

# WARRAWONG HIGH SCHOOL

Year 9

Learning & Assessment Handbook

2022



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 Monday and 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.





**2022 YEAR 9 FORMAL ASSESSMENT PLANNER**

**SEMESTER 1**

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>
<b>1</b>		
<b>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>		

**2022 YEAR 9 FORMAL ASSESSMENT PLANNER**

**SEMESTER 2**

<b>WEEKS</b>	<b>TERM 1</b>	<b>TERM 2</b>
<b>1</b>		
<b>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>		

**SUBJECT TITLE: Year 9 English**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Changing Worlds	Term 2 Close Study of Text	Term 3 Science Fiction	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 explore the concept of genre and learn to identify in texts elements of a particular genre. Students use this knowledge to assist in their creation of a range of imaginative texts.	<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 consider how society constructs impact individuals through responding to texts and Students will study a variety of texts including non-fiction texts to develop their understanding of changing worlds and construct their own texts.	<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>Creative Thinking</b> Students consider how society constructs impact individuals through responding to texts and create an imaginative response that explores Sci-Fi.	<b>Critical Thinking</b> Students respond to texts to develop and refine their study skills in order to demonstrate their learning in a variety of different ways.
<b>Outcomes Addressed</b>	EN5-9E, EN5-3B	EN5-1A, EN5-4B	EN5-7D, EN5-8D	EN5-2A, EN5-5C, EN5-6C
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Multimodal</b> Students share their insights into the content studied to communicate clearly their understanding of changing worlds.	<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>Creative Response</b> Students construct their own unique world of Sci-Fi using their skills in language and comprehension to craft an engaging story.	
<b>Due Date</b>	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 9	
<b>Outcomes Assessed</b>	EN5-9E, EN5-3B	EN5-1A, EN5-4B	EN5-7D, EN5-8D	
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**SUBJECT TITLE: Year 9 Mathematics – Stage 5.1**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

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

Term	Term 1 Integers, Decimals, Fractions, Ratios and Rates, Financial Mathematics	Term 2 Expressions, Equations, Right-angled triangles	Term 3 Linear relationships, Length, Area, Surface Area and Volume. Indices, Scientific Notation	Term 4 Geometry, Algebra, Probability and single variable data analysis, Non-Linear Relationships
Term Overview	<b>Term Summary and Focus:</b> Students review Y8 work, use their knowledge of fractions and percentages in real finance problems and can work with rates and ratios.	<b>Term Summary and Focus:</b> Students review algebraic expressions work, solve equations and use Pythagoras' Theorem to calculate measurements on right-angled triangles.	<b>Term Summary and Focus:</b> 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.	<b>Term Summary and Focus:</b> 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.
Subject Specific Requirements	<b>Students must bring a personal calculator, book, pen, pencil, ruler and eraser</b>			
Outcomes Addressed	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
Assessment	Task 1	Task 2	Task 3	
Assessment Overview	<b>In Class Examination</b> Common Test for all Levels. Integers, Decimals, Fractions and Financial Mathematics	<b>In Class Examination Common Test for all Levels.</b> Expressions and Equations	<b>In Class Examination Common Test for all Levels.</b> Measurement and Indices	
Due Date	Term: 1 Week: 11	Term: 2 Week: 9	Term: 3 Week: 9	
Outcomes Assessed	MA5.2-1WM, MA5.1-3WM, MA4-5NA, MA4-6NA, MA5.1-4NA	MA5.1-1WM, MA4-8NA, MA4-10NA, MA5.1-5NA	MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-14MG, MA5.1-8MG	
Weighting	30%	35%	35%	

**SUBJECT TITLE: Year 9 Mathematics – Stage 5.2**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Level 5.2 contains extensions of Level 5.1 work and extra content to prepare students for Mathematics Standard in Stage 6.

Term	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
Term Overview	<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. Students develop an understanding of concepts related to right-angled triangles and trigonometry.	<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 linear relationships.	<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.
Subject Specific Requirements	<b>Students must bring a personal calculator, book, pen, pencil, ruler and eraser</b>			
Outcomes Addressed	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, MA5.2-9NA, 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
Assessment	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
Assessment Overview	<b>In Class Examination</b> Common Test for all Levels. Integers, Decimals, Fractions and Financial Mathematics <b>Plus, Stage 5.2 Supplement</b> Rates and Ratios	<b>In Class Examination Common Test for all Levels.</b> Expressions and Equations <b>Plus, Stage 5.2 Supplement</b> Right-angled triangle Trigonometry	<b>In Class Examination Common Test for all Levels.</b> Measurement and Indices <b>Plus, Stage 5.2 Supplement</b> Quadratic expressions and algebraic fractions	
Due Date	Term: 1 Week: 11	Term: 2 Week: 9	Term: 3 Week: 9	
Outcomes Assessed	MA5.2-2WM, MA4-5NA, MA5.4-4NA, MA5.2-5NA	MA5.2-1WM, MA4-8NA, MA4-10NA, MA5.1-5NA, MA5.2-13MG	MA5.1-3WM, MA5.1-5NA, MA5.1-14MG, MA5.1-8MG, MA5.2-7NA, MA5.2-6NA	
Weighting	<b>30%</b>	<b>35%</b>	<b>35%</b>	

**SUBJECT TITLE: Year 9 Mathematics – Stage 5.3**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

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	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
<b>Term Overview</b>	<b>Term Summary and Focus:</b> 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.	<b>Term Summary and Focus:</b> 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.	<b>Term Summary and Focus:</b> 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.	<b>Term Summary and Focus:</b> Students collect, organise, display and analyse data sets. They graph and interpret quadratic relationships on the number plane and solve quadratic equations.
<b>Subject Specific Requirements</b>	<b>Students must bring a personal calculator, book, pen, pencil, ruler and eraser</b>			
<b>Outcomes Addressed</b>	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
<b>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 <b>Plus, Stage 5.3 Supplement</b> Algebra, Right-angled triangles	<b>In Class Examination Common Test for all Levels.</b> Expressions, Equations <b>Plus, Stage 5.3 Supplement</b> Linear Relationships, Measurement	<b>In Class Examination Common Test for all Levels.</b> Measurement, Indices <b>Plus, Stage 5.3 Supplement</b> Surds, Algebraic expressions including quadratics	
<b>Due Date</b>	Term: 1 Week: 11	Term: 2 Week: 9	Term: 3 Week: 9	
<b>Outcomes Assessed</b>	MA5.3-1WM, MA5.4-4NA, MA4-5NA, MA5.3-5NA, MA5.3-15MG	MA5.3-2WM, MA4-8NA, MA4-10NA, 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	
<b>Weighting</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	

**SUBJECT TITLE: Year 9 Science**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Energy – Electricity Plate Tectonics and Disasters	Term 2 Atoms the Periodic Table and Radioactivity	Term 3 Waves and Cosmology	Term 4 Disease
<b>Term Overview</b>	<p><b>Term Summary and Focus:</b>  <b>Energy (PW3)</b> Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity  <b>Conservation of energy (PW4)</b> Energy conservation in a system can be explained by describing energy transfers and transformations.  <b>Plate tectonics and disasters (ES2)</b> The theory of plate tectonics explains global patterns of geological activity and continental movement.</p>	<p><b>Term Summary and Focus:</b>  <b>Atoms and the periodic table (CW2)</b> The atomic structure and properties of elements are used to organise them in the Period Table.  <b>Radioactivity (CW1)</b> Scientific understanding changes and is refined over time through a process of review by the scientific community</p>	<p><b>Term Summary and Focus:</b>  <b>Waves (PW1)</b> Energy transfer through different mediums can be explained using wave and particle models  <b>Cosmology (ES1)</b> Scientific understanding, including, models and theories, are contestable and are refined over time through a process of review by the scientific community.</p>	<p><b>Term Summary and Focus:</b>  <b>Disease (LW1)</b> Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment.</p>
<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			
<b>Outcomes Addressed</b>	11PW, 12ES	16CW	10PW, 12ES	14LW
<b>Assessment</b>	<b>Task 1</b>		<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	<p><b>Research and Application</b>                      The theory of plate tectonics explains global patterns of geological activity and continental movement.</p>		<p><b>Practical Task</b>                      Applications of waves and cosmology.</p>	<p><b>Semester 2 examination</b>                      Waves, cosmology and disease.</p>
<b>Due Date</b>	Term: 1 Week: 9		Term: 3 Week: 5	Term: 4 Week: 4
<b>Outcomes Assessed</b>	7WS, 9WS, ES2		6WS, 7WS, PW1	10PW, 12ES, 14LW, 6WS
<b>Weighting</b>	<b>30%</b>		<b>30%</b>	<b>40%</b>



**SUBJECT TITLE: Year 9 Geography****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 50**

<b>Term</b>	<b>Term 1 Sustainable Biomes</b>	<b>Term 2 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>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Assessment Overview</b>	Sustainable Biomes/Skills Test	In-class extended response on Changing Places
<b>Due Date</b>	Term: 1 Week: 7	Term: 2 Week: 6
<b>Outcomes Assessed</b>	GE5-1, GE5-3, GE5-5	GE5-2, GE5-3, GE5-8
<b>Weighting</b>	<b>50%</b>	<b>50%</b>

**SUBJECT TITLE: Year 9 History**
**ASSESSMENT COMMENCES: TERM 1, 2022**
**HOURS: 50**

Term	Term 3 Making a Better World? Movement of Peoples	Term 3 Making a Better World? Movement of Peoples	Term 4 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		
<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>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	<b>Topic Test</b> <ul style="list-style-type: none"> <li>• Impact of Industrial Revolution on the movement of people</li> <li>• Main features of transportation</li> <li>• Convict experiences Free settlers’ experiences</li> </ul>	<b>Source Analysis Task</b> Slavery	<b>In-Class Examination</b> Australians at War
<b>Due Date</b>	Term: 3 Week: 5	Term: 3 Week: 9	Term: 6 Week: 6
<b>Outcomes Assessed</b>	HT5.1, HT5.4, HT5.9	HT5.2, HT5.5, HT5.6	HT5.1, HT5.4, HT5.7, HT5.9
<b>Weighting</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

**SUBJECT TITLE: Year 9 Personal Development, Health and Physical Education**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Looking Good, Feeling Great	Term 2 Respectful Relationships	Term 3 Risky Business	Term 4 It Couldn't Happen to me
<b>Term Overview</b>	<p><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.</p> <p><b>Theory:</b> Looking Good, Feeling Great</p> <p><b>Practical</b> Unit 1 - Fitness Unit 2 – Athletics</p>	<p><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.</p> <p><b>Theory:</b> Respectful Relationships</p> <p><b>Practical</b> Unit 1 – Invasion Games</p>	<p><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.</p> <p><b>Theory:</b> Risky Business</p> <p><b>Practical</b> Unit 1 – Gymnastics Unit 2 – Net/Court games</p>	<p><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.</p> <p><b>Theory:</b> It Couldn't Happen to me</p> <p><b>Practical</b> Unit 1 - Striking &amp; Fielding</p>
<b>Subject Specific Requirements</b>	Work Booklet is provided,			
<b>Outcomes Addressed</b>	<p><b>Theory</b> - PD5-2, PD5-3, PD5-6, PD5-7 <b>Practical</b>- PD5-4, PD5-5, PD5-7, PD5-8, PD5-11</p>	<p><b>Theory</b>- PD5-1, PD5-8, PD5-9, PD5-10 <b>Practical</b> - PD5-4, PD5-5, PD5-7, PD5-8, PD5-11</p>	<p><b>Theory</b>- PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9 <b>Practical</b> - PD5-4, PD5-5, PD5-7, PD5-8, PD5-11</p>	<p><b>Theory</b>- PD5-2, PD5-6, PD5-7, PD5-8, PD5-9 <b>Practical</b> - PD5-4, PD5-5, PD5-7, PD5-8, PD5-11</p>
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Research Task Nutrition labels and diet	Practical Task Invasion games	Examination Yearly examination	
<b>Due Date</b>	Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Week: 9	
<b>Outcomes Assessed</b>	PD5-2, PD5-6	PD5-6, PD5-7, PD5-8	PD5-2, PD5-7, PD5-8, PD5-10	
<b>Weighting</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	

**ELECTIVE SUBJECT TITLE: Year 9 Child Studies**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Planning for Parenthood	Term 2 Conception to Birth	Term 3 Pregnant Life- The Road to Parenthood	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.	<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.	<b>Term Summary and Focus:</b> Students explore the various things that occur as people become parents. 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 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>Subject Specific Requirements</b>	Students develop their understanding of all aspects of parenthood and childbirth.			
<b>Outcomes Addressed</b>	CS5-3	CS5-1 CS5-5	CS5-10 CS5-12	CS5-10 CS5-12
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>
<b>Assessment Overview</b>	Budgeting for a newborn.	Presentation on Stages of Pregnancy.		<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</b>	<b>30%</b>	<b>30%</b>		<b>40%</b>

**ELECTIVE SUBJECT TITLE: Year 9 Commerce**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Core 1: Consumer and Financial Decisions	Term 2 Core: Economic and Business Environment.	Term 3 Core: Employment and Work Futures	Term 4 Core: The Law in Society and Political Involvement
<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 research tasks and tests 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>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</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 the market for employment by examining job skills, work opportunities and conditions of work that relate to particular occupations.	Students are assessed on their understanding of all topics studied throughout the year.
<b>Due Date</b>	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 7	Term: 4 Week: 4
<b>Outcomes Assessed</b>	COM5-1, COM5-2, COM5-4, COM5-9	COM5-1, COM5-2 COM5-3 COM5-4 OM5-5, COM5-6, COM5-7 COM5-8,	COM5-1, COM5-2 COM5-3 COM5-4 OM5-5, COM5-6, COM5-7 COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-8
<b>Weighting</b>	20%	20%	25%	35%

**ELECTIVE SUBJECT TITLE: Year 9 Critical Thinking**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Core 1	Term 2 Core 2	Term 3 Core 2	Term 4 Option 5 – Advertising
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Understanding Critical Thinking	<b>Term Summary and Focus:</b> Understanding Critical thinking/ Research skills to support the critical thinker	<b>Term Summary and Focus:</b> Research skills to support the critical thinker/	<b>Term Summary and Focus:</b> Advertising: Have they got your attention?
<b>Subject Specific Requirements</b>	Students will complete the ACER Critical reasoning test three times over the course of the two-year program to measure their progress.			
<b>Outcomes Addressed</b>	CT5-1, CT5-2, CT5-3, CT5-4, CT5-5	CT5-1, CT5-2, CT5-3, CT5-4, CT5-5	CT5-1, CT5-2, CT5-3, CT5-4, CT5-5	CT5-2, CT5-3, CT5-5, CT5-6
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 1</b>
<b>Assessment Overview</b>	Critical Thinking Analysis	Depth study		Investigation
<b>Due Date</b>	Term: 2 Week: 2	Term: 2 Week: 10		Term: 4 Week: 2
<b>Outcomes Assessed</b>	CT5-1, CT5-5	CT5-2, CT5-4,		CT5-3, CT5-6
<b>Weighting</b>	<b>30%</b>	<b>40%</b>		<b>30%</b>

**ELECTIVE SUBJECT TITLE: Year 9 Food Technology**
**ASSESSMENT COMMENCES: TERM 1, 2022**
**HOURS: 100**

Term	Term 1 Food Selection & Health	Term 2 Food in Australia	Term 3 Food for Special Occasions	Term 4 Food for Special 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>	FT5-7, FT5-10, FT5-11, FT5-12, FT5-1	FT5-10, FT5-2, FT5-8	FT5-7, FT5-10, FT5-11, FT5-12	FT5-10, FT5-11, FT5-12
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Assessment Overview</b>	Kitchen General Safety and Hygiene Practices Tools of the Trade	Semester Quiz	Celebration cake and written task	Yearly Exam
<b>Due Date</b>	Term: 1 Week: 6	Term: 2 Week: 6	Term: 3 Week: 7	Term: 4 Week: 4
<b>Outcomes Assessed</b>	FT5-1, FT5-7	FT5-8	FT5-10, FT5-12	FT5-11
<b>Weighting</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

**ELECTIVE SUBJECT TITLE: Year 9 Industrial Technology - Timber**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Introduction and Workshop Safety	Term 2 Materials and Design	Term 3 Project Evaluation	Term 4 Materials and Applications
<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 technical drawing to produce 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>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 technical drawing to produce design 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>	Term: 1 Week: 6		Term: 3 Week: 6	Term: 4 Week: 3
<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</b>	<b>25%</b>		<b>60%</b>	<b>15%</b>



**ELECTIVE SUBJECT TITLE: Year 9 Marine and Aquaculture Technology**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Designing Systems for Aquaculture	Term 2 Marine Ecosystems	Term 3 Fish Harvesting	Term 4 Aquaculture Viability and Profitability
<b>Term Overview</b>	<b>Term Summary and Focus:</b> 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.	<b>Term Summary and Focus:</b> 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.	<b>Term Summary and Focus:</b> This module introduces the methods used to catch fish. Students investigate the relationship between different fishing methods and the behaviour and physiology of the fish being caught.	<b>Term Summary and Focus:</b> In addition to consolidating the skills learnt throughout the year, students will be provided with the opportunity to complete a case study of their aquaculture project to determine its economic viability and profitability.
<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	MAR5-9, MAR5-6, MAR5-10
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 4</b>
<b>Assessment Overview</b>	Core 1 and Aquarium Skills Matrix	Ecosystems Research Report		Fishing Skills Matrix and Aquaculture evaluation Portfolio
<b>Due Date</b>	Term: 1 Week: 10	Term: 2 Week: 9		Term: 4 Week: 2
<b>Outcomes Assessed</b>	Core 1, Module 22, 31	Module 10, 22, 31		Module 18, 22, 25, 47
<b>Weighting</b>	<b>40%</b>	<b>25%</b>		<b>35%</b>

**ELECTIVE SUBJECT TITLE: Year 9 Music****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS: 100**

<b>Term</b>	<b>Term 1 Early Music</b>	<b>Term 2 Rock and Popular Music</b>	<b>Term 3 Rock and Pop Music (continued)</b>	<b>Term 4 Musical Theatre</b>
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students will study the various Early Music genres and will be able to recognize the characteristics of each style studied. Students will achieve this through performance, composition and listening experiences.	<b>Term Summary and Focus:</b> Over two terms, students will study a variety of Rock and Popular music styles and will be able to recognize the characteristics of each style studied through performance, composition and listening experiences	<b>Term Summary and Focus:</b> This is a continuation of the topic from term 2 with a focus on practical and performance skills	<b>Term Summary and Focus:</b> Students develop an understanding of musical theatre through a range of experiences including listing, composing and performing.
<b>Subject Specific Requirements</b>	Students will be required to complete musical performances during the course.			
<b>Outcomes Addressed</b>	5.3, 5.8, 5.12	5.7, 5.9, 5.10, 5.11	5.7, 5.9, 5.10, 5.11	5.4, 5.7, 5.9
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Assessment Overview</b>	Composition/Performance	Research/Viva Voce	Composition/Performance	Research/Viva Voce
<b>Due Date</b>	Term: 1 Week: 8	Term: 2 Week: 6	Term: 3 Week: 9	Term: 4 Week: 6
<b>Outcomes Assessed</b>	5.3, 5.8, 5.12	5.7, 5.9, 5.10, 5.11	5.7, 5.9, 5.10, 5.11	5.4, 5.7, 5.9
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**ELECTIVE SUBJECT TITLE: Year 9 Physical Activity and Sports Studies**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	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>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>		<b>Task 3</b>	
<b>Assessment Overview</b>	Weekly training schedule	Report – benefits of regular physical activity		Design a nutritional product	
<b>Due Date</b>	Term: 1 Week: 5	Term: 1 Week: 9		Term: 3 Week: 10	
<b>Outcomes Assessed</b>	PASS5-1, PASS5-2, PASS5-8, PASS5-10	PASS5-5, PASS5-6, PASS5-10		PASS5-1, PASS5-2, PASS5-9, PASS5-10	
<b>Weighting</b>	<b>30%</b>	<b>30%</b>		<b>40%</b>	

**SUBJECT TITLE: Year 9 Science, Technology, Engineering and Maths****2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2022****HOURS:  
100**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Due Date</b>	<b>TERM 1, 2022 WEEK: 11</b>	<b>TERM 2, 2022 WEEK: 9</b>	<b>TERM 3, 2022 WEEK: 5</b>	
<b>Course Component</b>	Unit 1: Fundamentals	Unit 3: Sustainable transport	Unit 4: CAD	
<b>Nature of Task</b>	Practical task and portfolio	Practical task and portfolio	Practical task and portfolio	
<b>Outcomes Assessed</b>	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	
<b>Components/Weightings</b>				<b>TOTAL</b>
	20%	10%	15%	<b>50%</b>
	10%	10%	15%	<b>50%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

**ELECTIVE SUBJECT TITLE: Year 9 Visual Arts**

**ASSESSMENT COMMENCES: TERM 1, 2022**

**HOURS: 100**

Term	Term 1 Observing the land	Term 2 Sculpting culture	Term 3 Abstract portraiture	Term 4 Art on the streets
<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 study a variety of artists exploring the material and conceptual practice of Albert Namatjira, Sali Herman, Howard Arkley and 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 three-dimensional artworks using clay and cardboard. The artmaking will be inspired by culture and the work of contemporary artist inspired by the material and conceptual practice of Ah Xian. Students 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 explore the material and conceptual practice of the artists Pablo Picasso, Georges Braque, Roy Lichtenstein and David Hockney. Students develop an understanding of how artists are influenced by other artists and how this inspiration enables them to create and develop original abstract artworks. Students' will develop art making skills in painting and photography.	<b>Term Summary and Focus:</b> Students explore the influence of popular culture and politics through street art. Students explore artist including Jean-Michel Basquiat, Banksy, Guerrilla girls and Frank Shepard Faire. Students make stencil art, experiment with spray paint and collaborative murals and performance works including spoken work
<b>Subject Specific Requirements</b>	Students work in their Visual Arts Process Diary and complete artmaking and theoretical and historical studies, 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>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Observing the land</b> Series of artworks 20% Artist statement 10%	<b>Sculpting culture</b> Case study written responses 20% Artwork and planning process documented in their Visual arts process diary 10%	<b>Abstract portraiture</b> Artwork 20% Artist research and art evaluation 20%	
<b>Due Date</b>	Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 10	
<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</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

