of 100 hours of study in the Industrial Technology course during Stage 5 will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

INFORMATION AND SOFTWARE TECHNOLOGY **Head of Department: Janine Comber**

Information and Software Technology is an elective course studied for 100 or 200 hours during Years 9 and 10.

Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include: Databases, Digital Media, Internet and Website Development and with one block of optional topics involving students selecting their own preference.

Students learn to...

- identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution
- use a variety of technologies to create, modify and produce products in a range of media formats
- develop a range of skills, including research and design
- use problem solving strategies

Assessment Tasks

- Internet and Web Design Project
- Digital Media Virtual Reality Project
- Issues News Report
- Databases Task

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Information and Software Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

LANGUAGES

Head of Department: Aaron McLuckie

Chinese, French and Japanese are elective courses offered in both Year 9 as a 100 hour course or Years 9 and 10 as a 200 hour course. Students must undertake the chosen language in Year 9 in order to study the language in Year 10. Students are able to study a language in Year 9 only. If students have NOT studied their chosen language in Year 8, they are advised to speak to the Head of Languages, prior to electing to study a language in Year 9.

Course Description

Language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between other languages and English and to develop an understanding of the cultures associated with the chosen language.

Students develop the knowledge, understanding and skills necessary for effective interaction in a language such as listening, reading, speaking and writing. They explore the nature of languages as systems by making comparisons between English and the chosen language and produce texts in the target language.

Students learn the intercultural understandings by reflecting on similarities and differences between their own culture and the culture of the target language.



Students learn to...

- communicate in another language
- listen and respond to spoken language, as well as learn to read and respond to written texts in the language they are learning
- establish and maintain communication in familiar situations, using the language
- explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language
- develop a capacity to interact with people, their culture and their language

Assessment Tasks

Chinese

- Introductions Vlog
- My Clothes Listening, Reading and Writing Skills Test
- Shopping Speaking Test / Chinese Cuisine Research Video
- Yearly Examination

French

- Reading and Responding Skills Test / Francophone Country Presentation
- Reading and Writing Skills Test / Hobbies Peer Review
- School and Daily Life Topic Test
- Yearly Examination

Japanese

- Introductions Vlog
- Family, Pets and Food Reading and Writing Skills Test
- Likes, Dislikes and Hobbies Oral Presentation
- Yearly Examination

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of elective study in a language during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

MARINE AND AQUACULTURE TECHNOLOGY

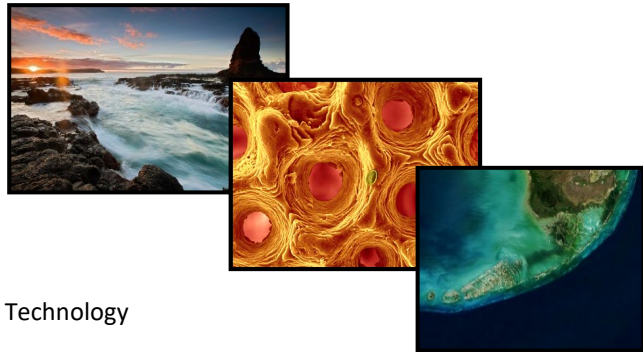
Head of Department: Janine Comber

Marine and Aquaculture Technology is an elective course studied for 100 or 200 hours during Years 9 and 10.

Course Description

The study of Marine and Aquaculture Technology develops a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest



Students study the core topics of:

- Introduction to Marine and Aquaculture Technology
- Skills, Management and Employment

Students learn to...

- recognise and assess the risks and WHS issues that are associated with marine activities
- apply design processes to modify, develop and produce original design solutions for a range of practical and research projects relevant to marine and related environments, enterprises and leisure activities
- explore the relationship between the physical and mechanical properties of a range of relevant and associated materials and marine resources and their functional applications
- develop an appreciation of the value of working collaboratively with others in the achievement of common goals, gaining personal satisfaction and enjoyment
- identify and critically evaluate marine and aquaculture products and environmental solutions that have been well designed and produced, and which fulfil their intended function
- investigate the impact of current and emerging technologies on society and the marine and related environments.

Assessment Tasks

- CPR and Water Safety Practical Skills Assessment
- Snorkelling and Core 1 Theory Assessment
- Marine Mammals Research Assignment and Oral Presentation
- Currents and Tides Examination
- Appreciation of the Marine Environment Project

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Marine and Aquaculture Technology (CEC) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

MUSIC

Head of Department: Lee Fleming

Music is an elective course studied for 100 or 200 hours during Years 9 and 10.

Course Description

Students have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres. This course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

The study of the concepts of music underpins the development of skills in the three learning experiences of performing, composing and listening. Students are also exposed to the contemporary practices in music technology.

Students learn to...

- perform music in a range of musical contexts
- compose music that represents the topics they have studied
- listen with discrimination, meaning and appreciation to a broad range of musical styles

Special Features

Elective music students must perform each semester in the elective music concerts held in the Performing Arts Centre. In order to maximise performance skills, elective music students are expected to be engaged in instrumental/vocal tuition. Elective music students are expected to participate in the cocurricular music program of Central Coast Grammar School.

It is also important for students of Music to experience a range of live performances throughout the year. Visits to these performances are considered an essential element of the course and often take place outside of class time.

Assessment Tasks

- World Music Listening and Composition Test
- Theatre Music and Listening and Composition Test
- Baroque Style Composition
- Performance Evening



Record of Student Achievement (RoSA)

Satisfactory completion of the mandatory Music course will be recorded on the student's RoSA.

Satisfactory completion of 100 or 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's RoSA.

SECTION 3: ELECTIVE COURSES

PHILOSOPHY

Head of Department: John Gunderson

Philosophy is an elective course studied for 100 hours during Year 9 only.

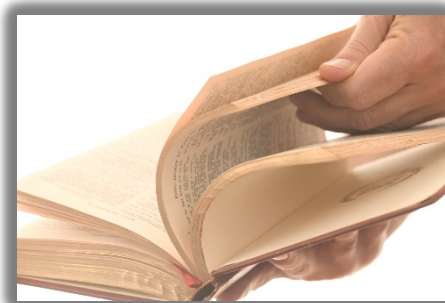
Course Description

Philosophy enables students to build an appreciation of the pursuit of wisdom and the diversity of opinion. The course aims to nurture a community of inquiry in the classroom in which students are challenged to provide reasons for their beliefs and examine the validity of those beliefs. Moreover, by deliberately provoking controversy and debate, the students will, through their own reflection, come to an understanding of how to distinguish between good and bad argument. Philosophy encourages the development of broad based and critical thinking skills.

Students learn about key Classical Philosophers and will have the opportunity to consider the beginnings of Western thought. They study some of the Modern Philosophers, consider the developments in Western thinking and the major 'conflicting' philosophical views of this modern period. The students are exposed to Ethics to enable them to work towards reasoned positions on moral issues. Finally, they explore Psychological Philosophy to encourage their search for self identity and what it is to be a human being.

Students learn to...

- identify the range of opinions on philosophical questions and identify contradiction
- develop the skills that enable them to distinguish fact from opinion, critically evaluate evidence and expose hidden assumptions
- develop a sense of rigorous objectivity and give sound arguments for their points of view of philosophical questions
- strive for accuracy in reasoning and make connections between ideas and issues



Special Features

Philosophy teaches students to employ effective research skills and building the platform for sound study habits.

Assessment Tasks

- Intelligence Research Task
- Determinism and Free Will Oral Report
- Yearly Examination

Record of Student Achievement (RoSA)

This is an elective course. Satisfactory completion of the 100 hours in the Year 9 course will be recorded on the student's RoSA.

SECTION 3: ELECTIVE COURSES

PHYSICAL ACTIVITY AND SPORTS STUDIES

Head of Department: Blake Berczelly

Physical Activity and Sports Studies is an elective course studied for 100 hours during Year 9. Students are able to continue this pathway of learning into Stage 6 Personal Development, Health and Physical Education.

Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a range of physical activities in order to develop key understanding about how and why we move and how to enhance quality and enjoyment of movement.

Students learn about modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance - strategies and techniques
- Technology, participation and performance
- Event management

Students learn to...

- develop their ability to work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions

Assessment Tasks

- Peer Coaching Presentation
- Ultimate Frisbee Practical Performance
- Drug Issues in Sport Media File
- Archery Practical Performance

Record of School Achievement (RoSA)

The mandatory curriculum requirement for eligibility for the award of the RoSA is that students study the Board developed PDHPE syllabus for 300 hours in Years 7–10.

SECTION 3: ELECTIVE COURSES

SOCIOLOGY

Head of Department: John Gunderson

Sociology is an elective course studied for 100 or 200 hours during Years 9 and 10.

Course Description

Sociology is a disciplined process of inquiry into local, national and global areas that allows students to locate themselves in the broad continuum of human experience. It enables students to appreciate and enjoy their own social and cultural environments while comparing and contrasting these environments with other societies and cultures. Sociology gives students the opportunities to consider past and present societies and cultures while creating a variety of possible future scenarios.

Students learn about social behaviours, processes and institutions with an emphasis on the Australian society. Also the interrelationships between the various groups, its sub cultures within the Australian environment, the interaction between the Australian society, culture and interaction between the global community, and the appropriate sociological and anthropological concepts.

Sociology is divided into four topics:

- The Family
- Sport and Leisure Science
- Technology and Society
- Multicultural Society

Students learn to...

- critically analyse and interpret sources of evidence in order to construct reasoned explanations, hypotheses about the social structure and organisation of their own society and the values, attitudes, customs and traditions of their culture
- develop the cognitive skills of analysis, evaluation and synthesis
- evaluate the political, cultural and social events/issues that have shaped, are shaping and may shape the world around them

Assessment Tasks

- Family in Society Research Task
- Sport in Society Oral Task
- Technology in Society Group Research Task

Record of Student Achievement (RoSA)

This is an elective course. Satisfactory completion of the 100 hours in Years 9 or 10 courses, or the completion of the 200-hour course in Years 9 and 10 will be recorded on the student's RoSA.

SECTION 3: ELECTIVE COURSES

VISUAL ARTS

Head of Department: Linda Tebbs

Visual Arts is an elective course studied for 100 or 200 hours during Years 9 and 10. Students are able to continue this pathway of learning into Stage 6 Visual Arts.

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world. Visual Arts enables students to represent their ideas and interests in artworks.

Students learn about the joys of making artworks in various forms. They learn to work through a concept with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramicists make artworks. Students study many different cultures to learn how art is shaped by different beliefs, values and meanings. They explore artists and artworks from different times and places. Students studying Elective Art spend up to a term on any one project, thus giving them the opportunity to research their topic in depth and to finely hone their technical skills.

Students will have the opportunity to work with a variety of media and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, installations, digital media and other ICT forms, to build a Body of Work over time. Media can include: painting, ceramic sculpture, digital media, drawing, and printmaking to name a few.

Students learn to...

- develop their research skills, approaches to experimentation and how to make informed choices and judgements
- record procedures and activities about their artmaking practice in their Visual Arts Process Diary
- study a range of artists and artworks critically
- interpret and explain artworks through the use of the Frames (subjective, structural, cultural, postmodern) and the Conceptual Framework (artist-artwork-world-audience).

Course Requirements

Students are required to complete a *Body of Work* and tasks related to the critical and historical study of art.

Assessment Tasks

- La Vida Loca – Artmaking, VAPD and Critical Response
- Fading Away – Artmaking, VAPD and Critical Response
- Oceanic Forms – Artmaking and VAPD

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's (RoSA).



SECTION 3: ELECTIVE COURSES

VISUAL DESIGN

Head of Department: Linda Tebbs

Visual Design is an elective course studied in Stage 5. Students are able to continue this pathway of learning into Stage 6 Visual Arts.

Course Description

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

Students learn to...

- Make visual design artworks using a range of materials and techniques in print, object and space–time forms, including ICT, to build a folio of work over time.
- Define how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – artwork – world – audience.
- Interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.
- Explore print and film media as a contemporary field in which power, publicity and propaganda are prevalent.
- Recognise how codes, symbols and signs are embedded in the materials and conceptual organisation of visual design artworks.
- Develop and make designed objects which explore and experiment with 2D and 3D qualities with non-traditional materials.
- Recognise different forms of body adornment and how cultural traditions influence contemporary practices.

Course Requirements

Students are required to produce a folio of work and keep a Visual Design journal.

Assessment Tasks

- History of Print Research Task
- Magazine Folio and Print Visual Design Artwork
- Body Armour Folio and Object Design Artwork

Record of Student Achievement (RoSA)

Satisfactory completion of 100 or 200 hours of study in Visual Design during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's (RoSA).

SECTION 4: ASSESSMENT

INTRODUCTION

The New South Wales Education Standards Authority is responsible for developing syllabuses to be taught in New South Wales Schools. NESA defines assessment as *the process of identifying, gathering and interpreting information about students' learning*. When establishing an assessment program Heads of Department will ensure assessments are based on syllabus objectives and outcomes that specify what students know, understand and are able to do. In this sense it is integral to teaching and learning. A variety of assessment tasks and contexts will be provided so students are given opportunities to demonstrate their achievement of outcomes in an authentic manner.

PROGRAM OF ASSESSMENT

The assessment program in the Middle School at Central Coast Grammar School has been designed to ensure that by reporting on a student's progress the system is fair, valid, reliable, easy to understand and transparent. Assessment is an ongoing process. For each assessment period a number of assessment activities are planned by Heads of Department in consultation with their teachers in order to assess the students' skills, knowledge and understanding. These activities vary from course to course in accordance with the requirements specific to each course.

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students' skills, understandings, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, classroom tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules, and student self assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information in the profile, the more accurate it will be. If we rely on only one or two pieces of information from similar types of assessments then it is likely the student profile will be incomplete or biased.

Assessments in the Middle School embrace a wide variety of activities. These include:

- checklists
- classroom tests
- conversations
- essays
- examinations
- field trips
- group work
- observation
- practical work
- questionnaires
- quizzes
- research assessments
- short answer responses
- speeches
- student self-assessment

FEEDBACK

Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to improve their learning

SECTION 4: ASSESSMENT

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students are to be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity
- Students may benefit from opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and should be provided with regular opportunities to reflect on their learning

ASSESSMENT POLICY AND PROCEDURES

Overview

Assessments assist teachers at Central Coast Grammar School by:

- monitoring the progress of students and diagnosing learning difficulties
- adjusting programs to ensure students have the opportunity to achieve the intended outcomes
- developing subsequent learning programs
- reporting student achievement to parents
- whole school and system planning, reporting and accountability procedures

Student Responsibilities

Students are required to:

- complete the prescribed work requirements in each course by the due date
- complete all assessment tasks
- maintain a good record of attendance, participation, progress, homework and attitude
- initiate contact with teachers concerning absences from class, missed assessments, extension requests and other issues pertaining to assessment
- hand in completed assessment tasks to the assigning teacher or the relevant Head of Department if the teacher is unavailable
- collect and keep assessment tasks

Teacher Responsibilities

Teachers are required to:

- develop a teaching program that adheres to current NESA syllabuses
- provide students with a course overview and assessment guidelines at the commencement of the course
- ensure assessments are fair, valid and reliable
- maintain accurate records of student achievement and assessment
- meet school and external timeframes for assessment and reporting
- inform students and parents of academic progress as appropriate

SECTION 4: ASSESSMENT

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Allegations of cheating, plagiarism, unsatisfactory conduct, non-serious attempt or inappropriate computer use will be reported to the appropriate Head of Department for investigation. If the Head of Department is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and reported to the Head of Middle School.

ALLOCATION OF GRADES

Each course is divided into specific learning outcomes or components according to the syllabus. Students are awarded a grade for each component. The teacher makes a professional judgement to decide which grade best matches a student's standard of work. The grades are:

- Excellent
- High
- Sound
- Basic
- Limited
- Unsatisfactory

An *Unsatisfactory* grade is used to denote a student has either:

- missed completing the task with their cohort without legitimate documentation or Approved Leave
- made a non-serious attempt on the task
- breached the Academic Honesty Policy located in the Student Diary

A component can be assessed a number of times during the course of the semester using a variety of assessment procedures. When deciding which grade to award for a specific component that has been assessed a number of times during the semester, the teachers refer to the standards. There are no quotas. In other words, students do not have to have achieved **High** a certain number of times in order to be awarded **High** for the component on the Semester Report. Similarly, there are no quotas for the number of students across a course achieving each grade. All students could receive an **Excellent** if they have met the standards for an **Excellent** level of achievement in the component. The standard which best describes the students' overall understanding, knowledge and skill is the one awarded on the report.

Upcoming tasks are listed weekly in the Middle School section of the Headmaster's Newsletter. Each assessment task is reported on using an assessment cover sheet that lists the course components to be assessed and the levels of achievement awarded for each component. This provides student's with the necessary feedback to determine which components need further work.

In cases where a course is taught in more than one class, many of the assessment tasks are common to all relevant classes. The teachers consult before setting these common tasks and decide which learning areas will be assessed. Common tasks are marked by one teacher, or a section is marked by one teacher in order to maintain consistency in marking. Consultation between all teachers of the course occurs once more when the grades are allocated. The course components are referred to when awarding grades.

ASSESSMENT CALENDAR

Assessment tasks are recorded on the School's Assessment Calendar by class teachers. They submit the confirmation sheet to the Head of Middle School, Mr Bennett, for approval. Consideration is given to the scheduling of these assessment tasks. Under normal circumstances only one assessment task will be scheduled for any one day.

ASSESSMENT PLANNING CALENDAR

Assessment tasks are written on the Homework and Assessment Planning Calendar in each student's Roll Call classroom.

SECTION 4: ASSESSMENT

ASSESSMENT TASK DUE DATES

Years 7 to 9 Assessments are advertised in MyCCGS. These are updated on an ongoing basis.

ASSESSMENT WEIGHTING

Where assessments are scheduled throughout a course, greater weighting is given to those tasks undertaken towards the end of the course.

LATE SUBMISSION OF AN ASSESSMENT TASK

Students are expected to submit assessment tasks on time. If a student is absent on the day an assessment task is due the assessment task is to be submitted on the first day the student returns to school. Lateness of submission is treated the same as any other non-compliance of a school rule. That is, a detention and/or order mark and parents are notified. If a student is more than a week late an official letter is sent home with a comment on the student's report noting the student's inability to meet deadlines. The inability of a student to achieve outcomes is an academic issue. Therefore departments have flexibility to deal with lateness as they see fit.

'N' DETERMINATION

The requirements and expectations for students are to apply themselves with an application of sustained effort and diligence. Each Head of Department is charged with monitoring a consistent and equitable approach to assessment. Difficulties are addressed at appropriate levels which may include the teacher, Head of Department, Middle School House Co-ordinator or Head of Middle School.

Should a student fail to submit an assessment an initial investigation with the student, the class teacher and Head of Department is held to seek clarity and understanding of the issue and its consequence. If the issue is clear cut, a penalty is imposed and a warning letter sent home to the parent/s. This letter is generated by the Head of Department. It is signed by both the Head of Department and the Head of Middle School with a copy on the student's file.

Should the issue warrant further discussion or a student engages in alleged malpractice, for example, plagiarism or collusion, then a meeting is held to ensure fairness and transparency. This meeting will be held with the Head of Middle School, the student's Middle School House Co-ordinator as an advocate and the Head of Department for the course in question. When a decision has been reached the student and parents are notified.

For late or non-submission of tasks and repeated poor academic behaviour, a warning letter is issued. Again, this is not taken lightly and usually are prefaced with a student interview or parental contact.

Warning letters are initiated by the Head of Department after consultation with the teacher. Where a student has not met NESAC course completion requirements an 'N' determination is applied. All avenues to rectify the problem should be exhausted prior to issuing an 'N' determination. Where the 'N' determination is applied in a Stage 5 mandatory curriculum requirement and/or a mandatory course, it will be reported on the *Transcript of Study* and the *Student eRecord* as 'Not completed'.

STUDENT ABSENCES IN TERMS OF AN ASSESSMENT TASK

If a student is absent from school when an assessment task is set it is the responsibility of the student to gather the details of the assessment task and any other work set from the class teacher. When a student has Approved Leave for an extended period the class teacher may liaise with the student's Middle School House Co-ordinator who in turn liaises with the parents. It is essential all tasks are completed by students.

STUDENT ABSENCES (WITH APPROVED LEAVE) IN TERMS OF A CLASS TEST

If a student is absent from school, with Approved Leave, when a class test is scheduled the student will sit the test on the first day he/she returns to school.

SECTION 4: ASSESSMENT

STUDENT ABSENCES (WITHOUT APPROVED LEAVE) IN TERMS OF A CLASS TEST OR ASSESSMENT TASK

Should a student be absent without Approved Leave, the student will still be required to complete the test or task. However, a penalty of up to 100% (that is, a mark of zero) may still be applied.

STUDENTS WITH SPECIAL NEEDS

Central Coast Grammar School allows *Testing Support* to eligible students sitting examinations. In addition, eligible students are provided with assistance in relevant assessment tasks.

Students or parents may apply for Special Provisions. This can be done through the Head of Learning Support. Those students who are able to provide the relevant documentation and who are eligible for Special Provisions will be granted the necessary support for examinations/assessment work. This may involve modified assessments, time allowance, a writer and/or reader.

SUBMISSION OF TASKS

Generally, assessment tasks are to be submitted during the timetabled period of the course. If a student is on an excursion on the day an assessment task is due, it is the student's responsibility to make arrangements for the task to be submitted on time.

TECHNOLOGY ISSUES

Technology issues cannot be accepted as legitimate reasons for not submitting assessment tasks on time. Students who use technology to present their assessment tasks are encouraged to print their work regularly before the due date. Computer malfunction will not be accepted as grounds for misadventure. If no assessment task is presented by the due date, the late submission procedure will apply.

ACADEMIC HONESTY POLICY AND PROCEDURES: OVERVIEW

Background

Academic Honesty is fundamental to the ethos of CCGS and is in keeping with our philosophy of promoting the sound character development of each individual. Failure to demonstrate honesty in the work that students produce in their studies is tantamount to fraud, attacks the integrity of the student and is unfair to the wider community.

The school will support students' understanding of academic honesty. CCGS will provide opportunities for developing their skills to use research in an acceptable manner and will develop students' independent learning skills. The school will also assist parents to become better informed in regard to our expectations of Academic Honesty. In keeping with this it is also the responsibility of teachers and parents to support academic honesty through their own practices.

Purpose of Academic Honesty Policy

Staff, students and parents are provided information about their responsibilities related to the procedures of Academic Honesty.

Definition

What is Academic Honesty?

Academic Honesty is ensuring student work is based on their individual and original ideas and that all sources are fully and appropriately acknowledged. It is about recognising the Intellectual Property of others (patents, registered designs, trademarks, moral rights, copyright). Furthermore, it recognises the unacceptability of academic malpractice. Academic malpractice is:

- **plagiarism:** the representing of the ideas or work of another person as the candidate's own. (This includes submitting work that has been substantially contributed to by another person such as a teacher, coach, parent or subject expert)
- **collusion:** allowing one's work to be copied by another

SECTION 4: ASSESSMENT

- **duplication:** presentation of the same work for different assessment components
- **unfair advantage:** taking unauthorised material into the exam room, misconduct during examinations or falsifying information given about assessments eg. contriving false explanations to explain work not handed in by the due date

At CCGS Academic Honesty is expected of each student.

Procedures

Any student who engages in academic malpractice can expect to receive a mark of zero for the task, with a grade of **Unsatisfactory**. They will need to satisfactorily complete the task.

Teachers who suspect any form of academic malpractice need to take these concerns to their HOD in the first instance. Where necessary, the concerns will be taken by the HOD to the Head of Middle School. Decisions pertaining to academic malpractice will be based on the professional judgements of the teachers.

Responsibilities and Rights of Students

Students have responsibilities to:

- comply with the policy on academic honesty
- familiarise themselves with the conventions of referencing for their courses
- avoid all actions that could be considered academic malpractice
- seek assistance with maintaining academic honesty from appropriate sources
- ensure that all work submitted is their own work

Students have a right to:

- be informed of policies of the school in relation to academic honesty
- be provided with clear guidelines on academic conventions required in each course
- participate in appropriate learning experiences designed to ensure academic honesty

SECTION 5: REPORTING

ACADEMIC SCHOOL REPORTS

CCGS formally reports on student progress twice each year for Years 7 to 9. This is towards the end of each semester (Terms 2 and 4). There are six key elements in the academic school report. Each of these elements is covered for each course your child studies and consequently the report on each course has its own A4 page. The six elements are:

1. Personal Learning Profile
2. Overall Grade Achieved
3. Grade Distribution
4. Areas of Assessment
5. Teacher Comment
6. Student Profile

PERSONAL LEARNING PROFILE

Personal Learning Profiles describes a student's approach to learning. Please refer to Section 6 for additional information. There are six statements common to each course:

- Organised and prepared for learning
- Independent and self-directed learning
- Collaborative learning
- Productivity and engagement
- Cooperative and respectful of others
- Homework

For each of a student's courses, the teacher indicates the frequency of which each statement is applicable:

4	Highly Developed	An exceptional level of competence, attitude, initiative or diligence
3	Well Developed	A high level of competence, attitude, initiative or diligence
2	Developed	An expected level of competence, attitude, initiative or diligence
1	Developing	A limited level of competence, attitude, initiative or diligence
-	Concerning	Significant concerns where intervention is required

OVERALL GRADE ACHIEVED

The overall grade achieved indicates the level the student has reached in relation to the entire cohort studying each course at the end of each semester. CCGS uses a 5 point achievement scale equating to an A to E scale. This is:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

SECTION 5: REPORTING

GRADE DISTRIBUTION

The *Grade Distribution* provides the spread of grades awarded to students within the cohort of the course. Parents and students are able to gauge their performance in comparison to other students.

AREAS OF ASSESSMENT

Areas of Assessment describe tasks that are designed to measure a student's understanding through a variety of methods during the semester. For each *Area of Assessment* a level of the standard achieved by the student is indicated by the following scale:

- Excellent
- High
- Sound
- Basic
- Limited
- Unsatisfactory

Tasks can be assessed a number of times during the semester using a variety of assessment procedures. There are no quotas for the number of students across a course achieving each grade. All students could receive an *Excellent* if they meet the standards for *Excellent* achievement in the task. The standard which best describes the student's overall understanding, knowledge and skill is the one awarded on the report.

TEACHER COMMENT

Teacher Comments are provided by the class teacher. The aim of the *teacher comment* is to provide interpretive feedback on each student's performance in their course and to identify areas of further development and strategies for improvement.

STUDENT PROFILE

The *Student Profile* summarises the student's commitment to the School community by listing their involvement in House and Co-curricular activities. Student attendance records in terms of the number of explained and unexplained absences as well as late arrivals are stated on the Academic School Report. A comment by the Head of Middle School is included.



SECTION 5: REPORTING

PERSONAL LEARNING PROFILES

Towards the end of Terms 1 and 3 Middle School parents will receive a *Personal Learning Profile (PLP)*. These reports provide a *snapshot* of a student's progress. Marks are not included and the focus is on each student's progress and their approach to learning.

Similarly, parents may request a *PLP* at any time during the year. They can do so by making contact with their child's Middle School House Co-ordinator. The Middle School House Co-ordinator will contact the child's teachers and organise the necessary feedback to parents.

PARENT/TEACHER APPOINTMENT

Parents are welcome to make an appointment to see any of their child's teachers at a convenient time throughout the year. They need only telephone the School and ask for the teacher or write a note in their child's diary.

PARENT/STUDENT/TEACHER CONFERENCES

Year 8 Term 1	Week 8	Monday 8 March 2021	3:45pm to 6:15pm
Year 9 Term 1	Week 9	Monday 15 March 2021	3:45pm to 6:15pm
Year 7 Term 2	Week 2	Monday 26 April 2021	3:45pm to 6:15pm

Conferences are five minutes in duration. Should a parent require additional time with their child's teacher(s) they need to make an appointment with the teacher at a mutually convenient time during the conference.

SECTION 6: AWARDS

YEAR 9 HOUSE RECOGNITION AWARDS

House Recognition Awards are presented to Year 9 students at their final Middle School Assembly. The criteria are as follows:

- Awarded to Year 9 students who have represented their House in various activities over the Middle School Years in the areas of Sport, Cultural and Service
- The recipients of these awards are selected by the Middle School House Co-ordinators in consolidation with the Deputy Head of Middle School and Head of Middle School
- Recipients of these awards receive a certificate

PRESENTATION NIGHT AWARDS

Years 7 to 9 Encouragement Awards

Encouragement Awards are presented to students in Years 7, 8 and 9. The criteria are as follows:

- Awarded to students in the Middle School for demonstrating a positive commitment to their education
- The recipients of these awards are selected by the Middle School House Co-ordinators in consolidation with the Deputy Head of Middle School and Head of Middle School. These awards are for those students who received few awards throughout the course of the year
- Recipients of these awards receive a certificate

Academic Excellence Awards

Academic prizes are awarded to the student who achieves the most outstanding result in each course.

Effort Award

A prize for outstanding effort is awarded to approximately four students in each year group. The award is determined by using the effort grades from the Semester 2 Report. Students who receive an academic prize are not eligible for an Effort Award.

Headmaster's Gold Award

This award is presented to approximately four students in each year using the following criteria: academic commitment, cocurricular participation and citizenship within the school. Data from Synergetic Reports and other sources are used to assist with this selection.

Special Awards

Each year a number of additional awards are made for outstanding performance, effort and citizenship. The Head of Middle School determines the recipients of these awards in consultation with the Deputy Head of Middle School and Middle School House Co-ordinators.