

Mount Annan High School

Year 9 Assessment Handbook 2025



'Be The Best You Can Be'

Phone: (02) 4648 0111

Fax: (02) 4648 0042

Email: mountannan-h.school@det.nsw.gov.au

Website: mountannan-h.schools.nsw.gov.au

248 Welling Drive, Mount Annan, NSW, 2567



**Education
Public Schools**

Principal: Mr Ken Bates

Last Updated: February 2025

Table of Contents

Year 9 Assessment Procedures

The purpose of assessment	Page 3
How will assessment be undertaken?	Page 3
Notification of assessment tasks	Page 4
Submission of assessment tasks	Page 4
Hand-In assessment tasks	
In-class assessment tasks and examinations	
Late, non-submission and absence of assessment tasks	Page 5
School leave affecting assessment tasks	Page 5
Illness/Misadventure/Extension/Approved School Activity- Form 1	Page 7
Procedures for an assessment appeal application	Page 8
Appeals of Illness/Misadventure Decision- Form 2	Page 9
Appeals of Malpractice to the Principal – Form 3	Page 10
Reporting on student progress	Page 12
Maintaining honesty and integrity	Page 13

Course Assessment Schedules

English	Page 16
HSIE	Page 17
Mathematics	Page 21
Personal Development, Health and Physical Education	Page 23
Science	Page 24
Child Studies 100 hours	Page 25
Commerce 200 hours	Page 26
Design and Technology 200 hours	Page 27
Drama 200 hours	Page 28
Food Technology 200 hours & 100 hours	Page 29
History Elective 100 hours	Page 30
Industrial Technology- Building and Construction 100 hours.....	Page 31
Industrial Technology- Metals 100 hours	Page 32
Industrial Technology- Timber and Furnishing 200 hours	Page 33
Music 100 hours	Page 34
PASS 200 hours	Page 35
Visual Design 100 hours	Page 37

Year 9 Assessment Procedures

The purpose of assessment

The NSW Educational Standards Authority (NESA) defines assessment as ‘the process of identifying, gathering and interpreting information about student’s learning’. Assessment should be summative (Assessment OF Learning), to provide information on student achievement and progress as well as formative (Assessment FOR Learning), to support ongoing teaching and learning and to set future directions. In Years 11 and 12, Assessment takes on the special significance of contributing to the award of important public credentials - the Record of Student Achievement (ROSA), and Higher School Certificate (HSC).

We assess student achievement to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform student reporting processes
- Assist Accountability

This booklet lists formal assessment items that are common to all students. Students will also be given tasks that do not appear in this booklet and are required to complete these also. They contribute to students’ ability to develop their knowledge, skills and understanding just as much as formal tasks. Assessment may also be used as a tool to enable students and teachers to identify core strengths and areas for improvement.

How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA recommends a maximum of four assessment tasks for each subject studied each year. Assessment can be conducted using, but not limited to, the following methods:

- Class work - which include video/novel reports, ICT research or homework activities.
- Oral presentations - prepared speech and/or seminar presented to the class
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task.
- Film-making.
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities.
- Peer assessment.
- Listening task.
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance.
- Examinations – during a formalized examination period or in-class examinations and topic tests

Notification of assessment tasks

Notification of an Assessment Task will be given to students in writing **at least two weeks** prior to the task due date, printed on blue paper, using the Mount Annan High School Assessment Task Notification Proforma. Digital copies of assessment tasks will also be made available on the school's web page and respective Google Classroom pages.

The Proforma includes the requirements outline by NESA including:

- Task Number
- Task Weighting
- Timing
- Outcomes Assessed
- Description of the nature of the task
- Marking Criteria
- Feedback to be provided

Submission of assessment tasks

The *Year 9 Assessment Handbook* shows the general timing of assessment tasks in regard to the school term and week in which they are due. Precise submission dates and times for a hand-in task will be clearly specified on the assessment task notification for that task.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated. In certain situations, students may be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.

Assessment tasks should be presented on, **or before**, the due date. **ALL** work must ultimately be submitted to satisfy course completion criteria. This is clearly stated in the ACE Manual (ACE 8073)

- NESA expects students to attempt all assessment tasks set. For all Board Developed Courses (except VET courses and Life Skills courses) the NESA requires all students to follow an assessment program and have an assessment task mark submitted.
- The **minimum requirement** is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50 percent** of available marks in the course.

A Letter of Concern will be sent home for an assessment task not meeting the requirements listed above.

Hand-In assessment tasks

Hand-in assessment tasks are those that are completed outside the classroom. These tasks are to be submitted by the designated date and time as specified on each Assessment Task Notification. Tasks submitted via Google Classroom are to be submitted by the date and time specified on the Assessment Task Notification. All tasks may be submitted before the due date.

If students are on approved leave or representing the school at a sporting event, students must advise their classroom teacher of their absence in advance and submit the Assessment Task on or before the due date or negotiate a new due date with the Head Teacher if on an extended period of leave.

In-Class assessment tasks and examinations

In-class assessment tasks are those that require the student to be present at school in order to complete, such as topic tests, presentations, speeches, performances and practical tasks. Examinations are those held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.

During in-class examinations, students school bags remain at the front of the examination room, mobile phones are to be switched off and placed in school bags. The teacher supervising the in-class examination will provide active supervision of the task by walking around the room.

Where two or more classes exist in a course, they may be timetabled at different times. Moderation procedures in the form of common assessment tasks and examinations will be used.

Late, non-submission and absence of assessment tasks

Any task submitted after the designated date and/or time will be determined late. Late days **include** non-school days, such as weekends, public holidays and school holidays; therefore, students should submit hand-in tasks online via Google Classroom to avoid higher penalties. Failure of computer equipment is NOT an acceptable reason for late submission of Assessment Tasks.

Failure to submit an Assessment Task on time and on the due date will result in the following deductions:

Year 9- Zero mark awarded

It is recommended students submit a medical certificate to avoid mark deductions.

Letter of Concern sent home for Assessment Tasks submitted late.

All tasks submitted after the due date incur a zero mark, tasks must still be completed, submitted and marked with a grade allocation in order to meet course outcomes.

If a student is unable to meet a deadline due to illness, misadventure or another school event, they are able to justify the late submission of tasks using *Illness, Misadventure, Extension and School Activity Form*. Concessions can be made at the Head Teacher's discretion or for students with PLP's, extensive learning needs or in extenuating circumstances.

If a student is absent on the day of an in-class assessment task or examination, they must be prepared to complete the task on the next day of their return to school and/or see their classroom teacher to schedule an alternate date to complete the task. Deductions will occur as per the table above without valid reason or documentation. All absences from school must be explained on the day by parents/carers.

School leave affecting assessment tasks

Leave from school **may** be granted by the Principal upon completion of an '**Extended Leave Application Form**', which details all coursework to be completed whilst on leave and any assessment requirements are indicated.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should NOT assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

The Department of Education's position in relation to student leave is stated in the *Student Attendance in Government Schools Procedures School Attendance Policy*, in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When student leave clashes with an assessment task

The school has well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Students and families are expected to make arrangements to ensure that any leave does not clash with school assessment schedules.

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **mark deductions** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing.

Students with a scheduled in-class task, such as an examination, test, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a zero mark may be awarded, an estimate mark awarded or an exemption may be granted at the discretion of the Head Teacher.

Absence due to school business

Where a student has a clash between an assessment task and another official school activity, such as representative sport, it is the student's responsibility to contact the classroom teacher to re-schedule the submission time of a hand-in task or reschedule a time to complete an in-class task.

1. For Assessment Tasks completed at home – you must submit the assessment task before 9am on the due date.
2. For Assessment Tasks completed at school – you must report to the relevant Faculty Head Teacher before school on the next day you attend school with a completed Illness/Misadventure/Extension/School Approved Activity form.

Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **mark deduction** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher using the 'Appeals Form'.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to suspension

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student, parent/carer and class teacher
- **Examinations** – the relevant Faculty Head Teacher will arrange for the student to sit the examination at the schedule time in an alternative school-based location and/or will be able to attend school by invitation only, which will be communicated to the student, parent/caregiver and class teacher. The consequences of not following these procedures may result in a zero mark being awarded.



MOUNT ANNAN HIGH SCHOOL

Illness/ Misadventure/ Extension/ School Approved Activity Form 1

SECTION A – Student Details

Student Name: Year Group: Date of form submission:

SECTION B – Assessment Task Details

Table with 5 columns: COURSE, ASSESSMENT TASK AND NUMBER, WEIGHTING, DUE DATE, SUBMITTED Y/N

SECTION C – What is the nature of the application (indicate with a tick)

0 Misadventure 0 Illness 0 Extension 0 School Approved Activity

SECTION D – Evidence Supporting the Application

Please explain the reason for this application and the evidence you have attached to this application. For example: Doctor’s Certificate

Student Signature

Parent/Guardian Signature

Section E Head Teacher Recommendation (indicate with a tick)

Date Received 0 Upheld 0 Declined
Comments: Please include circumstances relevant to this application.

Head Teacher Signature:

Date:

Section F Deputy Principal Decision (for ROSA, Preliminary and HSC only) (indicate with a tick)

Date Received 0 Upheld 0 Declined
Comments: Including consultation with the Head Teacher and Class Teacher, where applicable.

Deputy Principal Signature:

Date:

Note: If the application is declined you have the right to Appeal the decision. Appeal form handed out by Head Teacher? YES NO

Procedures for an assessment appeal application

All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or; an assessment task result. A student must submit an **Appeal Form** to the relevant Head Teacher, depending on the nature of the appeal.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice. Students wishing to appeal a decision must follow the relevant procedure outlined below:

Step One: Collect a form

Students must obtain an Appeals Form. Forms can be obtained from the front office, Learning Centre, on the School webpage and in Assessment Schedule booklets.

Step Two: Submit the Application Form

Students must submit their appeal to the Stage Head Teacher within one school day of the initial illness/misadventure or malpractice decision being communicated to the student. Additional supporting documentation, if applicable, should be submitted at this time.

Step Three: Resolution and Feedback

The appeal application and additional documentation will be considered by a review panel convened by the Deputy Principal. The decision will be communicated in writing to the relevant Faculty Head Teacher, Class Teacher, student and parents/caregivers. The Deputy Principal will notify the Principal if further action is required



Appeals Form
(Appeal of the Illness / Misadventure Decision – Form 2)

Table with 4 columns: Student Name, Date of Appeal Submitted, Year/Course, Deputy Principal Signature.

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of an Illness/Misadventure and Extension Application being declined.
Attach additional supporting evidence to this appeal.

SECTION A - Additional Evidence Supporting the Appeal

Please list evidence you have attached to this appeal including your initial Misadventure Form decision. You can include further information here to support this review.

Student Signature

Parent/Guardian Signature

SECTION B – Completed by the Deputy Principal and/or Delegated Deputy Principal

Date the Appeals Application is received:

Comments: Please include circumstances relevant to this appeal.

Deputy Principal Signature:

Date:

SECTION C – Completed by the Appeal’s Panel

Date the Appeals Application is received by the Panel:

Comments: Including consultation with Head Teacher and Class Teacher, where applicable.

Outcome (circle the outcome applicable):

Decline OR Upheld
YES NO

Outcome communicated to Student:

Student Signature

Date Received



MOUNT ANNAN HIGH SCHOOL

Appeals Form to Principal (Appeal of the Malpractice Decision – Form 3)

Student Name:		Date of Appeal Submitted:	
Year/Course:		Deputy Principal Signature:	

If the student wishes to appeal, they must:

- Submit this Appeal Form within 7 school days of a Malpractice investigation has been proven.
- Attach additional supporting evidence to this appeal.

SECTION A - Additional Evidence Supporting the Appeal

Please list evidence you have attached to this appeal including your initial malpractice allegation. You can include further information here to support this review.

Student Signature

Parent/Guardian Signature

SECTION B – Completed by the Deputy Principal who lead the Panel

Date the Appeals Application is received: _____

Comments: Please include circumstances relevant to this appeal. Panel comments (attach decision)

Deputy Principal Signature: _____

Date: _____

SECTION C – Completed by the Principal

Date the Appeals Application is received by the Principal: _____

Comments:

Outcome (circle the outcome applicable):

Decline

OR

Upheld

Outcome communicated to Student:

YES

NO

Student Signature

Date Received

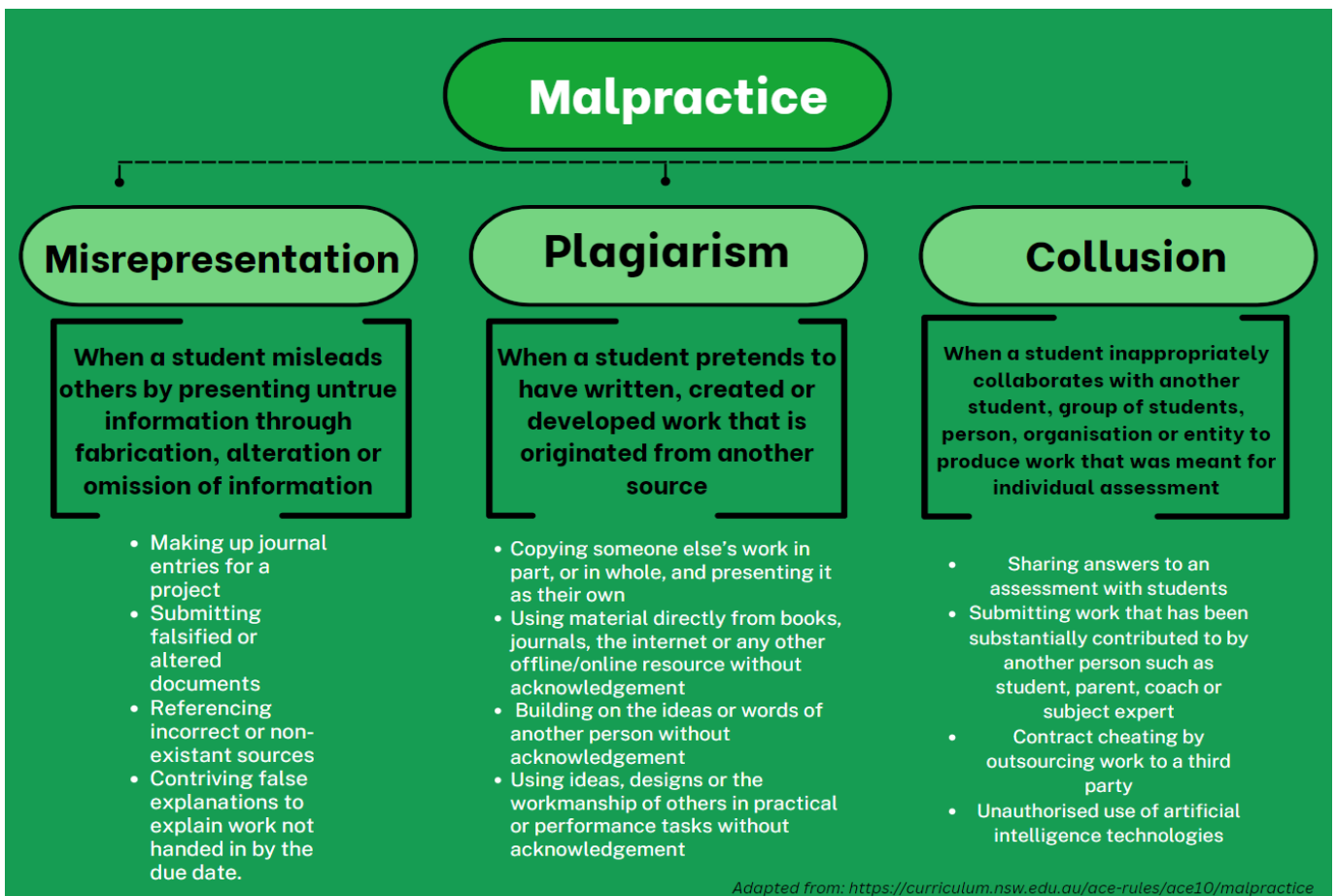
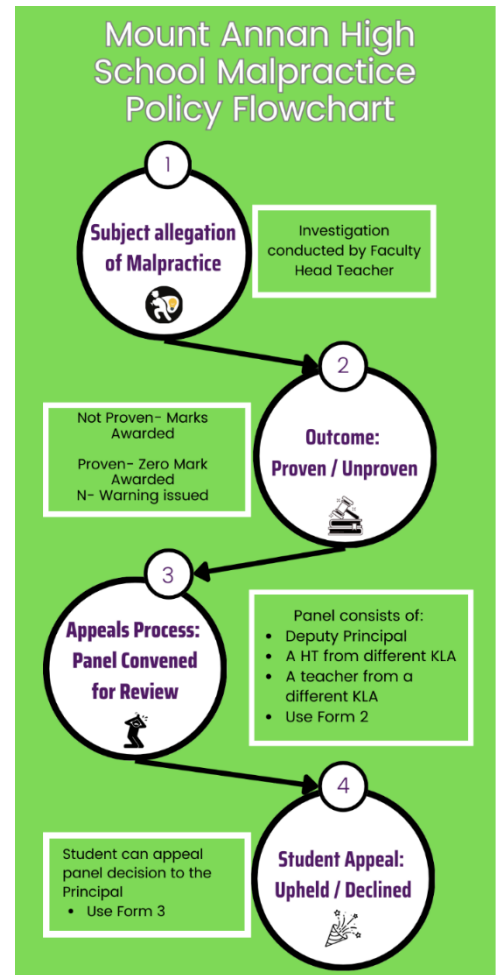
Malpractice

Malpractice in any form including plagiarism, collusion, is any attempt to gain an unfair advantage over other students. misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.

Should any student be found guilty of malpractice in an assessment task, he or she will be given a **zero mark** for the task and added to the NESAs malpractice register.

- Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

Types of Malpractice



Reporting on student progress

Mount Annan High School we ensure in the awarding of grades that are allocated by using clear procedures that are in compliance with the NSW Education Standards Authority (NESA). This ensures consistent approaches for results and/or grades, reflecting student achievement against guideline standards. Student achievement is measured against how well students meet course descriptors.

Stage 4 Marking and Grading

The NESA Common Grade Scale is applied to assessment and reporting. Raw marks can be used to determine achievement of students; however, grouped bands of raw marks **cannot** be applied in the allocation of grades. Head Teachers develop their teachers' capacity to make consistent judgements in relation to the Common Grade Scale. They establish and implement appropriate marking procedures for consistency of marking across different classes within the same Year group. This is achieved by:

- Following common syllabuses and programs.
- Using common rubrics and marking criteria.
- Considering shared samples of student work.
- Participating in moderation sessions using real student work samples.

The standard of achievement corresponding to each level of the grade scale is shown in the table below.

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

Maintaining honesty and integrity

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Acknowledging your sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in the form of a bibliography or other referencing method as instructed by their teacher. This includes any material from other sources like books, journals, electronic resources and the internet.

To prepare for writing a bibliography follow the examples listed below for the resources you have used. Note carefully the punctuation, especially date in brackets after the author's name, full stop after the authors initial and the place of publication and commas after surname, each name, article title, book title and publisher. The title can be underlined or written in italics.

Source of Information	Bibliography Format	Example
Books	Author's surname, initials. (Date) <i>Title of book</i> . Chapter. Page numbers. Publisher. Location of Publication.	Dixon, J. (1988) <i>How to be a successful student</i> , p4-6. Penguin Books. Ringwood. Vic.
Article in a newspaper	Journalist surname, initials. (Date). 'Name of article', Name of newspaper, date of publication, page number	Legge, Kate. (1987) 'Labour to cost the Keating Factor', Times on Sunday, 1 Feb., p.2
Motion picture (movie)	'Name of motion picture' (motion picture), (date of release), country, name of production company	<i>The Comedic Fall</i> (motion picture), (1964), Englewood, New Jersey, Netflix.
Television show	'Episode name of television program' (television program), Name of television program, date watched, television station	'What are we going to do with the money?' (television program), Four Corners, 8 August 1982, ABC Television
Web page	Author's surname, initials. (Date) Title (Internet), Place of publication (if known), Publisher (if known), URL (accessed date)	Martin. Suzanne. (16 August 1999) Feminism Today (online), www.fem.org/feminismtoday.html (accessed 11 November, 2005).
Primary Source: Interview with a person	Interview with <i>name of person interviewed</i> about <i>topic of interview</i> , date interview took place, location of interview.	Interview with Nola Archer about her World War II experiences, 6 March 2000, St Clair.

Steps to manage assessment tasks

Students are advised to:

- Start tasks early so that you can ask for help if you need it
- Read the task notification sheet carefully so you are aware of all task requirements
- Be aware of due dates. Keep the assessment calendar schedule handy.
- Record your sources of information as you find them so that the bibliography doesn't become a major task at the end.
- Frequently save, back up and print any work completed on a digital device. The failure of technology is NOT an acceptable reason for late submission of work
- Keep a copy of any work you submit for marking.

Year 9 Assessment Calendar 2025

Week	Term 1	Term 2	Term 3	Term 4
1	Task 3- HSIE (Ongoing)	Task 3- HSIE (Ongoing)	Report Reflections Week Semester One reports distributed. Task 3- HSIE (Ongoing)	Task 3- HSIE (Ongoing)
2			Parent/Teacher Night	Task 3: Commerce
3		Task 1: Food Technology, Industrial Technology- Building and Construction, Industrial Technology- Metals, Industrial Technology- Timber		
4		Task 2: HSIE (History) D, E, F		Task 2: HSIE (History) A, B, C, Industrial Technology- Building and Construction, Industrial Technology- Metals, Industrial Technology- Timber Task 4: Science
5		Task 2: Science	Wellbeing Excursion (Fri)	Task 2: HSIE (Geo) D, E, F Task 4: English
6	NAPLAN Task 1: Science	Task 2: English, HSIE (Geo) A, B, C	Task 3: Science	Task 2: Food Technology, Design and Technology Task 4: Mathematics, Visual Design, Drama, Music
7	NAPLAN	King's Birthday Public Holiday Task 2: Mathematics, Drama, Music Task 3: PDHPE (Ongoing),		
8	NAPLAN Task 1: HSIE (History) D, E, F Mathematics, Child Studies (Ongoing), Drama, Music Task 2: PDHPE (Practical Ongoing)	Task 1: Design and Technology Task 2: Child Studies (Ongoing), Commerce, Visual Design Task 3: PASS (Ongoing)	Task 1: HSIE (History) A, B, C Task 3: Mathematics, Child Studies (Ongoing), Drama, Music, Visual Design Task 4: PDHPE (Practical Ongoing), PASS (Ongoing)	Sports Awards Evening (Wed)
9	Task 1: English, HSIE (Geo) A, B, C Child Studies (Ongoing), Commerce, PASS (Ongoing) Task 2: PDHPE (Practical Ongoing)	Task 2: Child Studies (Ongoing), History Elective, Task 3: PASS (Ongoing)	Task 1: HSIE (Geo) D, E, F Task 3: English, Child Studies (Ongoing), History Elective Task 4: PDHPE (Practical Ongoing), PASS (Ongoing)	
10	Task 1: PDHPE, History Elective, PASS (Ongoing), Visual Design Task 2: PDHPE (Practical Ongoing), PASS	Task 3: PDHPE, PASS (Ongoing)	Task 3: Commerce Task 4: PDHPE (Practical Ongoing), PASS (Ongoing)	Night of Excellence (Mon) Semester Two reports distributed.

Course Assessment Schedules 2025

Year 9 English 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Writing for a Purpose: Argument	Narrative: Novel Study	Context: Romeo and Juliet (Film Study)	Connotation, Imagery and Symbolism: Visual Literacy
			Genre: Dystopian Worlds

Course Outcomes

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Argument - Speech	EN5-URB-01 EN5-ECA-01	Term 1 Week 9	25%
	Task 2: Narrative - Creative Response	EN5-RVL-01 EN5-URA-01	Term 2 Week 6	25%
Semester 2	Task 3: Context – Critical Response	EN5-URC-01 EN5-ECB-01	Term 3 Week 9	25%
	Task 4: In-Class Task	EN5-URC-01	Term 4 Week 5	25%

Year 9 HSIE 2025

Course: Geography

Course Outline

Students will study the following units:

Term 1 & 3	Term 2 & 4
Changing Places Students examine the patterns and trends in population movements and the increasing urbanisation of countries.	Sustainable Biomes Students examine the physical characteristics and productivity of biomes.

Course Outcomes

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 <i>9HSIE A, B and C</i>	Task 1: Research Task Changing Places	GE5-1, GE5-4 GE5-8	Term 1 Week 9	40%
	Task 2: Topic Test All topics studied	GE5-2, GE5-5	Term 2 Week 6	45%
	Task 3: Class participation & bookwork		Ongoing	15%

	Assessment Task	Outcomes	Due Date	Weighting
Semester 2 <i>9HSIE D, E and F</i>	Task 1: Research Task Changing Places	GE5-1, GE5-4 GE5-8	Term 3 Week 9	40%
	Task 2: Topic Test All topics studied	GE5-2, GE5-5	Term 4 Week 5	45%
	Task 3: Class participation & bookwork		Ongoing	15%

Year 9 HSIE 2025

Course: History

Course Outline

Students will study the following units:

Term 1 & 3	Term 2 & 4
<p>OVERVIEW OF THE MAKING OF THE MODERN WORLD The overview is approximately 10% of teaching time of The Making of the Modern World.</p> <p>The Making of a Modern World: Depth Study 1b Movement of peoples Students examine the influence of the Industrial Revolution</p>	<p>The Making of a Modern World: Core Study – Australians at war: World Wars I and II Students explore the causes of the World War I and World War II and examine why men enlisted and where Australians fought.</p>

Course Outcomes

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
 HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
 HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
 HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
 HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
 HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
 HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
 HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1 <i>9HSIE D, E and F</i>	Task 1: Topic Test Overview and Movement of Peoples	HT5-1, HT5-4, HT5-10	Term 1, Week 8	40%
	Task 2: Research and Writing Task Core topic: Australians at War	HT5-5, HT5-7, HT5-10	Term 2, Week 4	45%
	Task 3: Class participation & bookwork		Ongoing	15%

Assessment Schedule continues on next page

Year 9 HSIE 2025

Course: History

Assessment Schedule continued

	Assessment Task	Outcomes	Due Date	Weighting
Semester 2 <i>9HSIE A, B and C</i>	Task 1: Topic Test Overview and Movement of Peoples	HT5-1, HT5-4, HT5-10	Term 3, Week 8	40%
	Task 2: Research and Writing Task Core topic: Australians at War	HT5-5, HT5-7, HT5-10	Term 4, Week 4	45%
	Task 3: Class participation & bookwork		Ongoing	15%

Year 9 Mathematics 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Geometric Representations Working with Triangles	Prisms and Cylinders Index Laws	Financial Mathematics Constant Rates of Change	Making Predictions Making Decisions

Course Outcomes

MA0-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Std, Adv)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Std)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Std, Adv)

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Std, Adv)

Assessment Schedule- Mathematics

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Part A: Mathspace online component Part B: In-Class assessment	MA0-WM-01 MA5-GEO-C-01 MA5-GEO-P-01 MA5-NET-P-01	Term 1 Week 8	25%
	Task 2 Part A: Mathspace online component Part B: In-Class assessment	MA0-WM-01 MA5-TRG-C-01, MA5-LIN-C-01, MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-LIN-P-01, MA5-IND-P-02, MA5-ARE-P-01, MA5-VOL-P-01, MA5-EQU-P-02	Term 2 Week 7	25%
Semester 2	Task 3: Assignment/Research Task	MA0-WM-01 MA5-IND-C-01, MA5-MAG-C-01, MA5-FIN-C-01, MA5-EQU-C-01, MA5-IND-P-01, MA5-IND-P-02	Term 3 Week 8	25%
	Task 4 Part A: Mathspace online component Part B: In-Class Yearly assessment	All previously identified plus MA5-LIN-C-01, MA5-LIN-C-02, MA5-PRO-C-01, MA5-DAT-C-01, MA5-LIN-P-01, MA5-EQU-P-02, MA5-RAT-P-01, MA5-PRO-P-01	Term 4 Week 6	25%

Year 9 PDHPE 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Why can't you accept me for who I am? Students evaluate factors that shape identity and propose strategies to improve their own and others' wellbeing. Practical *Net Games	Am I ready Yet? Students evaluate factors that shape identity and propose strategies to improve their own and others' wellbeing. Practical *Athletics *Being Active	What Am I Eating? Students critically evaluate and analyse key nutritional information that has the potential to have an impact on young people's health decisions, behaviours and actions. Practical *Small-sided Games	Does this mean I'm crazy? Students develop strategies to manage challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations. Practical *Invasion Games

Course Outcomes

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

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Inclusivity task	PD5-3, PD5-6, PD5-10	Term 1 Week 10	25%
	Task 2: Net Games	PD5-4, PD5-11	Term 1 Weeks 8-10	25%
Semester 2	Task 3: Sexual Health: Pamphlet and TEEL written response	PD5-1, PD5-2, PD5-6	Term 2 Week 10	25%
	Task 4: Small-sided Games	PD5-1, PD5-4, PD5-5.	Term 3 Weeks 8-10	25%

Year 9 Science 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Living World	Physical World	Earth & Space	Chemical World

Course Outcomes

SC5-4WS Develops questions or hypotheses to be investigated scientifically.

SC5-5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.

SC5-6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.

SC5-7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.

SC5-8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.

SC5-9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

SC5-11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.

SC5-13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.

SC5-15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.

SC5-17CW Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Concept Model: Energy	SC5 - 4WS SC5 - 5WS SC5 - 6WS SC5 - 8WS SC5 - 11PW	Term 1 Week 6	20%
	Task 2: Working Scientifically Skills Task: Practical and Theory	SC5 - 4WS SC5 - 6WS SC5 - 7WS SC5 - 15LW SC5 - 17CW	Term 2 Week 5	25%
Semester 2	Task 3: Depth Study: Restless Earth	SC5 - 8WS SC5 - 9WS SC5 - 13ES	Term 3 Week 6	25%
	Task 4: Final Examination	SC5 - 9WS SC5 - 11PW SC5 - 13ES SC5 - 15LW SC5 - 17CW	Term 4 Week 4	30%

Year 9 Child Studies 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Preparing for Parenthood Students develop their understanding of factors that influence an individual or couple's decision to become a parent and planning considerations that may take place.	Conception to Birth Students develop their understanding of the processes associated with reproduction, conception and birth.	Newborn Care Students identify the physical characteristics of a newborn, along with the tests and special care options available to the child immediately after birth.	Play and the Developing Child Students investigate and experience different types of play-based learning which contribute to the positive development of children.

Course Outcomes

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Preparing For Parenthood	CS5-6, CS5-7, CS5-9, CS5-11, CS5-12.	Term 1 Week 8/9	30%
	Task 2: Conception to Birth	CS5-1, CS5-2, CS5-5, CS5-8, CS5-11.	Term 2 Week 8/9	35%
Semester 2	Task 3: Newborn Care	CS5-1, CS5-5, CS5-6, CS5-7, CS5-10.	Term 3 Week 8/9	35%

Year 9 Commerce 200 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Employment and Work Futures Students investigate the contribution of work to the individual and society and the changing nature of work.	The Economic and Business Environment Students develop an understanding of the importance and features of the economic environment, including markets.	Our Economy Students explore Australia's place in the global economy and the impact of changes in the economy on consumers and businesses.	Promoting and Selling Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations.

Course Outcomes

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Topic Test	COM5-1, COM5-2, COM5-3, COM5-5	Term 1 Week 9	30%
	Task 2: Extended Response	COM5-1, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 2, Week 8	30%
Semester 2	Task 3: Final Examination All topics studied	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	Term 4 Week 2	40%

Ongoing formative assessment of student learning will occur through the course and will be used to support student reporting and outcome achievement. Formative assessment may include classroom activities, group work, bookwork marked by the teacher, pre and post testing activities as some examples.

Year 9 Design and Technology 200hrs

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Introduction to Design	Branding for the Olympics	Wearables- Accessory Design	Wearables- Accessory Design
Branding for the Olympics ICT Technologies	ICT Technologies	Mixed Materials	Mixed Materials
			Design Challenges

Course Outcomes

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Branding for the Olympics; mini portfolio and practical	DT5-2, DT5-6, DT5-7, DT5-9, DT5-10	Term 2 Week 8	Folio: 25% Product: 25% TOTAL: 50%
Semester 2	Task 2: Wearables- Accessory Design; portfolio and practical	DT5-7, DT5- 8, DT5- 6, DT - 9	Term 4 Week 6	Folio: 25% Product: 25% TOTAL: 50%

Year 9 Drama 200 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Improvisation and Scene Styles Students learn and practice improvisation skills such as offering, yielding, extending, and advancing.	Improvisation and Scene Style Students are introduced to detailed character work through integrating making, performing and appreciating. They explore the differences between character and role	Narrative Play building Students are introduced to some of the elements of drama (role/character, focus, tension, situation, space, structure) that work together to create dramatic meaning and engage an audience.	Performance Style: Comedy Students are introduced to the performance style of comedy through workshops.

Course Outcomes

MAKING

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and play building
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

PERFORMING

- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

APPRECIATING

- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Improvisation and Scene Structures	5.1.1. 5.1.2. 5.2.1. 5.3.3.	Term 1 Week 8	30%
	Task 2 Exploring an element of drama: Character and Performance Styles	5.1.3. 5.2.2. 5.2.3. 5.3.1.	Term 2 Week 7	20%
Semester 2	Task 3 Narrative Play building	5.1.1. 5.2.1. 5.2.3. 5.3.1.	Term 3 Week 8	30%
	Task 4 Performance Style: Comedy	5.1.4. 5.2.1. 5.3.2.	Term 4 Week 6	20%

Year 9 Food Technology 200 & 100 hours 2025

Course Outline

Students will study the following units:

Trimester 1- 13 weeks	Trimester 2- 13 weeks	Trimester 3- 13 weeks
Food in Australia	Food Selection and Health	Food Product Development

Course Outcomes

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Practical and Research Task	FT5-1, FT5-2, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	Term 2 Week 3	Folio – 25% Product – 25%
Semester 2	Task 2 Portfolio and Product	FT5-1, FT5-2, FT5-3, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Term 4 Week 6	Folio – 25% Product – 25%

Year 9 History Elective 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Thematic Studies integrated with History, Heritage and Archaeology: World Myths and Legends Students examine historical world myths and legends to develop an understanding of the thematic approach to the study of history.	Ancient, Medieval and Modern Societies This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies.	Thematic Studies: Assassinations Students explore famous assassinations of significant individuals and how this shaped the course of history.	Thematic Studies: Crime and punishment Students delve into an investigation of the continuity and change in crime and punishment. Depth study: Jack the Ripper.

Course Outcomes

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Topic Test Myths and Legends	HTE5-2, HTE5-7, HTE5-9	Term 1 Week 10	30%
	Task 2: In class task Ancient, Medieval and Modern Societies	HTE5-1, HTE5-3, HTE5-4, HTE5-5	Term 2 Week 9	30%
Semester 2	Task 3: Multi-Modal Presentation Assassinations	HTE5-6, HTE5-8, HTE5-9, HTE5-10	Term 3 Week 9	40%

Ongoing formative assessment of student learning will occur through the course and will be used to support student reporting and outcome achievement. Formative assessment may include classroom activities, group work, bookwork marked by the teacher, pre and post testing activities as some examples.

Year 9 Industrial Technology- Building and Construction

100 hours

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Core Module- Building and Construction 1	Core Module- Building and Construction 1	Core Module- Building and Construction 1	Core Module- Building and Construction 1

Course Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Product and folio #1	IND 5-1 IND 5-2 IND 5-3 IND 5-4	Term 2 Week 3	Folio – 25% Product – 25%
Semester 2	Task 2: Product and folio #2	IND 5-5 IND 5-6 IND 5-7 IND 5-8	Term 4 Week 4	Folio – 25% Product – 25%

Year 9 Industrial Technology- Metals 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Core Module- Metal 1	Core Module- Metal 1	Core Module- Metal 1	Core Module- Metal 1

Course Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Product and folio #1	IND 5-1 IND 5-2	Term 2 Week 3	Folio: 25% Product: 25% TOTAL: 50%
Semester 2	Task 2: Product and folio #2	IND 5-5 IND 5-6 IND 5-7 IND 5-8	Term 4 Week 4	Folio: 25% Product: 25% TOTAL: 50%

Year 9 Industrial Technology-

Timber and Furnishing 200 & 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Core Module- Timber 1	Core Module- Timber 1	Core Module- Timber 1	Core Module- Timber 1

Course Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Product and folio #1	IND 5-1 IND 5-2 IND 5-3 IND 5-4	Term 2 Week 3	Folio – 25% Product – 25%
Semester 2	Task 2: Product and folio #2	IND 5-5 IND 5-6 IND 5-7 IND 5-8	Term 4 Week 4	Folio – 25% Product – 25%

Year 9 Music 200 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Global Grooves Students will explore music from various cultures, analysing their characteristics through the elements of music. They will apply these elements in performance, composition, and listening activities while expanding their musical terminology and appreciation of global traditions.	Now Streaming Students will analyse how music shapes storytelling in film, TV, and media while exploring compositional techniques. They will also perform excerpts from popular soundtracks, developing their technical skills and ability to interpret notation.	Like a Version Students will explore cover songs and arranging music in different styles, inspired by Triple J's Like a Version and Australian artists, including Aboriginal and Torres Strait Islander musicians. They will rearrange and perform songs in small groups.	In-Sync Students will refine their ensemble skills by collaborating in bands and small groups to arrange, rehearse, and perform music. Throughout the unit, students will explore ensemble music throughout the ages, examining how different styles and traditions have shaped group performance.

Course Outcomes

- MU5-PER-01** performs repertoire with stylistic awareness and musical expression
- MU5-PER-02** manipulates and combines the elements of music in performance to communicate musical ideas
- MU5-LIS-01** uses listening skills to analyse music in relation to stylistic, cultural, historical and social contexts
- MU5-LIS-02** uses listening skills to evaluate how the elements of music are manipulated and combined
- MU5-COM-01** improvises, arranges or composes with stylistic understanding and musical expression
- MU5-COM-02** manipulates and combines the elements of music to create musical ideas

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1 Listening / Presentation	MU5-LIS-01 MU5-COM-01	Term 1 Week 8	25%
	Task 2 Solo Performance	MU5-PER-01 MU5-LIS-02	Term 2 Week 7	25%
Semester 2	Task 3 Composition / Depth Study	MU5-PER-01 MU5-COM-02 MU5-LIS-01	Term 3 Week 8	25%
	Task 4 Ensemble Performance	MU5-PER-02 MU5-LIS-01	Term 4 Week 6	25%

Year 9 PASS 200 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<p>THEORY Body Systems Students examine energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in NFL/Flag Football.</p> <p>PRACTICAL Enhancing Performance NFL – Flag Football</p>	<p>THEORY Team Sports – Event Management Students investigate the structures and formats of events and the skills and roles available to put on an event. Students apply their knowledge and skills of event management to plan, promote, conduct and evaluate an event.</p> <p>PRACTICAL Enhancing Performance World Games – Ice Hockey (Slider Hockey) and FUTSAL</p>	<p>THEORY Physical Activity and Sport for Specific Groups Students investigate physical activity and sport for a specific group from an historical perspective and the ways in which this group participates in physical activity and sport.</p> <p>PRACTICAL Skill Acquisition Juggling and Lacrosse</p>	<p>THEORY Technology, Participation and Performance Students evaluate the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.</p> <p>PRACTICAL Enhancing Performance Cricket, Golf and Swimming</p>

Course Outcomes

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Assessment Schedule continues on the next page

Assessment Schedule - 200 hour

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: Enhancing Performance NFL	PASS5-1, PASS5-5, PASS5-9,	Term 1 Weeks 9-10	25%
	Task 2: Body Systems Topic Test	PASS5-1, PASS5-10	Term 1 Week 10	25%
Semester 2	Task 3: Event Management Team Sporting Competitions	PASS5-5, PASS5-7, PASS 5-8, PASS5-10.	Term 2 Weeks 8-10	25%
	Task 4: Skill Acquisition Skills and Game Sense of Lacrosse	PASS5-6, PASS5-7,	Term 3 Weeks 8-10	25%

Year 9 Visual Design 100 hours 2025

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Students will revisit the Principles of Design and study the practise of artist Mahi Abdul to create their own shoe design.	Students will revisit the Principles of Design and study the practise of artist Mahi Abdul to create their own shoe design	Students will study the history of typography and font. From Fonts, Emoji to skateboards.	Students will study the history of typography and font. From Fonts, Emoji to skateboards.

Course Outcomes

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- develop knowledge, understanding and skills to make visual design artworks informed by their understanding of practice, the conceptual framework and the frames
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks
- 5.9 uses the frames to make different interpretations of visual design artworks develop knowledge, understanding and skills to critically and historically interpret visual design artworks informed by their understanding of practice, the conceptual framework and the frames
- 5.10 constructs different critical and historical accounts of visual design artworks

Assessment Schedule

	Assessment Task	Outcomes	Due Date	Weighting
Semester 1	Task 1: In class Theory Task	5.8, 5.9	Term 1 Week 10	15%
	Task 2: Body of Work & VDPD	5.1, 5.2, 5.3, 5.4	Term 2 Week 8	35%
Semester 2	Task 3: In class Theory Task	5.7, 5.8, 5.9, 5.10	Term 3 Week 8	15%
	Task 4: Body of Work & VDPD	5.3, 5.5, 5.6	Term 4 Week 6	35%