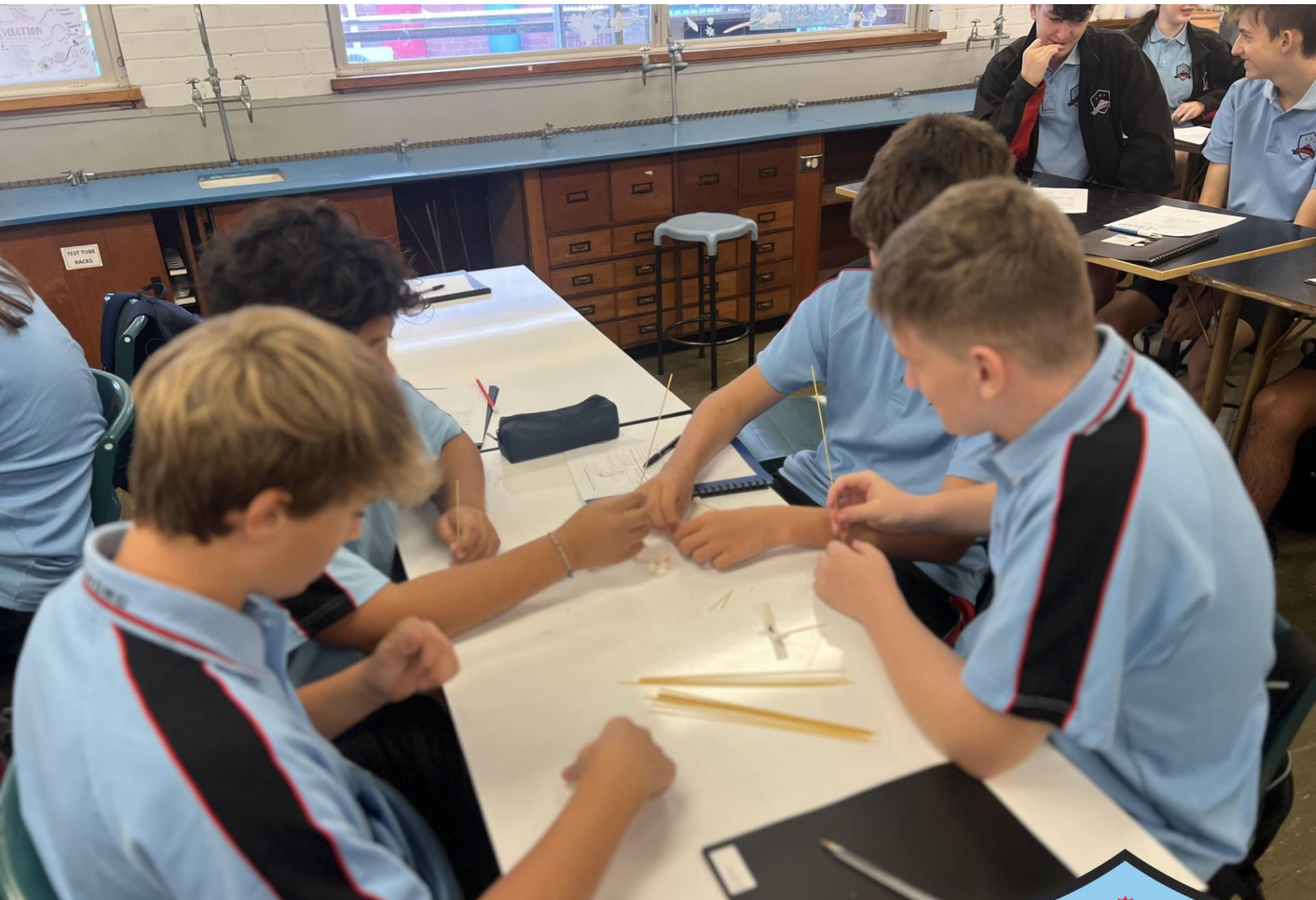


# WARRAWONG HIGH SCHOOL

## Year 9 Learning and Assessment Booklet 2024



Education &  
Communities







# 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.

<b>Assessment Overview</b>	.....	<b>4</b>
<b>Student Responsibilities</b>	.....	<b>5</b>
<b>Teacher Responsibilities</b>	.....	<b>6</b>
<b>Study Tips for Assessment</b>	.....	<b>7</b>
<b>Penalties for Assessment</b>	.....	<b>8</b>
<b>Assessment Overview</b>	.....	<b>9</b>
<b>Formal Assessment Planner</b>	.....	<b>10</b>
<b>Subject Learning and Assessment Overviews: Core Subjects</b>	.....	<b>12</b>
English	.....	12
Mathematics	.....	13
Science	.....	14
Geography	.....	15
History	.....	16
PD/H/PE	.....	17
<b>Subject Learning and Assessment Overviews: Elective Subjects</b>	.....	<b>18</b>
Child Studies	.....	18
Critical & Creative Thinking	.....	19
Food Technology	.....	20
History Elective	.....	21
Industrial Technology – Metal	.....	22
Industrial Technology – Timber	.....	23
Marine & Aquaculture Technology	.....	24
Physical Activity and Sport Studies	.....	25
STEM	.....	26
Visual Arts	.....	27



# Assessment Overview

AT WARRAWONG HIGH SCHOOL

## 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 know 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.

## Ask For Help

If you think that you or your child may require support in completing formal assessment tasks, please discuss the matter with your classroom teacher, faculty Head Teacher, Year Adviser, or school learning support team. The school is here to support all student to achieve success in education.

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.

## **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.

## **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.

## **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 penalty.
- 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.

## **6. Penalties**

- Penalties for Year 7-9 are 10% per day for a maximum of 5 days (50%), after which time the resultant mark received will become zero or an E grade for non-submission, unless the student provides appropriate documentary evidence of illness or misadventure.





# Assessment Overview

Term 1 - 2024

Term 2 - 2024

Mandatory Courses	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10
English											30%										30%
Mathematics								30%													35%
Science							35%														
Geography								25%								25%					
History																					
Personal Development, Health and Physical Education										30%											
<b>Elective Courses</b>																					
Child Studies										30%						30%					
Critical & Creative Thinking													30%								40%
Food Technology							30%										20%				
History Elective										30%							35%				
Industrial Technology - Metal							30%										40%				
Industrial Technology - Timber							30%										40%				
Marine & Aquaculture Technology										40%										25%	
Physical Activity & Sports Studies						30%				30%											
STEM								35%													35%
Visual Arts											30%									30%	
																<b>Fri</b>	<b>Fri</b>				

Term 3 - 2024

Term 4 - 2024

Mandatory Courses	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
English									40%												
Mathematics							35%														
Science						35%								30%							
Geography																					
History									25%				25%								
Personal Development, Health and Physical Education								40%						30%							
<b>Elective Courses</b>																					
Child Studies									40%												
Critical & Creative Thinking												30%									
Food Technology							20%							30%							
History Elective														35%							
Industrial Technology - Metal													30%								
Industrial Technology - Timber													30%								
Marine & Aquaculture Technology												35%									
Physical Activity & Sports Studies									40%												
STEM									30%												
Visual Arts									40%												
															<b>Fri</b>	<b>Fri</b>					

**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>		
<b>11</b>		

**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, 2024**

**HOURS: 100**

	<b>Term 1 What is love?</b>	<b>Term 2 Predicting the Future</b>	<b>Term 3 A moment in time</b>	<b>Term 4 Close Study of Text</b>
<b>Term Overview</b>	<p><b>Term Summary and Focus:</b> In this module, students investigate what it means to love through their study of a range of poetry from a variety of contexts. They will explore how composers use language forms and features to navigate the complexities and paradoxes of love. Students will analyse how contextual and creative influences shape their understanding of love. Through their investigation of a range of composers from different contexts, students will examine the way a poet's style shapes meaning in their work.</p>	<p><b>Term Summary and Focus:</b> Students will study a range of poetry forms to develop their understanding of form, such as haiku. Through this study students will implement their new knowledge by identifying and analysing techniques in selected poems where they communicate their understanding of the key ideas, language and structure of the poetry studied in class.</p>	<p><b>Term Summary and Focus:</b> Students study one literary print text, for example a prose fiction. They identify, analyse and respond to the ideas in the text and the ways in which meaning is shaped. Students examine the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions. Through their critical and creative responses to the text, students develop their understanding of the use and effects of elements such as style, tone and mood. They further develop their critical skills to analyse and assess the ways meaning is shaped and conveyed.</p>	<p><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.</p>
<b>Outcomes Addressed</b>	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	
<b>Formal Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	Examination	Multimodal	Sustained Response and Reflection	
<b>Due Date</b>	<b>Term: 1      Week: 11</b>	<b>Term: 2      Week: 9</b>	<b>Term: 3      Week: 9</b>	
<b>Outcomes Assessed</b>	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	
<b>Weighting of Tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	

**SUBJECT TITLE: Year 9 Mathematics**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

Term Number	Term 1 Right-Angled Triangles & Financial Mathematics	Term 2 Algebraic Thinking & Measurement	Term 3 Linear Relationships, Enlargement & Probability	Term 4 Algebraic Techniques, Equations & Decision Making
Term Overview	<b>Term Summary and Focus:</b> Students will use Pythagoras' Theorem to solve problems involving right-angled triangles. Students will use their knowledge of fractions and percentages to solve real-life finance problems.	<b>Term Summary and Focus:</b> Students will review algebraic expressions and solve equations. Students will also use formulas to calculate the perimeter, area and volume of shapes.	<b>Term Summary and Focus:</b> Students will build an understanding of linear relationships, identify similar shapes in geometry and ratios involved with scale drawings and calculate the chance of an event.	<b>Term Summary and Focus:</b> Students will further develop their knowledge of algebra and equations to solve problems. They will collect, organise and display data sets. As well as analyse the data sets using appropriate statistical methods.
Subject Specific Requirements	<b>Students must bring a personal calculator.</b>			
Outcomes Addressed	<b>Stage 5 Core:</b> MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-FIN-C-01, MA5-FIN-C-02 <b>Stage 5 Path:</b> MA5-TRG-P-02	<b>Stage 5 Core:</b> MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-ARE-C-01, MA5-VOL-C-01 <b>Stage 5 Path:</b> MA5-ALG-P-01, MA5-EQU-P-01, MA5-EQU-P-02	<b>Stage 5 Core:</b> MA5-LIN-C-01, MA5-LIN-C-02, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02, MAO-WM-01, MA5-PRO-C-01, MA5-PRO-P-01 <b>Stage 5 Path:</b> MA5-LIN-P-01	<b>Stage 5 Core:</b> MAO-WM-01, MA5-ALG-C-01, MA5-ALG-P-02, MA5-DAT-C-01 <b>Stage 5 Path:</b> MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-EQU-P-01
Formal Assessment	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Formative Assessment</b>
Assessment Overview	<b>Common Test</b> – Right-Angled Triangles <b>Optional Path</b> – Trigonometry	<b>Half-Yearly Test</b> – Finance & Algebraic Techniques <b>Optional Path</b> – Algebraic Equations & Indices	<b>Final Examination</b> – Algebra, Right-Angled Triangles Measurement & Linear Relationships	
Due Date	Term: 1                      Week: 8	Term: 2                      Week: 9	Term: 3                      Week: 7	
Outcomes Assessed	<b>Core:</b> MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02 <b>Path:</b> MA5-TRG-P-02	<b>Core:</b> MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01 <b>Path:</b> MA5-ALG-P-01, MA5-EQU-P-01, MA5-EQU-P-02	<b>Core:</b> MA5-LIN-C-01, MA5-LIN-C-02 <b>Path:</b> MA5-LIN-P-01	
Weighting of Tasks	<b>30%</b>	<b>35%</b>	<b>35%</b>	

**SUBJECT TITLE: Year 9 Science**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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>	Term Summary and Focus: Energy (PW3) Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity Conservation of energy (PW4) Energy conservation in a system can be explained by describing energy transfers and transformations. Plate tectonics and disasters (ES2) The theory of plate tectonics explains global patterns of geological activity and continental movement.	Term Summary and Focus: Atoms and the periodic table (CW2) The atomic structure and properties of elements are used to organise them in the Period Table. Radioactivity (CW1) Scientific understanding changes and is refined over time through a process of review by the scientific community	Term Summary and Focus: Waves (PW1) Energy transfer through different mediums can be explained using wave and particle models Cosmology (ES1) Scientific understanding, including, models and theories, are contestable and are refined over time through a process of review by the scientific community.	<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.
<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>	Scientific Observations - Practical task Energy conservation in a system can be explained by describing energy transfers and transformations.		<b>Scientific Design - Practical task</b> Applications of waves and cosmology.	Semester 2 examination Waves, cosmology and disease.
<b>Due Date</b>	Term: 1 Week: 7		Term: 3 Week: 6	Term: 4 Week: 4
<b>Outcomes Assessed</b>	7WS, 9WS, PW11		6WS, 7WS, PW10	10PW, 12ES, 14LW, 6WS
<b>Weighting</b>	<b>35%</b>		<b>35%</b>	<b>30%</b>

**SUBJECT TITLE: Year 9 Geography****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 50**

Term	Term 1 Sustainable Biomes	Term 2 Changing Places
<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>	<b>Sustainable Biomes/Skills Test</b>	<b>In-class extended response on Changing Places</b>
<b>Due Date</b>	Week: 8	Week: 5
<b>Outcomes Assessed</b>	GE5-1, GE5-3, GE5-5	GE5-2, GE5-3, GE5-8
<b>Weighting</b>	<b>25%</b>	<b>25%</b>

**SUBJECT TITLE: Year 9 History**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 50**

Term	Term 3 Making a Better World? Movement of Peoples	Term 4 Australians at War
<b>Term Overview</b>	<p><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:</p> <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>	<p><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:</p> <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 and ICT Skills	
<b>Outcomes Addressed</b>	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>Assessment Overview</b>	<b>Information Report including primary source analysis</b>	<b>In-Class Examination</b> Australians at War
<b>Due Date</b>	Week: 9	Week: 3
<b>Outcomes Assessed</b>	HT5.2, HT5.5, HT5.6	HT5.1, HT5.4, HT5.7, HT5.9
<b>Weighting</b>	<b>25%</b>	<b>25%</b>



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

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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>	<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,			
<b>Outcomes Addressed</b>	PD5-1, PD5-8, PD5-9, PD5-10	PD5-2, PD5-3, PD5-6, PD5-7,	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9
<b>Assessment</b>	<b>Task 1</b>		<b>Task 2</b>	<b>Task 3</b>
<b>Assessment Overview</b>	Assessing Nutrition labels Review of diet		Practical assessment Moving into and making space	In class examination based on information from terms 1-3
<b>Due Date</b>	Week: 10		Week: 8	Week: 4
<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, 2024**

**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 develop an understanding of ways to satisfy the needs of a newborn in order to promote their safety and wellbeing. Students will apply understandings to practical settings using a simulation baby. Students undertake the Parenting egg challenge for 3-5 days	<b>Term Summary and Focus:</b> Students explore the various roles that occur as people become parents and support services available in the local community to help managing changes and challenges as new families and structures are created.
<b>Subject Specific Requirements</b>	Students develop their understanding of all aspects of parenthood and childbirth.			
<b>Outcomes Addressed</b>	CS5-3, CS5-6, CS5-7,	CS5-1, CS5-5, CS5-11,	CS5-10 CS5-12	CS5-2, CC5-3 CS5-8 CS5-10 CS5-12
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<b>Budgeting for a newborn.</b>	<b>Presentation on Stages of Pregnancy.</b>	<b>Practical Task and reflection The Egg Parenting Challenge</b>	
<b>Due Date</b>	Week: 10	Week: 5	Week: 9	
<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 Critical Thinking**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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 - Claims		\$20 Boss
<b>Due Date</b>	Term: 2 Week: 2	Week: 10		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, 2024**

**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> Food Selection and Health	<b>Term Summary and Focus:</b> Food in Australia	<b>Term Summary and Focus:</b> Food for Special Occasions	<b>Term Summary and Focus:</b> Food for Special Needs
<b>Subject Specific Requirements</b>	Students will be provided with work booklets for each topic. Practical lessons are a component of student learning and correct footwear and PPE			
<b>Outcomes Addressed</b>	FT5-7, FT5-10, FT5-11, FT5-12, FT5-1	FT5-10, FT5-11 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	In class Practical Task	Celebration cake and written task	Yearly Exam
<b>Due Date</b>	Week: 7	Week: 6	Week: 7	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 History Elective**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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
Term Overview	<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.
Subject Specific Requirements	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.			
Outcomes Addressed	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
Formal Assessment	<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	Week: 10	Week: 6		Weeks: 4
Course Component(s)	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
Weighting of Tasks	<b>30%</b>	<b>35%</b>		<b>35%</b>

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

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

Term Number	Term 1 Topic	Term 2 Topic	Term 3 Topic	Term 4 Topic
<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 applications 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 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>Metal Research Task</b> Research task on metal industry, links to industry, historical technology, societal and environmental impact
<b>Due Date</b>	Week: 7		Week: 6	Week: 3
<b>Course Component(s)</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>30%</b>		<b>40%</b>	<b>30%</b>

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

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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>	Week: 7		Week: 6	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 of Tasks</b>	<b>30%</b>		<b>40%</b>	<b>30%</b>

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

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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>	Week: 11	Week: 9		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 Physical Activity and Sports Studies**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**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>	Week: 6	Week: 10		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 STEM**

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

Term	Term 1 iSTEM Fundamentals Coding	Term 2 Microbits YICTE	Term 3 YICTE Escape Room	Term 4 Yabby Project Drones
<b>Term Overview</b>	<p>Term Summary and Focus: iSTEM Fundamentals Through a series of small design tasks, students will learn and practice the steps of the Engineering Design Process. They will learn CAD modelling and 3D design their own prototype.</p> <p>Coding This short unit will teach students the fundamentals of block coding. Students will learn to make their own codes.</p>	<p>Term Summary and Focus: <b>Microbits</b> This unit will develop students' understanding of how software and hardware work together. Students will learn to program microbits to carry out specific functions.</p> <p><b>YICTE (Young ICT Explorers)</b> Students will develop their own ICT inventions to enter the YICTE competition.</p>	<p>Term Summary and Focus: Escape Rooms Students will apply their understanding of design and technology to the entertainment industry by creating their own escape room with engineered puzzles.</p>	<p><b>Term Summary and Focus: Aquaponics and Aquaculture</b> This unit will prepare students with the knowledge and skills to iterate and make improvements to the school's aquaponics area to breed yabbies. Students will learn about yabby biology and aquaculture.</p> <p><b>Drones</b> Students will learn about the applications of drone technology and will code drones to carry out specific functions.</p>
<b>Outcomes Addressed</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	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-1
<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Assessment Overview</b>	<p>Design Portfolio Students will follow the Engineering Design Process to develop and evaluate a prototype.</p>	<p>YICTE Project Students YICTE projects will be submitted for assessment. Students will use the feedback to improve their project to be submitted to the competition.</p>	<p>Escape Room Design Task Students will work collaboratively and follow the Engineering Design Process to design an escape room for their peers to participate in.</p>	
<b>Due Date</b>	Week: 8	Week: 9	Week: 10	
<b>Outcomes Assessed</b>	ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8	ST5-1, ST5-2, ST5-3, ST5-4, ST5-8	ST5-1, ST5-2, ST5-3, ST5-4, ST5-6, ST6-7, ST5-9	
<b>Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	

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

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

Term	Term 1 Observing the land	Term 2 Sculpting culture	Term 3 Still Painting	Term 4 Painting this Painting that/
<b>Term Overview</b>	<b>Term Summary and Focus:</b> Students produce a series of landscape artworks using a variety of techniques and materials. Students study a variety of artists exploring the material and conceptual practice 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. The artmaking will be inspired by culture and the work of historical and contemporary artists. Students begin to develop an understanding of the relationship between the world, artist and artwork as they investigate selected	<b>Term Summary and Focus:</b> Students explore painting through till life. Students research the practice of one famous still life artist and gain inspiration from their research to develop their own still life masterpiece.	<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 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	VA 5. 4 VA 5.8, VA 5.9	VAS5.5, VAS5.6, VAS5.7, VA 5.10	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 30%	<b>Sculpting culture</b> Artwork and planning process documented in their Visual arts process diary 10% Case study written responses 20%	<b>Abstract portraiture</b> Artwork 20% Artist research 20%	
<b>Due Date</b>	Week: 11	Week: 8	Week: 10	
<b>Outcomes Assessed</b>	VAS5.1, VAS5.2, VAS5.3, 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>	