

# WARRAWONG HIGH SCHOOL

**Year 9**

**Learning and Assessment  
Handbook**

**2021**



**Education**





# Booklet Contents

In this student handbook you will find all the information you need to know about Year 9 Assessment at Warrawong High School. This information needs to be stored in your Assessment Folder with your Assessment Notifications and completed assessment tasks for each subject.

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# Assessment Overview

AT WARRAWONG HIGH

## Types of Assessment

Types of assessment teachers use at Warrawong High School include:

### Informal Assessment

Assessment *for* and *as* Learning

### Formal Assessment

Assessment *of* Learning

#### Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding. It involves formal and informal assessment activities as part of learning and to inform future learning.

#### Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning. It encourages students to take responsibility for their own learning and involves teachers and students creating learning goals to encourage growth and development.

#### Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. It usually occurs at key points during a teaching week or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task.

## The Purpose of Assessment

Teachers will use a range of strategies to assess your progress and ability. This will help them understand your strengths and weaknesses so they can help you grow academically and socially, achieving success.

Teachers will assess you at different points in your learning to make sure you are understanding what is being taught. It will also tell them if you need revision before future formal assessment opportunities.



# Student Responsibilities

TO ACHIEVE AT WARRAWONG HIGH SCHOOL

**1. Students must attempt all tasks to the best of their ability.**

- It is the responsibility of students to adhere to expectations of all types of assessment.
- Students are to behave appropriately during a formal assessment task.

**2. Students must submit or complete all formal assessment tasks on the due date.**

- It is the students' responsibility to hand in all formal assessment tasks on the due date that is identified on Assessment Task Notifications.
- Students are to attach the Assessment Notification to the task when it is submitted to the teacher.
- The due date of a formal assessment task can only be negotiated if the student has spoken to their teacher before the due date. The teacher will only change the due date if they believe the student is being unfairly disadvantaged.

**3. Students must follow all school rules and teacher instructions with regard to every informal and formal assessment task.**

- Students are expected to complete all informal and formal assessment tasks as instructed by the teacher.
- Students are to follow both verbal and written instructions given to them by the teacher.

**4. It is the students' responsibility to track all assessment task requirements and due dates.**

- Students must use a calendar and/or planner to monitor when formal assessment tasks are due.
- Students are to use their school diary to track all assessment task due dates.

**5. It is the student's responsibility to notify their teacher if they are going to be absent for a formal assessment task before the due date.**

- Students must notify the teacher if they know they are going to be absent on the due date identified on the Assessment Notification. This must be achieved at the time the Assessment Task Notification is issued or as soon as possible, prior to the due date.
- See Penalties (page 7).

**6. If a student is absent from a formal assessment task due to illness and/or misadventure, it is the student's responsibility to see their teacher the day they return back to school.**

- Students must see their teacher before school or during breaks to discuss the reason for their absence.
- Students are to provide the teacher with documentation to support their misadventure, such as a medical certificate or a written note from home explaining their absence from the task.
- See Penalties (page 7).



# Teacher Responsibilities

AT WARRAWONG HIGH SCHOOL

It is the responsibility of the teacher to:

1. Utilise all forms of assessment as a tool to understand the students they teach and how they learn.
2. Provide students with an Assessment Notification at least 3 weeks in advance of all formal assessment tasks.
3. Provide 3 weeks' notice if they are changing the date of a formal assessment task.
4. Adhere to the Learning and Assessment Overview presented in this booklet for the course they are teaching.
5. Administer all formal assessment tasks in a fair and consistent way for all students.
6. Provide special provisions for students with a disability and/or learning need.
7. Administer penalties that are consistent for all students and with the Warrawong High School Assessment Policy and Procedures.
8. Mark all formal assessment tasks in accordance with the Marking Criteria provided and Syllabus Outcomes identified on the Assessment Notification for that task.
9. Provide feedback for all formal assessment tasks during milestones and after submission, that provides the students with an overview of their strengths and weaknesses within an appropriate timeframe.
10. Inform the student of both their original mark and their mark with penalty, if a penalty is delivered.

**If you feel a teacher has not met school expectations surrounding assessment, you are encouraged to seek clarification from your teacher and/or the faculty head teacher of that course.**



# Study Tips for Assessment

AT WARRAWONG HIGH SCHOOL

## Assessment Planner

Complete and put the Formal Assessment Planner in this booklet on a wall close to where you complete your homework. When complete it will identify the weeks your formal assessment tasks are due.

It can also be used as a tool to inform planning and revision. If you can see a formal assessment task is approaching in the next 3 weeks, ensure you are completing the milestones, study by revising content or draft aiming to complete the task to the best of your ability.

## Assessment Milestones

Assessment milestones are designed to support you in your preparation for all formal assessment tasks.

Ensure you are completing the milestones on the dates indicated on the Assessment Notification. This will provide you with feedback to help you improve.

Teachers must provide you with a formal Assessment Task Notification at least 3 weeks prior to the due date of a formal assessment task. This is to give you enough time to prepare for and complete the task before you have to submit it. Make sure you understand the task and are working to meeting the learning intention and success criteria.

## Warrawong High School Homework Centre

Our school Homework Centre is open on a Tuesday afternoon from 3 – 4pm in the library. A teacher is available to help you with your homework and study. By coming to the Homework Centre, you will be able to work with the teacher to build your understanding and prepare yourself for approaching formal assessment tasks.

## Elevate Education

At the beginning of the year you complete a study session during your Student Induction with Elevate Education.

You can visit Elevate Education online to find study tips. Use our school password below.  
School Password: rondo

## Ask For Help

Your teachers are here to help you succeed! If you need help, ask your teacher before class, after class or during breaks to assist you.

Your Year Advisor is also someone who is always willing to help you. If you need advice, take the time to see them to discuss your concerns during breaks.



# Penalties for Assessment

AT WARRAWONG HIGH SCHOOL

**If a student is absent on the day of a formal assessment task and the following steps are not followed, a penalty will be administered in consultation with the student, their parents and the faculty head teacher.**

**1. Student is attending a family holiday**

- The student must inform their teacher when they receive their Assessment Notification or as soon as possible, with a signed note from their parent/carer.
- A new due date must be negotiated with the teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.
- If this procedure is followed, the student will not receive a penalty.
- If this procedure is not followed the student will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task.

**2. Student is representing the school**

- Student must notify their teacher or the Faculty Head Teacher prior to the due date.
- A new due date must be negotiated with the teacher. The new due date must be at least 2 weeks after the Assessment Notification for that assessment task was issued unless negotiated with the deputy principal.
- If this procedure is followed, the student will not receive a penalty.
- If this procedure is not followed the student will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task.

**3. Student illness and/or misadventure**

- Student must provide their teacher with a signed note from their parent/carer outlining the reason for being absent.
- If the student follows this procedure and the reason outlined is deemed sufficient, they will not receive a penalty.
- If this procedure is not followed the student will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task.

**4. Student is absent from class**

- If student is absent on the due date of a formal assessment task and does not follow the above processes, they will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task.
- The teacher will notify the student of their mark without the penalty and final mark with the penalty.
- The student must still complete and/or submit the formal assessment task. If they do not complete the task, their parent/carers will be called and, if required, disciplinary action will be taken.

**5. If the student fails to submit**

- If the student fails to submit a formal assessment task on the due date, they will receive a zero (0) mark.
- If the student does not complete the task, their parent/carers will be called and, if required, disciplinary action will be taken.
- If the student submits their task late they will receive a 10% penalty. This penalty will be calculated using the total marks allocated to the task. For example, if a task is out of a total of 20 then they will be penalised 2 marks. The teacher will notify the student of their mark without the penalty and their final mark with the penalty.



# Assessment Overview

Subject	Term 1											Term 2									
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10
English									30%												40%
HSIE – Geography							50%										50%				
HSIE – History																					
Mathematics 5.1									30%											35%	
Mathematics 5.2									30%											35%	
Mathematics 5.3									30%											35%	
PD/H/PE – Personal Development & Health								30%											40%		
PD/H/PE – Physical Education																			40%		
Science									30%						30%						
<b>Elective Subjects</b>																					
Child Studies									30%							25%					
Commerce									30%								40%				
Food Technology									20%							25%					
History Elective									30%							20%					
Information and Software Design									30%												
Marine and Aquaculture Technology										30%					25%						
Industrial Technology - Timber				25%																	
Physical Activity and Sport Studies										40%											
STEM					40%									30%							
Visual Arts										50%											

	Term 3										Term 4									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
English								30%												
HSIE – Geography																				
HSIE – History				30%							30%					40%				
Mathematics 5.1									35%											
Mathematics 5.2									35%											
Mathematics 5.3									35%											
PD/H/PE – Personal Development & Health									30%											
PD/H/PE – Physical Education																				
Science														40%						
<b>Elective Subjects</b>																				
Child Studies										40%										
Commerce													40%							
Food Technology								50%												
History Elective																35%				
Information and Software Design	35%										35%									
Marine and Aquaculture Technology								35%							35%					
Industrial Technology - Timber		50%							25%					20%						
Physical Activity and Sport Studies										40%										
STEM					40%						30%									
Visual Arts										50%										

**2021 YEAR 9 FORMAL ASSESSMENT PLANNER****SEMESTER 1**

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		

**2021 YEAR 9 FORMAL ASSESSMENT PLANNER****SEMESTER 2**

<b>WEEKS</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		

**CORE SUBJECT TITLE: YEAR 9 ENGLISH**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 125**

Term Number	Term 1 Changing Worlds	Term 2 Close Study of Text	Term 3 Shakespeare through time	Term 4 Voices of the Minority
<b>Term Overview</b>	<b>Term Summary and Focus:</b> This conceptual study requires students to explore the ways in which the perception of change is represented in and through texts. The nature of change can be a positive or negative experience that may lead to confronting, challenging, or exciting outcomes for an individual. Students consider the ways composers may invite them to experience change and explore how the process of change is represented using a variety of language modes, forms and features.	<b>Term Summary and Focus:</b> In this unit, students develop their understanding of theme and how it can be represented in a novel. They closely analyse how themes can draw together the elements of a text. Students learn that themes can be represented through patterns in a text such as motif and/or characters. They will learn that themes can provide insight into the author's world and their own world.	<b>Term Summary and Focus:</b> Students develop their understanding of how ideas can be represented in transcending contexts. Students will consider the original production of William Shakespeare's 'Twelfth Night' and apply that knowledge in a modern context closely referencing the 2006 film 'She's the Man.' Students will develop a deep understanding of how the human experience and our interaction with literature changes and evolves whilst also, in some instances, remaining the same.	<b>Term Summary and Focus:</b> Students develop their understanding of how ideas can be represented through visual, written, and structural elements. They explore how these elements are conveyed in literature to construct the voices of minority groups. Students consider how the representation of fictional characters and storylines can ignite a greater conversation on the treatment and adversity faced by minority groups.
<b>Subject Specific Requirements</b>	<b>Communication:</b> Students will study a variety of texts including non-fiction texts and a text of their own choosing in order to develop skills in conceptual thinking and the relationship between ideas.	<b>Critical Thinking:</b> Students comprehend, deconstruct and personally respond to a set text in order to develop skills in critical thinking and how meaning is shaped through the composer's language.	<b>Critical Thinking</b> Students respond to Twelfth Night by William Shakespeare and cult classic film 'She's the Man' to develop and refine their study skills in order to demonstrate their learning in a variety of different ways.	<b>Creative Thinking</b> Students consider how society constructs impact individuals through responding to texts and constructing their own texts that explore minority groups.
<b>Outcomes Addressed</b>	EN5-7D, EN5-8D	EN5-2A, EN5-1A	EN5-4B, EN5-5C, EN5-6C	EN5-9E, EN5-3B
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Multimodal Presentation</b> Students respond to a question presenting a verbal analysis of a text/ text (s) supported by a visual aide.	<b>Critical Response</b> Students construct a sustained written analysis clearly identifying how composers have shaped meaning in their text in response to a set question/ idea or theme.	<b>Examination</b> Students respond to a multi-section examination which assess student's ability to manage time and augment skills in order to demonstrate their critical thinking in a variety of contexts.	
<b>Due Date</b>	<b>Week: 9</b>	<b>Week: 10</b>	<b>Week: 8</b>	
<b>Outcomes Assessed</b>	EN5-7D, EN5-8D	EN5-2A, EN5-1A	EN5-4B, EN5-5C, EN5-6C	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**CORE SUBJECT TITLE: YEAR 9 MATHEMATICS Stage 5.1**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 125**

Level 5.1 topics are presented over a longer period of time than 5.2/5.3 topics.

Term Number	Term 1 Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics	Term 2 Expressions, Equations, Right- angled triangles	Term 3 Linear, Length, Area, Surface Area and Volume. Indices, Scientific Notation	Term 4 Properties of geometrical figures, Algebra, Probability and single variable data analysis, Non-Linear Relationships
<b>Term Overview</b>	Term Summary and Focus: Students review Y8 work, use their knowledge of fractions and percentages in real finance problems and can work with rates and ratios.	Term Summary and Focus: Students review algebraic expressions work, solve equations and review Pythagoras' Theorem and investigate trigonometry to calculate measurements in right-angled triangles.	Term Summary and Focus: Students build an understanding of linear relationships, including calculating distance, midpoint, gradient of an interval and graphing. They use index laws and apply strategies to work with scientific notation.	Term Summary and Focus: Students identify similar shapes in geometry and ratios associated with scale drawing. They collect, organise, display and analyse data sets. They graph and interpret quadratic relationships on the number plane.
<b>Subject Specific Requirements</b>	Students must bring a personal calculator.			
<b>Outcomes Addressed</b>	MA5.1-1WM, MA5.2-2WM, MA5.1-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA5.1-4NA,	MA5.1-1WM, MA5.1-2WM, MA5.1- 3WM, MA5.1-8MG MA5.1-10MG, MA4- 8NA, MA4-10NA, MA5.1-5NA	MA5.1-1WM, MA5.1-3WM, MA5.1-5NA, MA5.1-6NA, MA- 12MG, MA4-13MG, MA5.1-14MG, MA5.1-8MG, MA5.1-9MG	MA5.1-1WM, MA5.1-2WM, MA5.1-7NA, MA4-8NA, MA5.1, 11MG, 1MG, MA4-19SP, MA4-20SP, MA4- 21SP, MA5.1-12SP, MA5.1-13SP
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>In Class Examination</b> Common Test for all Levels. Integers, Decimals, Fractions Financial Mathematics Working Mathematically	<b>In Class Examination</b> <b>Common Test for all Levels.</b> Expressions Equations	<b>In Class Examination</b> <b>Common Test for all Levels.</b> Measurement Indices	
<b>Due Date</b>	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Week 9</b>	
<b>Outcomes Assessed</b>	MA5.1-1WM MA5.1-2WM, MA5.1-3WM, MA4-5NA, MA5.1-4NA	MA5.1-2WM MA4-8NA, MA4-10NA, MA5.1-5NA	MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-14MG, MA5.1-8MG,	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	

**CORE SUBJECT TITLE: YEAR 9 MATHEMATICS Stage 5.2**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 125**
**Level 5.2 contains extensions of Level 5.1 work and extra content to prepare students for Mathematics Standard 2 and Mathematics Standard 1 in Stage 6.**

Term Number	Term 1 Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics, Expressions and Equations	Term 2 Right-angled triangle trigonometry, Linear Relationships,	Term 3 Length, area, surface area and volume, Indices, Properties of geometrical figures, Quadratic expressions and algebraic fractions	Term 4 Quadratic expressions and algebraic fractions continued, Probability and single variable data analysis, Non-Linear Relationships
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students review Y8 work, use their knowledge of fractions and percentages in real finance problems, calculate taxation and simple interest, simplify algebraic expressions, solve equations and inequalities.	<b>Term Summary and Focus:</b> Students review Pythagoras' Theorem and cover right-angled trigonometry, including real world problem solving. They build an understanding of linear relationships using the gradient-intercept formula to interpret and graph these.	<b>Term Summary and Focus:</b> Students review area and perimeter, calculate surface area and volume of solids. Students use index laws and interprets large and small numbers. and identify similar and congruent shapes in geometry. They simplify algebraic fractions, expand and factorise quadratic expressions.	<b>Term Summary and Focus:</b> Students collect, organise, display and analyse data sets. They estimate probabilities and calculates probabilities in multi-step chance experiments.
<b>Subject Specific Requirements</b>	Students must bring a personal calculator.			
<b>Outcomes Addressed</b>	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA4-10NA,	MA5-2-3WM MA4-2WM, MA5.9NA, MA5.2-10NA, MA5.1-8MG, MA4.16MG, MA5.1-10MG, MA5.2-13MG	MA5.2-1WM, MA5.2-2WM, MA5.2-7NA, MA5.2-11MG, MA5.2-12MG, MA5.2-14MG, , MA5.2-6NA, MA5.2-8NA	MA5.2-1WM, MA5.2-2WM, MA5.2-6NA, MA5.2-8NA, MA5.1-15SP, MA5.2-16SP, MA5.2-17SP, MA5.2-8NA, MA5.2-10NA,
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>In Class Examination</b> Common Test for all Levels. Integers, Decimals, Fractions Financial Mathematics Working Mathematically <b>Plus Stage 5.2 Supplement</b> Rates and Ratios	<b>In Class Examination</b> Common Test for all Levels. Expressions Equations <b>Plus Stage 5.2 Supplement</b> Right-angled triangle Trigonometry	<b>In Class Examination</b> Common Test for all Levels. Measurement Indices <b>Plus Stage 5.2 Supplement</b> Quadratic expressions and algebraic fractions	
<b>Due Date</b>	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Week 9</b>	
<b>Outcomes Assessed</b>	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-5NA, MA5.1-4NA, MA5.2-5NA	MA5.1-2WM, MA4-8NA, MA4-10NA, MA5.1-5NA, MA5.2-13MG	MA5.1-2WM, MA5.1-3WM, MA5.1-14MG, MA5.1-8MG, MA5.2-7NA, MA5.2-6NA	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	

# CORE SUBJECT TITLE: YEAR 9 MATHEMATICS Stage 5.3

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

Level 5.3 contains extensions of Level 5.1/5/2 work and extra content to prepare students for Mathematics Standard 2 and Mathematics Advanced in Stage 6.

Some Level 5.1 knowledge and skills are presumed and not covered explicitly in this course.

Term Number	Term 1 Financial Mathematics, Expressions, Equations and Inequalities, Right- angled triangles	Term 2 Linear Relationships, length, area, surface area and volume	Term 3 Indices and Surds, Properties of geometrical figures, Quadratic expressions and algebraic fractions	Term 4 Quadratic expressions and algebraic fractions continued, Equations, Probability and single variable data analysis, Non-Linear Relationships
Term Overview	Students may review Y8 work, use their knowledge of fractions and percentages in real finance problems including compound interest and depreciation. Students simplify algebraic expressions and solve equations and inequations and develop an understanding of concepts related to right-angled triangles and trigonometry, including bearings.	Students build an understanding of linear relationships, including calculating distance, midpoint and gradient of an interval and find the equation of a standard line. They review area and perimeter, calculate surface area and volume of solids, including pyramids, right cones, spheres and related composite solids.	Students use index laws, apply strategies to work with surds and identify similar and congruent shapes in geometry. Students prove similarity using formal geometric reasoning. They simplify algebraic fractions and factorise quadratic expressions.	Students collect, organise, display and analyse data sets. They graph and interpret quadratic relationships on the number plane and solve quadratic equations.
Subject Specific Requirements	Students must bring a personal calculator.			
Outcomes Addressed	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-4NA, MA5.3-5NA, MA5.3-15MG	MA5.3-2WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA, MA5.3-16MG	MA5.3-1WM, MA5.3-2WM, MA5.3-9NA, MA5.3-5NA, MA5.2-17SP MA5.3-9NA, MA5.3-18SP,
Formal Assessment	Task 1	Task 2	Task 3	
Assessment Overview	In Class Examination Common Test for all Levels. Integers, Decimals, Fractions Financial Mathematics Working Mathematically Plus Stage 5.3 Supplement Algebra Right-angled triangles	In Class Examination Common Test for all Levels. Expressions Equations Plus Stage 5.3 Supplement Linear Relationships Measurement	In Class Examination Common Test for all Levels. Measurement Indices Plus Stage 5.3 Supplement Surds, Algebraic expressions including quadratics	
Due Date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes Assessed	MA5.1-2WM, MA5.1-3WM, MA4-5NA, MA5.1-4NA, MA5.3-5NA, MA5.3-15MG	MA5.1-2WM, MA4-8NA, MA4-10NA, MA5.1-5NA, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG	MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-14MG, MA5.1-8MG, MA5.3-6NA, MA5.3-5NA	
Weighting of Tasks	30%	35%	35%	

# CORE SUBJECT TITLE: YEAR 9 SCIENCE

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

Term Number	Term 1 Atoms & The Periodic Table	Term 2 Disease & The Environment	Term 3 Electricity & Energy	Term 4 Plate tectonics & Disasters
<b>Term Overview</b>	Inquiry Question (CW1) In terms of Chemistry, why is it necessary for scientific understanding to change and be refined over time, through a process of review by the scientific community? Inquiry Question (CW2) Why is the atomic structure and properties of the elements, used to organise them in the Periodic Table?	Inquiry Question (LW1) Why do multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment?	Inquiry Question (PW3) How has scientific understanding of current electricity, resulted in technological development designed to improve the efficiency in generation and use of electricity? Inquiry Question (PW4) How can energy conservation in a system, be explained by describing energy transfers and transformations?	Inquiry Question (ES2) How does the theory of plate tectonics explain global patterns of geological activity and continental movement? Inquiry Question (ES3) How do people use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere?
<b>Subject Specific Requirements</b>	Develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to your lives now and in the future. Develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.			
<b>Outcomes Addressed</b>	CW1, CW2	LW1	PW3, PW4	ES2, ES3
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 4</b>
<b>Assessment Overview</b>	<b>Research Task</b>	<b>Working Scientifically Project</b>		<b>Yearly Examination</b>
<b>Due Date</b>	Term: 1                      Week: 9	Term: 2                      Week: 4		Term: 4                      Week: 4
<b>Outcomes Assessed</b>	CW1, CW2, 9WS	WS5, WS6, WS9		CW1, CW2, LW1, PW3, PW4, ES2, ES3, WS5, WS6, WS8, WS9
<b>Weighting of Tasks</b>	<b>30%</b>	<b>30%</b>		<b>40%</b>

**CORE SUBJECT TITLE: YEAR 9 GEOGRAPHY**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 50**

<b>Term Number</b>	<b>Term A GEOGRAPHY Sustainable Biomes</b>	<b>Term B GEOGRAPHY Changing Places</b>
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students will engage in the study of: <ul style="list-style-type: none"> <li>• Biomes</li> <li>• Changing Biomes</li> <li>• Biomes produce Food</li> <li>• Challenges to food production, and</li> <li>• Food security</li> </ul>	<b>Term Summary and Focus:</b> Students will engage in the study of: <ul style="list-style-type: none"> <li>• Causes and consequences of urbanisation</li> <li>• Urban settlement patterns</li> <li>• Internal migration</li> <li>• International migration</li> <li>▪ Australia's urban future</li> </ul>
<b>Subject Specific Requirements</b>	Students will complete a Field Work Study using Permaculture Garden and school grounds.	Students will complete a Field Work Study collecting survey data from local neighbourhood.
<b>Outcomes Addressed</b>	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Assessment Overview</b>	<b>Sustainable Biomes/Skills Test 50%</b>	<b>In-class extended response on Changing Places 50%</b>
<b>Due Date</b>	Term 3 Week 7	Term 4 Week 6
<b>Outcomes Assessed</b>	GE5-1, GE5-3, GE5-5,	GE5-2, GE5-3, GE5-8
<b>Weighting of Tasks</b>	<b>50%</b>	<b>50%</b>

**CORE SUBJECT TITLE: YEAR 9 HISTORY**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 50**

Term Number	Term A HISTORY Industrial Revolution, Movement of People	Term A HISTORY Industrial Revolution, Movement of People	Term B HISTORY Australians at War
<b>Term Overview</b>	<b>Term Summary and Focus:</b> The making of the Modern World and Australia 1750 – 1945 was a period of industrialisation and rapid change. Students will engage in: <ul style="list-style-type: none"> <li>Industrial Revolution overview</li> <li>Trans-Atlantic slavery</li> <li>Convicts in Australia 1788 – 1868</li> <li>Free settlers to Australia 1788 – 1901</li> </ul>	<b>Term Summary and Focus:</b> The making of the Modern World and Australia 1750 – 1945 was a period of industrialisation and rapid change. Students will engage in: <ul style="list-style-type: none"> <li>Industrial Revolution overview</li> <li>Trans-Atlantic slavery</li> <li>Convicts in Australia 1788 – 1868</li> <li>Free settlers to Australia 1788 – 1901</li> </ul>	<b>Term Summary and Focus:</b> The build-up of tensions between European powers, the First and Second World Wars and the effect on Australia. Students will engage in: <ul style="list-style-type: none"> <li>The cause of WW1 and WW2</li> <li>The scope and nature of warfare – Gallipoli</li> <li>POWs, Western front, Women, ATSI, Hamel</li> <li>Conscription</li> <li>Propaganda</li> <li>Enemy 'Aliens'</li> <li>Censorship</li> <li>Significance to Australia – ANZAC and commemoration</li> </ul>
<b>Subject Specific Requirements</b>	Students will complete a virtual site study	Students will complete a virtual site study	Students will complete a virtual site study
<b>Outcomes Addressed</b>	HT5.1, HT5.4, HT5.9	HT5.2, HT5.5, HT5.6	HT5.1, HT5.4, HT5.7, HT5.9
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Assessment Overview	<b>Topic Test</b> Industrial revolution, Movement of People	<b>Source Analysis Task</b> Slavery	<b>In-Class Examination</b> Australians at War
Due Date	Term 1 Week 5	Term 2 Week 2	Term 2 Week 6
Outcomes Assessed	HT5.1, HT5.4, HT5.9	HT5.2, HT5.5, HT5.6	HT5.1, HT5.4, HT5.7, HT5.9
<b>Weighting of Tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**CORE SUBJECT TITLE: YEAR 9 PD/H/PE – Personal Development & Health**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

<b>Term Number</b>	<b>Term 1 Looking Good, Feeling Great</b>	<b>Term 2 Respectful Relationships</b>	<b>Term 3 Risky Business</b>	<b>Term 4</b>
<b>Term Overview</b>	<b>Term Summary and Focus:</b> This unit explores sources of nutritional information and investigates influences on food choices, diet and habits. Students prepare, deliver and critique strategies for healthy eating and healthy food selection. They analyse media messages and their impact on young people. They develop and apply criteria to assess health information, products and services aimed at young people.	<b>Term Summary and Focus:</b> This unit examines the changing nature of relationships. Students will investigate how to protect themselves from unsafe and abusive situations and the support services available to them should they need help.	<b>Term Summary and Focus:</b> In this unit, students explore strategies to support their own and others' personal safety. They formulate a safety plan to meet the needs of a challenging situation that is potentially dangerous. Students examine online safety programs and support services for young people facing issues such as sexting. They propose and practise a range of responses where peers are encouraging them to behave in an unsafe manner on the road.	<b>Term Summary and Focus:</b> In this unit, students explore the impact of drug use on individuals and the community. They explore a range of strategies to protect themselves and others in unsafe situations. They evaluate the available support services should they or others need help.
<b>Subject Specific Requirements</b>	Work Booklet is provided	Work Booklet is provided	Work Booklet is provided	Work Booklet is provided
<b>Outcomes Addressed</b>	PD5-2, PD5-3, PD5-6, PD5-7,	PD5-1, PD5-8, PD5-9, PD5-10	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9
<b>Formal Assessment</b>	<b>Task 1 Nutrition Task</b>	<b>Task 2 Invasion Games</b>	<b>Task 3 Final Exam</b>	
<b>Assessment Overview</b>	<b>Assessing Nutrition labels</b> <b>Review of diet</b>	<b>Practical assessment</b> <b>Moving into and making space</b>	<b>In class examination based on information from terms 1-3</b>	
<b>Due Date</b>	<b>Week: 8</b>	<b>Week: 8</b>	<b>Week: 9</b>	
<b>Outcomes Assessed</b>	PD5-2, PD5-6	PD5-6, PD5-7, PD5-8	PD5-2, PD5-7, PD5-8, PD5-10	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

## CORE SUBJECT TITLE: YEAR 9 PD/H/PE – Physical Education

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 125

Term Number	Term 1 Athletics and Fitness	Term 2 Invasion Games	Term 3 Gymnastics/Indoor soccer/Oztag	Term 4 Striking and fielding
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Athletics based skills and practice. Fitness activities including testing of fitness components. Cross country carnival prep.	<b>Term Summary and Focus:</b> Invading space (Sports/activities involving attacking another team's area). Culminating in an in depth practical assessment where students are assessed on their ability to move into and make space.	<b>Term Summary and Focus:</b> Gymnastics based activities. Moving the body through space. Use of various gymnastics equipment and apparatus.	<b>Term Summary and Focus:</b> Striking and catching activities, Baseball, T/ball, Golf etc
<b>Subject Specific Requirements</b>				
<b>Outcomes Addressed</b>	PD5-4, PD5-5, PD5-7, PD4-8, PD5-11	PD5-4, PD5-5, PD5-7, PD4-8, PD5-11	PD5-4, PD5-5, PD5-7, PD5-8	PD5-4, PD5-5, PD5-8, PD5-11
<b>Formal Assessment</b>		<b>Task 2 Invasion Games</b>		
Assessment Overview		Practical assessment. Builds on the skills learnt throughout the term culminating in both a peer and teacher assessed result.		
Due Date		<b>Week: 8</b>		
Outcomes Assessed		PD5-6, PD5-7, PD5-8		
<b>Weighting of Tasks</b>		<b>40%</b>		

**ELECTIVE SUBJECT TITLE: YEAR 9 CHILD STUDIES**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 100**

Term Number	Term 1 Planning for Parenthood	Term 2 Conception to Birth	Term 3 Pregnant Life- <i>The Road to Parenthood</i>	Term 4 Newborn Care
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students develop their understanding of factors that influence an individual or couple's decision to become a parent and consider the planning considerations that may take place. Their knowledge of the physical, social and emotional changes that parents experience during pregnancy is increased, including skills which enhance their capacity to potentially manage and cope in this role in the future. Students also explore the various parenting styles and the qualities effective parents possess.	<b>Term Summary and Focus:</b> Students develop their understanding of the processes associated with reproduction, conception and birth. They examine each stage of pregnancy, and the support available to mothers as they experience physical and emotional changes when preparing for birth. Students explore ways in which different cultures prepare for the birth of a child.	<b>Term Summary and Focus:</b> In this journey, students take on the role of a parent preparing for parenthood. Students undertake the journey from conception to birth focusing on each key moment. Students are continually updated with the week of pregnancy, characteristics, size of the baby and stage. At the conclusion of this unit, students undertake the Parenting egg challenge for 3-5 days (dependant on class/teacher) and record their experiences via social media or a handwritten journal.	<b>Term Summary and Focus:</b> Students identify the physical characteristics of a newborn, along with the tests and special care options available to the child immediately after birth. Students develop an understanding of ways to satisfy the needs of a newborn in order to promote their safety and wellbeing, as well as explore the impact of bringing a newborn into a family.
<b>Outcomes Addressed</b>	CS5-3	CS5-1 CS5-5	CS5-10 CS5-12	CS5-10 CS5-12
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
<b>Assessment Overview</b>	<b>Interview</b>	<b>Presentation</b>		<b>Practical Task and reflection</b> The Egg Parenting Challenge
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 9		Term 4 Week 1
<b>Outcomes Assessed</b>	CS5-5 CS5-7	CS5-1 CS5-8		CS5-2 CS5-7 CS5-10
<b>Weighting of Tasks</b>	30%	30%		40%

**ELECTIVE SUBJECT TITLE: YEAR 9 Commerce**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 100**

Term Number	Term 1 Core 1: Consumer and Financial Decisions	Term 2 Options: Promoting and Selling	Term 3 Core 2: The Economic and Business Environment	Term 4 Options: Our Economy
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.	<b>Term Summary and Focus:</b> Students undertake a path of study to demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse and assess the rights and responsibilities of individuals in a range of contexts.	<b>Term Summary and Focus:</b> Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.	<b>Term Summary and Focus:</b> Students undertake a path of study to demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse and assess the rights and responsibilities of individuals in a range of contexts.
<b>Subject Specific Requirements</b>	The <i>research tasks</i> and <i>tests</i> are <b>compulsory</b> – they must be attempted if a student is to complete the Commerce course satisfactorily.			
<b>Outcomes Addressed</b>	COM5-1, COM5-2, COM5-4, COM5-5, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
<b>Formal Assessment</b>	<b>Task 1 Consumer and Financial Decisions Research Task</b>	<b>Task 2 Topic Test: Consumer and Financial Decisions Promoting and Selling</b>		<b>Task 3 Yearly Examination</b>
<b>Assessment Overview</b>	To examine the choices that consumers make in a variety of categories including financial.	Students are assessed on their understanding of the factors that determine consumer behavior and the decisions of businesses to achieve objectives.		Students are assessed on their understanding of all topics studied throughout the year.
<b>Due Date</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 8</b>		<b>Term 4, Week 4</b>
<b>Outcomes Assessed</b>	COM5-1, COM5-2, COM5-4, COM5-9	COM5-1, COM5-2, COM5-4		COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-8
<b>Weighting of Tasks</b>	<b>30%</b>	<b>30%</b>		<b>40%</b>

**ELECTIVE SUBJECT TITLE: YEAR 9 FOOD TECHNOLOGY**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 125**

Term Number	Term 1 Food Selection & Health	Term 2 Food in Australia	Term 3 Food for Special Occasions	Term 4 Food for Specific Needs
<b>Term Overview</b>	<b>Term Summary and Focus:</b> The health of communities is related to the nutritional content of the food eaten. Students will examine the role of food and its nutritional components in the body, explore the nutritional needs of individuals and groups, explain the effects of poor nutrition and investigate means of improving the nutritional status of individuals and groups.	<b>Term Summary and Focus:</b> Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, the influence of early European settlers together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns	<b>Term Summary and Focus:</b> Special food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these	<b>Term Summary and Focus:</b> Special food needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these
<b>Subject Specific Requirements</b>	Each area of learning includes core concepts embedded into the content of each of the following units.	Participation in practical tasks and completion of booklet activities is expected. Semester Quiz will comprise content from units 1 & 2	Design Portfolio production for Children's Party Task to be completed individually. Students will be required to provide decorative items for the Cupcake Challenge.	Class tasks allocated in student booklet during theory lessons.
<b>Outcomes Addressed</b>	FT 5-7 FT 5-10 FT 5-11 FT 5-12	FT 5-10 FT 5-2 FT 5-8	FT 5-10 FT 5-11 FT 5-12	FT 5-7 FT 5-10 FT 5-11 FT 5-12
<b>Formal Assessment</b>	<b>Task 1</b> Poster Assessment Task 1      20%	<b>Task 2</b> Unit Quiz      30%	<b>Task 3</b> Practical Assessment 50%	
Assessment Overview	Students are to research a diet related disorder and design an information poster using ICT skills	Semester Quiz will examine student knowledge of concepts learned over Term 1 & 2	Cupcake Challenge- students are to design and decorate 6 Cupcakes for a child's Birthday.	
Due Date	Week: 9	Week:5	Week: 8	
Outcomes Assessed	FT 5-7 FT 5-10 FT 5-11 FT 5-12	FT 5-10 FT 5-2 FT 5-8	FT 5-10 FT 5-11 FT 5-12	
<b>Weighting of Tasks</b>	<b>20%</b>	<b>30%</b>	<b>50%</b>	

**ELECTIVE SUBJECT TITLE: YEAR 9 HISTORY ELECTIVE**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 100**

Term Number	Term 1 Archaeology as well as The Americas	Term 2 History Mystery – Jack the Ripper	Term 3 Medieval Europe - Witch Hunts C16th - C17th	Term 4 Historical Investigation – Influential people
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students will study the topics 'Schliemann and the Discovery of Troy' and 'Ancient Aztecs & Mesopotamia' to explore how history has constructed throughout time.	<b>Term Summary and Focus:</b> Students' will build an interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens. They will study the topic 'History Mystery – Jack the Ripper' to immerse themselves in the history of crime and punishment	<b>Term Summary and Focus:</b> Students will engage in the topic of Medieval Europe _Witch Hunts C16th and C17th, to develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film.	<b>Term Summary and Focus:</b> Students will engage with various methods of investigation and research in order to understand how sources can be used ethically and appropriately. They will conduct an in-depth examination of how influential people have made an impact on the world.
<b>Subject Specific Requirements</b>	The <i>research tasks</i> and <i>tests</i> are <b>compulsory</b> – they must be attempted if a student is to complete the History course satisfactorily.			
<b>Outcomes Addressed</b>	HTE5.1, HTE5.2, HTE5.4, HTE5.5, HTE5.6, HTE5.8	HTE5.1, HTE5.4, HTE5.6, HTE5.8, HTE5.9, HTE5.10	HTE5.1, HTE5.2, HTE5.3, HTE5.6, HTE5.8	HTE5.1, HTE5.2, HTE5.6, HTE5.7, HTE5.8
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
Assessment Overview	Research Task	Report/pin board – Jack's Identity Task		Yearly Examination
Due Date	Term 1 Week 9	Term 2 Week 5		Term 4 Weeks 6
Outcomes Assessed	HTE5.1, HTE5.2, HTE5.8, HTE5.9, HTE5.10	HTE5.4, HTE5.6, HTE5.8,		HTE5.1, HTE5.3, HTE5.4, HTE5.5, HTE5.7, HTE5.9
<b>Weighting of Tasks</b>	<b>30%</b>	<b>35%</b>		<b>35%</b>

**ELECTIVE SUBJECT TITLE: YEAR 9 INFORMATION AND SOFTWARE DESIGN**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 100**

<b>Term Number</b>	<b>Term 1 Introduction to IST Past, current and emerging technologies</b>	<b>Term 2 Digital Media</b>	<b>Term 3 Digital Media continued The Internet and Website Development</b>	<b>Term 4 The Internet and Website Development Extension Activities</b>
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students learn about management of projects, examine legal, ethical, social and industrial issues which impact on projects. They will investigate the use of different programs useful for project management and past, present and emerging technologies	<b>Term Summary and Focus:</b> Students develop skills in design and production through a project in which they complete a range of challenges. They will examine and analyse a variety of digital media products and their uses.	<b>Term Summary and Focus:</b> Students will develop an understanding of the development of the world wide web, compare and contrast the intranet and internet and use a range of hardware and software. They will learn to develop, produce and evaluate a website.	<b>Term Summary and Focus:</b> Students will continue their investigation of the internet and website development and investigate data security and databases.
<b>Subject Specific Requirements</b>				
<b>Outcomes Addressed</b>	5.2.1, 5.2.3, 5.3.1, 5.5.1, 5.5.1, 5.5.3	5.2.1, 5.2.1, 5.2.3, 5.3.2, 5.5.1	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
<b>Assessment Overview</b>	<b>Research Task:</b> Past, present and emerging technologies	<b>Folio:</b> This will include a variety of digital media products and information on their uses.		<b>Project:</b> Case Study of web browser, Web page design, Database development
<b>Due Date</b>	<b>Term 1                      Week 9</b>	<b>Term 3                      Week 1</b>		<b>Term 4                      Week 1</b>
<b>Outcomes Assessed</b>	5.2.1, 5.2.3, 5.3.1, 5.5.1, 5.5.1, 5.5.3	5.2.1, 5.2.1, 5.2.3, 5.3.2, 5.5.1		5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2
<b>Weighting of Tasks</b>	<b>30%</b>	<b>35%</b>		<b>35%</b>

# **ELECTIVE SUBJECT TITLE: YEAR 9 INDUSTRIAL TECHNOLOGY - TIMBER**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 120**

Term Number	Term 1	Term 2	Term 3	Term 4
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students demonstrate safe learning practices, applying risk management and using personal protective equipment. Students learn CAD software to produce drawings and plans for practical joints and projects. Students develop skills in communicating ideas, processes and technical information with a range of audiences.	<b>Term Summary and Focus:</b> Students develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of a quality project.	<b>Term Summary and Focus:</b> Students gain an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems. Students develop knowledge and understanding to critically evaluate existing designs and finished projects.	<b>Term Summary and Focus:</b> Students develop knowledge and skills in the design and production of practical projects. Students gain knowledge and understanding of the relationship between the properties of materials and their applications. Students develop understanding to transfer knowledge and skills to other experiences.
<b>Subject Specific Requirements</b>	Safe leather enclosed shoes, participation in practical tasks, production of design portfolio, ICT skills			
<b>Outcomes Addressed</b>	5.1, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.2, 5.3, 5.4, 5.5, 5.6, 5.7
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Safety and Technical Drawing</b> Safety test, risk assessment, Use of Fusion 360 to produce 3D sketches and working drawings	<b>Practical Project and Design Portfolio</b> Production of a quality finished project and accompanying design portfolio	<b>Furniture Research Task</b> Research task on furniture design, links to industry, historical technology, societal and environmental impact	
<b>Due Date</b>	<b>Term: 1 Week: 4</b>	<b>Term: 3 Week: 2</b>	<b>Term: 3 Week: 9</b>	
<b>Outcomes Assessed</b>	5.1, 5.5, 5.6	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	5.2, 5.9, 5.10	
<b>Weighting of Tasks</b>	<b>25%</b>	<b>50%</b>	<b>25%</b>	

**ELECTIVE SUBJECT TITLE: YEAR 9 MARINE STUDIES**
**ASSESSMENT COMMENCES: TERM 1, 2021**
**HOURS: 100**

Term Number	Term 1 Core 1 and Aquarium Skills Matrix	Term 2 Ecosystems Research and Aquarium Management	Term 3 Fish Biology and Fish Harvesting	Term 4 Aquarium Project Based Learning
<b>Term Overview</b>	Term Summary and Focus: Designing Systems for Aquaculture, introduces systems used in intensive and extensive aquaculture. They will be required to analyse and evaluate the systems currently used in both systems.	Term Summary and Focus: This module investigates the relationships between organisms living together in the sea. It provides an ideal context in which to examine a range of relationships, both beneficial and harmful, between marine creatures.	Term Summary and Focus: Fish Biology and Fish Harvesting, introduces the anatomy and physiology of fish. Food from the Sea, introduces the range of edible seafood and cultural differences associated with its preparation and consumption.	Term Summary and Focus: Personal Interest Project, provides the opportunity to undertake an in-depth study of any marine related topic which interests them.
<b>Subject Specific Requirements</b>	Students are expected to make a yearly commitment to the requirements of this course outlined in the course orientation during Term 1.			
<b>Outcomes Addressed</b>	MAR5-3, MAR5-9, MAR5-13	MAR5-1, MAR5-14	MAR5-6, MAR5-10	MAR5-6, MAR5-10
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
Assessment Overview	<b>Core 1 and Aquarium Skills Matrix</b>	<b>Ecosystems Research Report</b>		<b>Portfolio of Work</b>
Due Date	Term: 1                      Week: 10	Term: 2                      Week: 9		Term: 4                      Week: 3
Course Component(s)	Core 1, Module 22, 31	Module 10, 22, 31		Module 18,29, 47
<b>Weighting of Tasks</b>	<b>40%</b>	<b>25%</b>		<b>35%</b>

# **ELECTIVE SUBJECT TITLE: YEAR 9 SPORTS STUDIES**

**ASSESSMENT COMMENCES: TERM 1, 2021**

**HOURS: 125**

Term Number	Term 1 Option 1 Physical Fitness	Term 1 Option 2 Physical activity for health	Term 2 Fundamentals of movement skill development	Term 3 Nutrition and physical activity	Term 4 Body systems and energy for physical activity
<b>Term Overview</b>	<b>Term Summary and Focus:</b> This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals.	<b>Term Summary and Focus:</b> This module investigates ideas, values and attitudes towards physical activity and fitness and assesses the various influences on participation rates and choices. Students examine incentives and barriers to participation and determine key issues.	<b>Term Summary and Focus:</b> This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.	<b>Term Summary and Focus:</b> This module encourages students to think critically about nutrition to make informed choices. Students have the opportunities to assess a wide range of products on the market and evaluate their value and authenticity in supporting good health, wellbeing and weight management. Students participate in physical activities across a variety of groups.	<b>Term Summary and Focus:</b> This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications. The intention of the module is to examine energy production and the roles and contributions of the body systems to efficient movement.
<b>Outcomes Addressed</b>	PASS5-1, PASS5-2, PASS5-8, PASS5-10	PASS5-5, PASS5-6, PASS5-10	PASS5-1, PASS5-2, PASS5-7, PASS5-8, PASS5-10	PASS5-1, PASS5-2, PASS5-9, PASS5-10	PASS5-3, PASS5-4, PASS5-10
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>	
Assessment Overview	Weekly training schedule	Report – benefits of regular physical activity		Design a nutritional product	
Due Date	Term 1 Week 5	Term 1 Week 9		Term 3 Week 10	
Outcomes Assessed	PASS5-1, PASS5-2, PASS5-8, PASS5-10	PASS5-5, PASS5-6, PASS5-10		PASS5-1, PASS5-2, PASS5-9, PASS5-10	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>30%</b>		<b>40%</b>	

# **ELECTIVE SUBJECT TITLE: YEAR 9 STEM**

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 100

Term Number	Term 1	Term 2	Term 3	Term 4
<b>Term Overview</b>	Term Summary and Focus:  <b>Hydroponics</b>	Term Summary and Focus:  <b>Battle Racers</b>	Term Summary and Focus:  <b>Mechatronics: Hydraulic Arm</b>	Term Summary and Focus:  <b>War against Waste</b>
<b>Subject Specific Requirements</b>	Students are expected to make a yearly commitment to the requirements of this course outlined in the course orientation during Term 1.			
<b>Outcomes Addressed</b>	SC4-4WS SC4-8WS SC4-LW3	SC4-4WS SC4-5WS SC4-10PW	SC5-6WS SC5-11PW	SC5-4WS SC5-8WS SC5-15LW
<b>Formal Assessment</b>		<b>Task 1: Construction of a battle racer</b>	<b>Task 2: Construction of a Hydraulic arm</b>	<b>Task 3: Recycled project</b>
Assessment Overview		Design and construct a working battle racer. Produce a portfolio describing the STEM processes and procedures used to produce a working model.	Design and construct a working hydroponic arm. Produce a portfolio describing the STEM processes and procedures used to produce a working model.	Research the problems in the world to do with rubbish and recycling. Produce a portfolio describing the STEM processes and procedures used to produce a working model.
Due Date		Term: 2                      Week: 3	Term: 3                      Week: 5	Term: 4                      Week: 2
Course Component(s)		SC4-4WS, SC4-5WS, SC4-10PW	SC5-6WS, SC5-11PW	SC5-4WS, SC5-8WS, SC5-15LW
<b>Weighting of Tasks</b>		<b>30%</b>	<b>40%</b>	<b>30%</b>

# SUBJECT TITLE: YEAR 9 VISUAL ARTS

ASSESSMENT COMMENCES: TERM 1, 2021

HOURS: 100

Term Number	Term 1	Term 2	Term 3	Term 4
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students produce a series of landscape artworks using a variety of mediums including pencils, charcoal, oil pastel, watercolours and paint. Students will study Critical/Historical and explore the material and conceptual practice of Albert Namatjira, Sali Herman, Vincent Van Gogh and Howard Arkley and further develop an understanding of how artworks structural qualities have the ability to influence the audience's' interpretation of an artwork.	<b>Term Summary and Focus:</b> Students produce a series of 2D and 3D works inspired by the material and conceptual practice of Ah Xian. Students will begin to develop an understanding of the relationship between the world, artist and artwork as they investigate selected works by Ah Xian and apply his conceptual practice to their own sculptural artmaking.	<b>Term Summary and Focus:</b> Students will explore the materials used by and conceptual practice of the artists Pablo Picasso, Georges Braque, Roy Lichtenstein and David Hockney and further develop an understanding of artists are influenced by other artists and how this inspiration enables artists to create and develop own abstract artworks.	<b>Term Summary and Focus:</b> Students produce a series of prints inspired by Japanese and Australia printmaking artist exploring culture and symbols.
<b>Subject Specific Requirements</b>	Students work in their VAPD or worksheets using materials provided. Students wear appropriate clothing and protective wear.			
<b>Outcomes Addressed</b>	VAS5.1, VAS5.2, VAS5.3, VAS5.5, VAS5.6, VAS5.9	VAS5.3, VAS5.4, VAS5.7, VAS5.8, VAS5.9, VAS5.10	VAS5.1, VAS5.2, VAS5.3, VAS5.5, VAS5.6, VAS5.9	VAS5.3, VAS5.4, VAS5.7, VAS5.8, VAS5.9, VAS5.10
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 1</b>	
<b>Assessment Overview</b>	<b>Landscape</b> BOW with artist statement	<b>Case Study and Practical Project</b>	<b>Abstract/Cubism</b> BOW and VAPD	
<b>Due Date</b>	<b>Week: 10</b>	<b>Week: 5</b>	<b>Week: 10</b>	
<b>Outcomes Assessed</b>	VAS5.1, VAS5.2, VAS5.3, VAS5.5, VAS5.6, VAS5.9	VAS5.3, VAS5.4, VAS5.7, VAS5.8, VAS5.9, VAS5.10	VAS5.1, VAS5.2, VAS5.3, VAS5.5, VAS5.6, VAS5.9	
<b>Weighting of Tasks</b>	25%	25%	50%	

