



R E S P E C T . R E S P O N S I B I L I T Y . P A R T I C I P A T I O N

CURRICULUM AND ASSESSMENT GUIDE

YEAR 9 – 2022

NEWCASTLE HIGH SCHOOL

“Remis Velisque”

160-200 Parkway Avenue, Hamilton South NSW 2303

Telephone: (02) 4969 3177

Email: newcastle-h.school@det.nsw.edu.au

Website: <https://newcastle-h.schools.nsw.gov.au>

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KEY TERMS

The NSW Education Standards Authority (NESA)

This is the NSW government body responsible for the curriculum in all schools from Kindergarten to Year 12.

Key Learning Areas (KLAs)

These are broad categories of subjects. The Years 7–10 curriculum is organised into eight key learning areas:

- English
- Mathematics
- Science
- Human Society & Its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Creative and Performing Arts (CAPA)
- Technological & Applied Studies (TAS)
- Languages other than English (LOTE)

Stage

This is a period of learning, typically of two years' duration.

Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.

Core Curriculum

The Core Curriculum is the group of subjects studied by all students in a particular year level.

Elective Subject

An elective subject is a subject that a student may choose to do.

100 Hour Elective

A Stage 5 elective subject that is studied in one year only.

200 Hour Elective

A Stage 5 elective subject that is studied in both Years 9 & 10.

Record of School Achievement (RoSA)

The Certification students receive if they leave school prior to completing the HSC.

“N” Determination

Failure to satisfactorily meet the requirements of a course.

YEAR 7-10 MANDATORY CURRICULUM REQUIREMENTS

| | |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH | The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10. |
| MATHEMATICS | The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10. |
| SCIENCE | The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10. |
| HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) | The Board Developed syllabus to be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each stage. |
| LANGUAGES OTHER THAN ENGLISH | 100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Year 7-10 but preferably in Years 7-8. |
| TECHNOLOGICAL AND APPLIED STUDIES | The Board Developed Technology Mandatory syllabus to be studied for 200 hours in Years 7-8. |
| CREATIVE ARTS | 200 hours to be completed consisting of the Board Developed 100 hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100 hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years. |
| PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION | The Board Developed mandatory 300 hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7-10. |

The curriculum at Newcastle High School is organised to ensure students meet the NESA requirements.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is a credential that shows a student's school achievement from Year 10 up to the HSC. It is issued to students who leave school prior to completing the HSC.

Students who do not meet the requirements for the RoSA by the end of Year 10 may not be permitted to commence the Preliminary HSC.

Eligibility for the RoSA

To qualify for the RoSA, a student must have:

- satisfactorily completed the following mandatory Year 10 courses:
 - English
 - Mathematics
 - Science
 - Australian Geography
 - History
 - PDHPE
- attended until the last official date for Year 10

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- 1. followed the course developed or endorsed by the Board;**
- 2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and**
- 3. achieved some or all of the course outcomes.**

The NESAs do not set a minimum attendance for the satisfactory completion of a course. HOWEVER, the Principal may determine that, because of absence, the above course completion criteria might not be met.

At Newcastle High School, we have found that once a student's attendance falls below 85%, they are at risk of not being able to meet the requirements for satisfactory course completion.

'N' Determinations

'N' determinations are issued for the non-completion of requirements in a course.

Warning letters will be issued to students who are in danger of not meeting course completion criteria. Warnings will be given in time for the problem to be corrected and will provide advice about the consequences of an 'N' determination in a course.

Students, who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades, cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the Principal's determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.

Where an 'N' determination is received in an elective, the course will not appear on the RoSA.

YEAR 9 CURRICULUM

In Stage 5 there are five compulsory Key Learning Areas (KLAs). They are:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Human Society & its Environment (History and Australian Geography)

All students must take courses in these KLAs, and these form the core curriculum in Stage 5.

ELECTIVES:

| LINE 1 200 hour | LINE 2 100 hour |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9COM22.1 Commerce 9CS22.1 Child Studies 9FTB22.1 Food Technology 9IST22.1 Info Software & Tech 9ITM22.1 Industrial Technology - Metal 9ITTB22.1 Industrial Technology - Timber 9MUS22.1 Music 9PASS22.1 Physical Activity & Sport Studies 9VAR22.1 Visual Arts | 9FTB22.2 Food Technology 9FTB22.3 Food Technology 9HHH22.1 History Elective 9ITTB22.2 Industrial Technology - Timber 9PASS22.2 Physical Activity & Sport Studies 9PASS22.3 Physical Activity & Sport Studies 910HAB22.1 Aboriginal Studies 910FTTX22.1 Textiles Technology 910ITE22.1 Industrial Technology - Electronics 910STEM22.1 STEM 910VAPH22.1 Photographic & Digital Media 910VDE22.1 Visual Design |

YEAR 9 STAFF

| | |
|------------------------|--------------------|
| Year Advisor | Ms Deb Ellis |
| Deputy Principal | Mr Joel Anderson |
| Head Teacher Wellbeing | Ms Shannon Sager |
| Learning Support | Ms Samone Dinnery |
| Counsellor | Mr Richard Stanley |
| Support Officer | Ms Amy King |

EXTRA LEARNING SUPPORT

Newcastle High School offers two initiatives, in addition to the curriculum, to support student learning:

- **Maths Breakfast Club** – every Wednesday morning between 7:45am and 8:45am. Bring along any mathematic work with which you need assistance
- **The Learning Hub** – every Tuesday and Thursday, Periods 1 and 2. Bring along any tasks with which you need assistance.

SUPPORTING YOUR CHILD'S LEARNING

Many parents seek to support their child's progress and achievement at school. We hope this information offers some guidance and suggestions to assist students to organise and prepare for school.

Our school has a key focus on Respect, Responsibility and Participation for all school members in all aspects of their schooling. Homework is a key aspect of participation.

All students are encouraged to be fully prepared for school each day, having organised:

- A copy of their current timetable (an extra copy at home as well)
- An appropriate bag and the necessary books/equipment for that day
- Writing materials
- Lunch, snacks, fruit and drink

Where families are having financial difficulty in helping students prepare for the day, a confidential application for student welfare may be made after consulting the Head Teacher Wellbeing.

To help students organise their day, it is vital that they build into their daily routine the packing and unpacking of their school bag. Assessment tasks, homework and communications from school should be kept and placed in an accessible location. Parent involvement in this step emphasises its importance and increases the chances of students completing homework tasks and communicating important information to parents.

The Newcastle High School website <https://newcastle-h.schools.nsw.gov.au/> is regularly updated and contains information about upcoming events, activities and assessment information. It provides additional information which may help you support your child's education.

Students are also invited to access the Sentral Student Portal <https://newcastle-h.sentral.com.au/portal> and log in using their regular Department of Education username and password. Class teachers will guide students in the use of the Canvas and the Sentral Student Portal, which can provide ongoing support for learning beyond the classroom.

All students are provided with free access to Google Workspace where they may store all their documents and files safely and securely in the cloud. This may be accessed at home or at school using the same DoE login. Access to the Google Workspace account is available via the Sentral Student Portal and Canvas.

HOMEWORK

Homework is an opportunity for students to build on learning skills and reinforce concepts encountered at school. It may be formally set by class teachers or initiated by students in the form of revision and review of target areas. Tasks set for homework in individual subjects and by teachers vary throughout the year and between subject areas.

THERE IS NO DESIGNATED AMOUNT OF HOMEWORK FOR A PARTICULAR SUBJECT OR SCHOOL YEAR. It is advised that all students review their daily classwork after each school day. This helps identify areas of need for consolidation or assistance and students should seek teacher guidance to address any issues.

A priority for all students should be refining their literacy and numeracy skills. A program of thirty minutes reading at home is recommended to broaden comprehension and vocabulary. All students have been registered with Maths online which has a comprehensive range of tutorials and worksheets that students can use to review and practise their numeracy skills. We encourage parents to support these initiatives, particularly on occasions when students suggest they have no homework.

In addition to tasks set by class teachers, the Newcastle High School Canvas learning management system is an online learning platform which contains support materials, internet links, quizzes, assessments, activities and resources to assist students.

ASSESSMENT

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

At Newcastle High School, students will undertake formal assessment of their performance in all Key Learning Areas throughout the school year. These assessment tasks will vary in nature, both within each course studied and between courses.

Student progress and achievement will be reported formally, in the written school reports distributed at the end of Semester 1 and Semester 2, and informally, at the parent/teacher evenings in Term 1 and Term 3. Parents are encouraged to contact their child's class teachers to discuss aspects of their progress in particular subjects, or Year Advisors if they would like to organise feedback on current progress or specific areas of concern.

DISABILITY PROVISIONS

Disability provisions are used to ensure students with a disability can complete exams and assessments on the same basis as their peers. They may assist students to read examination questions and write their answers.

Provisions help students to show the markers what they know and can do.

Students may need provisions for:

- a permanent condition, such as [diabetes](#) or reading difficulty
- a temporary condition, such as a broken arm, or other injury
- an intermittent condition, such as back pain when sitting for long periods.

Students with a disability must not be disadvantaged by the school's assessment procedures.

If you are unsure if you are eligible for provisions, please discuss with the learning support team.

SUBMITTING YOUR OWN WORK

A number of assessment tasks completed by students at home will require research and the use of sources of information. At Newcastle High School, we promote responsible scholarship and strive to ensure that the work submitted can be directly attributable to the student who submits it. In all cases, our school is working to eliminate plagiarism.

“Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.”

Plagiarism is cheating, it is unethical and it is dishonest. It may stop you developing the skills and knowledge intended in the task and is unfair to the original authors who “own” their ideas. Common forms of plagiarism include:

- Copying and pasting information from the internet
- Using the ideas of others as if they were your own
- Copying and pasting information from the internet, then changing the words

Students who are found plagiarising work risk having no marks awarded for their submitted task.

ASSESSMENT TASKS

This handbook has an outline of the assessment tasks for each course (see overview on pg. 14)

Students will be given an orange Assessment Task Notification at least two weeks before the due date for each task (see template on pg. 11). This notification should provide all relevant information regarding the task. If a student still has any questions regarding the task, they should speak with their teacher as soon as possible. When students receive a Notification, they will sign an Assessment Task Register.

Assessment Tasks fall into two categories:

In-class Task = conducted during the lesson indicated on the Notification

Submitted Task = completed over a period of time and due on the date indicated on the Notification

If a student is **experiencing difficulty** completing an assessment task:

- discuss with their teacher as soon as possible
- utilise the Learning Hub for assistance
- submit an appeal form to HT of Faculty, at least one week before due date, requesting an extension of time/reschedule of task

If a student has **prior knowledge of absence** on the due date of a **Submitted Task**:

- discuss with their teacher as soon as they know
- submit the task before the due date, or arrange for someone to submit the task on their behalf

If a student has **prior knowledge of absence** on the due date of an **In-class Task**:

- discuss with their teacher as soon as they know
- submit an appeal form to HT of Faculty, before due date, requesting a reschedule of the task

If a student is **absent** on the date of an assessment task:

- contact school
- complete/submit task next lesson
- zero mark applied (this can be overturned if correct process is followed)
- submit appeal form within three days of return to school

If a student **does not submit** the task, or makes a non-serious attempt on a task, **without valid explanation**:

- zero mark applied
- a letter of concern will be sent to parents

APPEALING A ZERO MARK

Grounds for appeal

Grounds for an appeal must be serious and substantiated – students must be able to prove the reason for absence or late submission.

Serious

The reason for absence/lateness was of a serious nature and was significant enough to prevent the student from submitting/completing the task appropriately.

Illness – short term sickness or physical injuries suffered directly by the student.

Misadventure – an event beyond the student's control.

Substantiated

Independent documentation supporting the reason for absence/lateness must be provided with the appeal form e.g. medical certificate for illness or accident.

Limitations for appeal

Students can only apply in relation to circumstances that occur immediately before or during an assessment task.


You cannot submit an application based on:

- Technology malfunction
- Misreading the assessment notification
- The same grounds for which you receive disability provisions, unless your condition was exacerbated at the time of the task
- Absence due to suspension

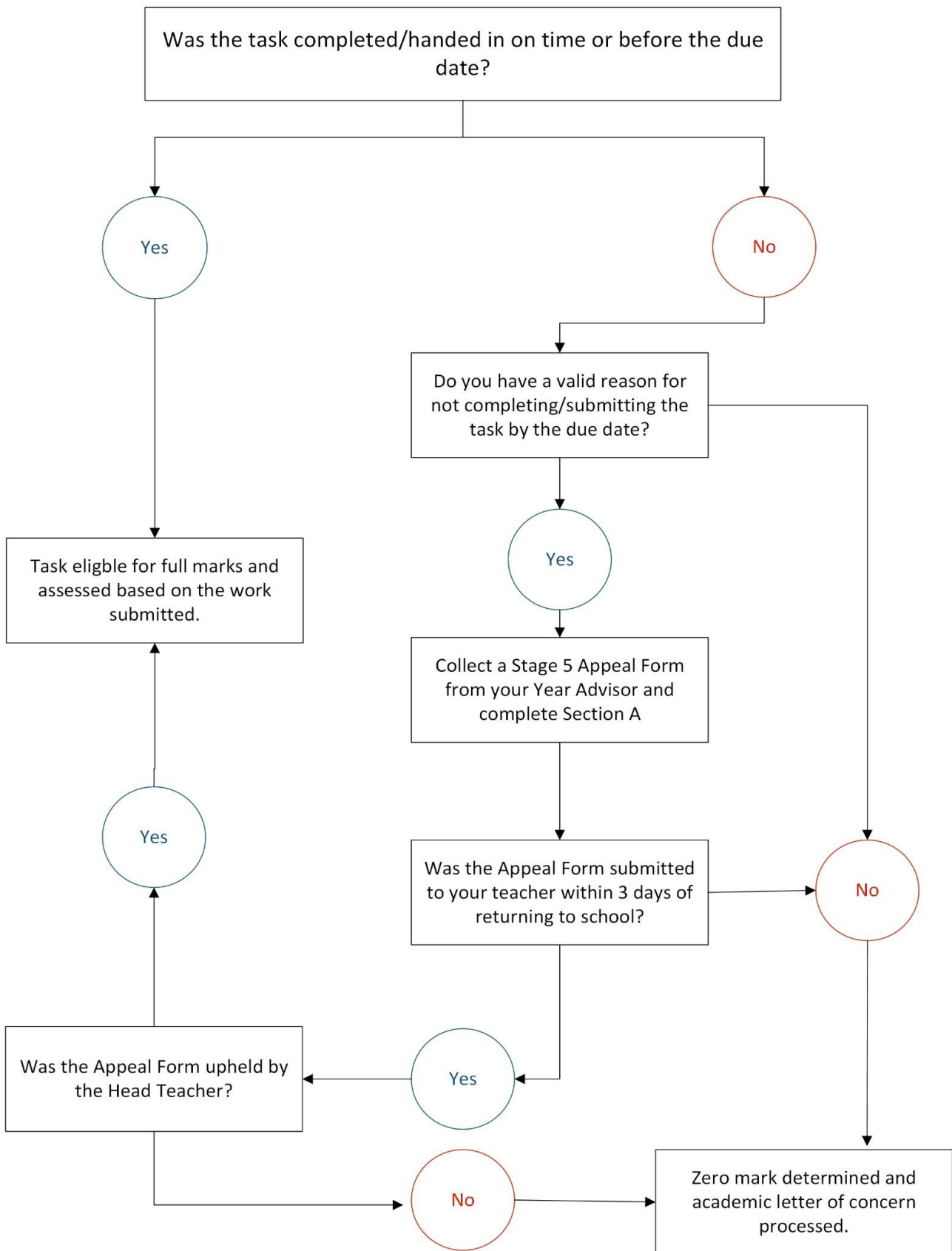
Processing an appeal form

The Faculty will consider the application and documentation provided and will respond in writing to the student within two days of receiving the form.

STAGE 5 ASSESSMENT NOTIFICATION

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Newcastle High School Stage 5 (insert year level) Assessment Task Notification |  |
| COURSE: (insert course name) TEACHER: (insert name/s) | |
| Task Number: TASK (insert number) Task Type: (insert 'in-class task' or 'submitted') Weighting: (insert weighting) Due Date: (insert day, date, week, term, year) Time: (insert 9:00am or the period the task is being conducted) Submit: (insert method of submission and location, eg. Upload to Canvas, hard copy handed in to English staff room, to supervisor at the end of the allocated time) | |
| Outcomes to be Assessed: (from NESAs documents) | |
| Task Description: (describe the nature of the task and what students are expected to complete or submit) | |
| Resources / Reference suggestions: To prepare for this task, you may wish to refer to: (insert resources and references to be used) | |
| Assessment Criteria Students will be assessed on how well they: (Explanation about how the task will be assessed. for example: Break down of marks; marking rubric; grade descriptions) | |
| If you are experiencing difficulty completing or preparing for the task: <ul style="list-style-type: none">• Discuss with your teacher <u>before</u> the due date• Utilise the Learning Hub• Submit an Appeal Form to the Faculty Head Teacher, requesting an extension of time/reschedule of task | |
| To Avoid a Penalty Mark: In-class task <ul style="list-style-type: none">• Contact the school <u>on the day of the task</u>, if you are unable to attend.• Complete the task as soon as possible on your return to school.• Submit an Appeal Form to the Faculty Head Teacher, <u>within 3 days</u> of your return to school.• Submit an Appeal Form to the Faculty Head Teacher, <u>prior to the due date</u>, if you know in advance that you will not be able to complete the task on that date. Submitted task <ul style="list-style-type: none">• Submit prior to the date or arrange for someone else to submit the task on your behalf.• If this is not possible, submit task on your return to school.• Submit an Appeal Form to the Faculty Head Teacher, <u>within 3 days</u> of your return to school. Student does not submit Appeal Form or complete task by revised due date: <ul style="list-style-type: none">• An academic letter of concern or an N-Warning letter will be issued, and a zero mark will be determined. | |
| Teacher signed: Date: | Head Teacher Signed: Date: |

SUBMITTING ASSESSMENTS AT NEWCASTLE HIGH SCHOOL



STAGE 5 MISADVENTURE/ILLNESS FORM

| PART A – to be completed by STUDENT, then given to the subject Teacher | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| STUDENT NAME | | LEVEL <small>(circle one)</small> | <input type="checkbox"/> Yr 9 <input type="checkbox"/> Yr 10 |
| SUBJECT | | TEACHER | |
| TASK DETAILS | <small>(title)</small> | <small>(due date)</small> | |
| Did you contact the school on/before the due date notifying of your inability to submit/complete? <input type="checkbox"/> YES <input type="checkbox"/> NO | | | |
| Explain why you can't submit/didn't complete this task on the due date and time: | | | |
| What form of documentation are you providing to substantiate your misadventure? | | | |
| Student signature: | | Parent/carer signature: | |
| Date: | | Date: | |
| PART B – to be completed by TEACHER within 2 days of receipt | | | |
| Comment: | | Recommendation: <input type="checkbox"/> Task rescheduled to: <input type="checkbox"/> Late task accepted without penalty <input type="checkbox"/> ZERO Mark to be upheld <input type="checkbox"/> Other | |
| CRT signature: Date: | | | |
| PART C – to be completed by HEAD TEACHER on decision of misadventure application | | | |
| Decision of application <input type="checkbox"/> UPHELD <input type="checkbox"/> OVERTURNED | | | |
| Notes..... | | | |
| HT signature: Date | | | |
| Copy provided to Student <input type="checkbox"/> Copy provided to Teacher <input type="checkbox"/> | | | |

YEAR 9 ASSESSMENT CALENDAR 2022

| WEEK | TERM 1 | TERM 2 | TERM 3 | TERM 4 |
|------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1 | | FOOD TECHNOLOGY | | FOOD TECHNOLOGY |
| 2 | | VISUAL ARTS | | SCEINCE CHILD STUDIES VISUAL ARTS VISUAL DESIGN |
| 3 | | SCIENCE iSTEM MUSIC PHOTOGRAPHIC & DIGITAL MEDIA INFO SOFTWARE & TECHNOLOGY VISUAL DESIGN | PDHPE (WEEKS 3-10) SOFTWARE & TECHNOLOGY iSTEM | SOFTWARE & TECHNOLOGY iSTEM MUSIC PHOTOGRAPHIC & DIGITAL MEDIA TEXTILES TECHNOLOGY |
| 4 | TEXTILES TECHNOLOGY | HORRIBLE HISTORIES HSIE ELECTRONICS TEXTILES TECHNOLOGY | TEXTILES TECHNOLOGY | ENGLISH HSIE MATHEMATICS ABORIGINAL STUDIES |
| 5 | | ELECTRONICS COMMERCE ABORIGINAL STUDIES | ELECTRONICS SCIENCE | ELECTRONICS TIMBER METALS COMMERCE |
| 6 | ELECTRONICS METALS | TIMBER | MATHEMATICS ABORIGINAL STUDIES | |
| 7 | MATHEMATICS FOOD TECHNOLOGY iSTEM VISUAL ARTS | | FOOD TECHNOLOGY MUSIC VISUAL DESIGN | |
| 8 | PDHPE SOFTWARE & TECHNOLOGY MUSIC TEXTILES TECHNOLOGY | | PDHPE ELECTRONICS TIMBER METALS SOFTWARE & TECHNOLOGY PHOTOGRAPHIC & DIGITAL MEDIA PASS VISUAL ARTS | |
| 9 | HSIE ENGLISH PASS COMMERCE | ENGLISH MATHEMATICS | HORRIBLE HISTORIES ENGLISH HSIE TEXTILES TECHNOLOGY COMMERCE | |
| 10 | CHILD STUDIES PHOTOGRAPHIC & DIGITAL MEDIA HORRIBLE HISTORIES VISUAL DESIGN | | CHILD STUDIES | |
| 11 | ABORIGINAL STUDIES | | | |

ENGLISH (MANDATORY)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|---------------------------------------------------------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 9 | Imaginative Writing (Submitted and in class) <i>Horror through the Ages</i> | 25% |
| 2 | 9 | Discursive with Multimodal presentation (Submitted) <i>Telling the truth</i> | 25% |
| 3 | 9 | Poetry Essay (Submitted) <i>Australian Voices</i> | 25% |
| 4 | 4 | Short answer responses including critical analysis (In Class) <i>Travelling to different worlds</i> | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> ● EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure ● EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies ● EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning ● EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts ● EN5-6C investigates the relationships between and among texts ● EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds ● EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning ● EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) (MANDATORY)

HISTORY

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|---------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 9 | Source Based Writing Task (Submitted) <i>Movement of Peoples</i> | 50% |
| 2 | 4 | Topic Test (In Class) <i>Australia at War</i> | 50% |
| | | TOTAL | 100% |

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|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT OUTCOMES | <ul style="list-style-type: none">● HT5-1 demonstrates knowledge and understanding of 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● HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped 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 comprehends and evaluates historical sources● 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● HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry 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 |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) (MANDATORY)

GEOGRAPHY

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|--------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 3 | 9 | Research Task (Submitted) <i>Sustainable Biomes</i> | 60% |
| 4 | 4 | Topic Test (In Class) <i>Geography Skills</i> | 40% |
| | | TOTAL | 100% |

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|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT OUTCOMES | <ul style="list-style-type: none">● 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● GE5-4 accounts for perspectives of people and organisations on a range of geographical issues● GE5-5 assesses management strategies for places and environments for their sustainability● GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing● 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 |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

MATHEMATICS - 5.3 (MANDATORY)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 7 | Topic Test (In Class) | 25% |
| 2 | 9 | Topic Test (In Class) | 25% |
| 3 | 6 | Assignment/Project (Submission) | 20% |
| 4 | 4 | Yearly (In Class) | 30% |
| | | TOTAL | 100% |

| | |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT OUTCOMES | As prescribed in the NSW Board of Studies Mathematics Syllabus: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-10NA, MA5.3-11NA, MA5.3-12NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-16MG, MA5.3-17MG, MA5.3-18SP, MA5.3-19SP |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

MATHEMATICS - 5.2 (MANDATORY)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-----------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 7 | Topic Test (In Class) | 25% |
| 2 | 9 | Topic Test (In Class) | 25% |
| 3 | 6 | Assignment/Project (Submitted) | 20% |
| 4 | 4 | Yearly (In Class) | 30% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | As prescribed in the NSW Board of Studies Mathematics Syllabus: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2- 5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP |
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MATHEMATICS - 5.1 (MANDATORY)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-----------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 7 | Topic Test (In Class) | 25% |
| 2 | 9 | Topic Test (In Class) | 25% |
| 3 | 6 | Assignment/Project (Submitted) | 20% |
| 4 | 4 | Yearly (In Class) | 30% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | As prescribed in the NSW Board of Studies Mathematics Syllabus: MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-11NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP |
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PD/HEALTH/PE (MANDATORY)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|--------|----------------------|------------------------------------------------------------------------------------------------------|-------------|
| TERM | WEEK | THEORY (PDH) | |
| 1 | 8 | Topic Test (In Class) Task 1 - Unsociable Media | 25% |
| 3 | 8 | Research Task and Topic Test (Submitted and In Class) Task 4 – Respectful Relationships | 25% |
| TERM | WEEK | PRACTICAL (PE) | |
| 1 or 2 | 9- 10 or 4 - 5 | Practical Assessment (In Class) Task 2 – Gymnastics | 25% |
| 3 | 3 - 10 | Practical Assessment (In Class) Task 3 - Kicking Games | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> ● 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 |
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SCIENCE (MANDATORY)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|---------------------|------|------------------------------------------------------------------------------------------------------------------------|------------|
| TERM | WEEK | | |
| On-going assessment | | Working Scientifically Skills (30) Values and Attitudes (10) (In Class) | 20% |
| 2 | 3 | Half Yearly Examination (In Class) Knowledge and Understanding (40) Working Scientifically Skills (20) | 30% |
| On-going assessment | | Working Scientifically Skills (30) Values and Attitudes (10) (In Class) | 20% |
| 3 | 5 | Guided Practical Project (Submitted) All working scientifically areas assessed | 15% |
| 4 | 2 | Yearly Examination (In Class) Knowledge and Understanding (30) Working Scientifically Skills (10) | 15% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <p>The stage 5 course is broken into</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World and Understanding about the nature, development, use and influence of science (SC5-10PW, SC5-11PW, SC5-12ES, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW) <p>Skills</p> <ul style="list-style-type: none"> Develop knowledge, understanding of, and skills in, applying the processes of Working Scientifically (SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS) <p>Value and Attitude Objectives</p> <ul style="list-style-type: none"> Develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future Develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens. (SC5-1VA, SC5-2VA, SC5-3WS) |
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ABORIGINAL STUDIES (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 11 | Research Task (Submitted) <i>Aboriginal Identities</i> | 25% |
| 2 | 5 | Media File (Submitted) <i>Option Study</i> | 25% |
| 3 | 6 | Individual Research Project (Submitted) <i>Option Study</i> | 25% |
| 4 | 4 | Folio Presentation (Submitted task with interview) | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • AST5-1 describes the factors that contribute to an Aboriginal person’s identity • AST5-2 explains ways in which Aboriginal Peoples maintain identity • AST5-3 describes the dynamic nature of Aboriginal cultures • AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location • AST5-5 explains the importance of families and communities to Aboriginal Peoples • AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples’ participation nationally and internationally • AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally • AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples • AST5-9 analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures • AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data • AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings |
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CHILD STUDIES (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------------------|--------|--------------------------------------------------------------|--------------|
| TERM | WEEK | | |
| 1 | 10 | Research Task – Planning a Nursery (Submitted) | 30% |
| 1 | 10 | Bookwork and Research Activities (Submitted and In Class) | 10% |
| 1 | 10 | Unit Test (In Class) | 20% |
| 1 & 2 | 1 -20 | Practical Skills – Textiles/Food (In Class) | 40% |
| Semester 1 | | | 100% |
| 3 | 10 | Research Task – Planning a Baby Shower (Submitted) | 20% |
| 4 | 2 | Research Task – Caring for a Newborn (Submitted) | 20% |
| 3 | 10 | Bookwork (In Class) | 10% |
| 3 & 4 | 1 – 20 | Practical Skills – Textiles/Food (In Class) | 50% |
| Semester 2 | | | TOTAL |
| | | | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 • CS5-7 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 |
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COMMERCE (ELECTIVE)

YEAR 9 – 2022

| UNIT OF WORK | | TASK | WEIGHTINGS |
|--------------|------|--------------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 9 | Report (Submitted) <i>Promoting and selling</i> | 25% |
| 2 | 5 | Report (Submitted) <i>Consumer and Financial Decisions</i> | 25% |
| 3 | 9 | Topic Test (In Class) <i>The Economic and Business Environment</i> | 25% |
| 4 | 5 | Topic Test (In Class) <i>Travel</i> | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 |
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FOOD TECHNOLOGY (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------------------|--------|----------------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 7 | Research Assignment – The Hunger Case (Submitted) | 40% |
| 2 | 1 | Unit Test – Food Equity (In Class) | 30% |
| 1 & 2 | 1 – 20 | Practical Application (In Class) | 30% |
| Semester 1 | | | 100% |
| 3 | 7 | Design Brief – Snack Founder (Submitted) | 40% |
| 4 | 1 | Semester 2 Test – Food in Australia & Product Development (In Class) | 30% |
| 3 & 4 | 1 – 20 | Practical Application (In Class) | 30% |
| Semester 2 | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing products • 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 • FT5-5 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 • FT5-12 examines the relationship between food, technology and society |
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HISTORY ELECTIVE (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|---------------------------------------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 10 | Famous Archaeology Sites Research Task (Submitted) <i>History, Heritage and Archaeology</i> | 30% |
| 2 | 4 | Source Analysis and Topic Test (In Class) <i>Rebels with a Cause</i> | 30% |
| 3 | 9 | Historical Investigation (Submitted) <i>Conspiracy Theories</i> | 40% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 |
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INDUSTRIAL TECHNOLOGY – ELECTRONICS (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------------------|------|-------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 6 | Safety Assessment (Submitted) | 20% |
| 2 | 4 | Practical Applications (In Class) | 50% |
| 2 | 5 | Research Task – Power Generation (Submitted) | 30% |
| Semester 1 | | | 100% |
| 3 | 5 | Practical Application Portfolio (Submitted) | 30% |
| 3 | 8 | Research Task – AM transmission (In Class) | 20% |
| 4 | 5 | Practical Application (In Class) | 50% |
| Semester 2 | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 |
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INDUSTRIAL TECHNOLOGY – TIMBER (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------------------|------|----------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 2 | 6 | Portfolio (Submitted) | 30% |
| 2 | 6 | Practical Project and safe work procedures (In Class) | 70% |
| Semester 1 | | TOTAL | 100% |
| 3 | 8 | Examination (In Class) | 20% |
| 4 | 5 | Portfolio (Submitted) | 20% |
| 4 | 5 | Practical Project (In Class) | 60% |
| Semester 2 | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 |
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INDUSTRIAL TECHNOLOGY – METALS (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------------------|------|----------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 2 | 6 | Portfolio (Submitted) | 30% |
| 2 | 6 | Practical Project and safe work procedures (In Class) | 70% |
| Semester 1 | | TOTAL | 100% |
| 3 | 8 | Examination (In Class) | 20% |
| 4 | 5 | Portfolio (Submitted) | 20% |
| 4 | 5 | Practical Project (In Class) | 60% |
| Semester 2 | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 |
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INFO SOFTWARE & TECHNOLOGY (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|----------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 8 | Design Folio I (In Class) | 20% |
| 2 | 3 | Design Project I (Submitted) | 30% |
| 3 | 8 | Design Project II (Submitted) | 30% |
| 4 | 3 | Design Folio II (In Class) | 20% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks • 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks • 5.2.1 describes and applies problem-solving processes when creating solutions • 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems • 5.2.3 critically analyses decision-making processes in a range of information and software solutions • 5.3.1 justifies responsible practices and ethical use of information and software technology • 5.3.2 acquires and manipulates data and information in an ethical manner • 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society • 5.5.1 applies collaborative work practices to complete tasks • 5.5.2 communicates ideas, processes and solutions to a targeted audience • 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology |
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iSTEM (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-----------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 7 | STEM Fundamentals Folio (Submitted) | 20% |
| 2 | 3 | Jiggler Challenge Folio (Submitted) | 30% |
| 3 | 3 | Aeronautical Engineering Folio (Submitted) | 25% |
| 4 | 3 | Robotics Folio (Submitted) | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range a STEM-based problems • ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts • ST5-3 applies engineering design processes to address real-world STEM-based problems • ST5-4 woks independently and collaboratively to produce practical solutions to real-world scenarios • ST5-5 analyses a range of contexts and applies STEM principles and processes • ST5-6 selects and safety uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems • ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions • ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences • ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions • ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment |
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MUSIC (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|----------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 8 | Aural/Musicology (In Class) | 25% |
| 2 | 3 | Elective 1 Performance/Composition/Musicology (In Class) | 25% |
| 3 | 7 | Composition (In Class) | 25% |
| 4 | 3 | Performance Portfolio (In Class) | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> ● 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts ● 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology ● 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness ● 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study ● 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study ● 5.6 uses different forms of technology in the composition process ● 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical evaluation of music from different stylistic, social, cultural and historical contexts ● 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study ● 5.9 demonstrates an understanding of musical concepts through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study ● 5.10 demonstrates an understanding of the influence and impact of technology in music ● 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of all music ● 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences |
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PHOTOGRAPHIC & DIGITAL MEDIA (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-----------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 10 | Critical/Historical (In Class) | 20% |
| 2 | 3 | Practical Portfolio (In Class) | 20% |
| 3 | 8 | Critical/Historical (In Class) | 20% |
| 4 | 3 | Practical Portfolio (In Class) | 40% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works • 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience • 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning • 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works • 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works • 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works • 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works • 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works • 5.9 uses the frames to make different interpretations of photographic and digital works • 5.10 constructs different critical and historical accounts of photographic and digital works |
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PHYSICAL ACTIVITY & SPORT STUDIES (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------|---------|----------------------------------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 9 | Topic Task (In Class) <i>Body Systems</i> | 25% |
| 1 - 2 | Ongoing | Practical Assessment (In Class) <i>Practical Skill Competency</i> | 25% |
| 3 | 8 | Practical Assessment (Submitted) <i>Nutrition and Physical Activity</i> | 25% |
| 3 - 4 | Ongoing | Practical Assessment (In Class) <i>Practical Skill Competency</i> | 25% |
| | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> ● PASS 5.1 discusses factors that limit and enhance the capacity to move and perform ● PASS 5.2 analyses the benefits of participation and performance in physical activity and sport ● PASS 5.5 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance PASS 5.6 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport ● PASS 5.7 works collaboratively with others to enhance participation, enjoyment and performance ● PASS 5.8 displays management and planning skills to achieve personal and group goals ● PASS 5.9 performs movement skills with increasing proficiency ● PASS 5.10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions |
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TEXTILES TECHNOLOGY (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|-------------------|------|---------------------------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 4 | Machine Samples (Submitted and In Class) | 10% |
| 1 | 8 | Design Research Task (Submitted) | 20% |
| 2 | 4 | Design Folio (Submitted) | 20% |
| 2 | 4 | Practical Application (In Class) | 50% |
| Semester 1 | | TOTAL | 100% |
| 3 | 9 | Research Assignment – Knit Fabrics (Submitted) | 20% |
| 4 | 3 | Design Folio (Submitted) | 30% |
| 4 | 3 | Practical Application (In Class) | 50% |
| Semester 2 | | TOTAL | 100% |

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| STUDENT OUTCOMES | <ul style="list-style-type: none"> • TEX5-1 explains the properties and performance of a range of textile items • TEX5-2 justifies the selection of textile materials for specific end uses • TEX5-3 explains the creative process of design used in the work of textile designers • TEX5-4 generates and develops textile design ideas • TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items • TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use • TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society • TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work • TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items • TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects • TEX5-11 demonstrates competence in the production of textile projects to completion • TEX5-12 evaluates textile items to determine quality in their design and construction |
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VISUAL ARTS (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-----------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 7 | Critical/Historical (In Class) | 20% |
| 2 | 2 | Practical Portfolio (In Class) | 20% |
| 3 | 8 | Critical/Historical (In Class) | 20% |
| 4 | 2 | Practical Portfolio (In Class) | 40% |
| | | TOTAL | 100% |

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT OUTCOMES | <ul style="list-style-type: none"> ● 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks ● 5.2 makes artworks informed by their understanding of the function of and relationships between the artist- artwork – audience ● 5.3 makes artworks informed by an understanding of how the frames affect meaning ● 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts ● 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks ● 5.6 demonstrates developing technical accomplishment and refinement in making ● 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art ● 5.8 uses their understanding of the function of & relationship between artist- artwork –audience in critical & historical interpretations of art ● 5.9 demonstrates how frames provide different interpretations of art ● 5.10 demonstrates how art criticism and art history construct meaning |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

VISUAL DESIGN (ELECTIVE)

YEAR 9 – 2022

| DATE | | TASK | WEIGHTINGS |
|------|------|-----------------------------------|-------------|
| TERM | WEEK | | |
| 1 | 10 | Critical/Historical (In Class) | 20% |
| 2 | 3 | Practical Portfolio (In Class) | 20% |
| 3 | 7 | Critical/Historical (In Class) | 20% |
| 4 | 2 | Practical Portfolio (In Class) | 40% |
| | | TOTAL | 100% |

| | |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| STUDENT OUTCOMES | <ul style="list-style-type: none"> • 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 • 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 • 5.10 constructs different critical and historical accounts of visual design artworks |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|