

# Gundagai High School

## Year 9 Assessment Handbook

2022



## **Principal's message**

Welcome to Year 9 at Gundagai High School. This year you will commence your Stage 5 studies which will include learning throughout Years 9 and 10.

It is essential that students, parents and carers are familiar with the assessment procedures and requirements that are outlined in this handbook. Completion of all tasks is important if you are to work towards achieving your full potential this year.

This handbook will inform you clearly of assessment tasks that must be completed to show you have satisfied the requirements of all your courses. You must also complete all course work to a satisfactory standard to meet the requirements for the Record of School Achievement (RoSA). Your classroom teachers, Stage 5 Coordinator, as well as the executive team, are available to assist you if you have any questions or concerns. We will provide you with the necessary support if you are experiencing any problems that may affect your studies.

I would like to wish you the very best in 2022 and I hope that you thoroughly enjoy Year 9 at High School.

Mr Simon Bridgeman  
Principal

# GUNDAGAI HIGH SCHOOL

## YEAR 9 ASSESSMENT HANDBOOK 2022

### CONTENTS

General policy information on assessment	page 5
Responsibilities of the school, the faculties and students	page 6
Illness/Misadventure appeals	page 8
Application for illness/misadventure	page 11
Assessment task scenarios	page 12
Personal assessment calendar	page 14
Examination procedures	page 15

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### Year 9 Mandatory subjects

English	page 18
Mathematics 5.3	page 20
Mathematics 5.2/5.1	page 23
Science	page 26
Geography	page 29
History	page 30
Personal Development, Health and Physical Education	page 32

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### Year 9 Elective Subjects

Agricultural Technology	page 35
Elective History	page 38
Food Technology	page 40
Industrial Technology (Metal – 100 hours)	page 42
Industrial Technology (Timber)	page 45
Music	page 47
Physical Activities and Sports Studies	page 49
Visual Arts	page 51
Photographic and Digital Media	page 53

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## GENERAL POLICY INFORMATION ON ASSESSMENT

Students must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Students must also maintain an ongoing regular attendance pattern in order to demonstrate their progress towards achieving course outcomes.

1. The school will decide the assessment tasks and marks to be awarded to each task. These tasks will then form the assessment program. The assessment program for each course should include between 4-6 assessment tasks.
2. The course assessment schedule will be given to students at the start of the school year.
3. Students are to be informed of exact dates, at least two weeks in advance of assessment tasks. Where possible no more than two assessment tasks will be scheduled for any one day.
4. Any change in a subject assessment program should be carried out in consultation with the Year 9 Adviser, the relevant Head Teacher and the Principal. Students will be given advance notice of any changes to the assessment program.
5. If a student fails to submit/attend an assessment task, one of the following courses of action will be undertaken:
  - a) The student may be granted an extension of time by the Head Teacher. An Illness/Misadventure form must be completed and submitted together with a medical certificate, in the case of illness or independent evidence, in the case of misadventure (refer to page 10 of this handbook).
  - b) If no extension of time is granted, the student will receive a score of zero. The student must still submit an outstanding assessment task. Although a score of zero will be recorded, the student will be deemed as having satisfactorily completed the task. The student and their parents/carers will be advised in writing whenever a zero is awarded for an assessment task.
  - c) An alternative, equal task may be set by the teacher if there is proven illness or misadventure. This must be approved by the Head Teacher and the Principal. This approval will be in writing.
  - d) In exceptional circumstances, the Principal may authorise the use of an estimate based on other appropriate evidence.
7. If a task does not allow the ranking of students to be effectively determined, additional task/s may be set with **two weeks'** notice being given to all students involved.
8. A number of tasks in various courses require students to cooperate with each other and it is a beneficial practice to discuss work set with other students. However, students are required to submit their own work for assessment.

They are specifically warned against copying another's work, whether it be another student, published author or outside tutor. Any student found guilty of this offence may be penalised up to 100% of the mark available.

9. Students experiencing problems regarding assessment tasks should consult firstly with their class teacher. If the problem persists, or you feel that you have been unfairly treated, consult with the appropriate Head Teacher, then with your Year Adviser or Deputy Principal. If these members of staff are unable to resolve the difficulty, then the situation will be referred to the Principal to review the matter with all parties involved.

## **RESPONSIBILITIES**

### **THE SCHOOL'S RESPONSIBILITIES**

**Gundagai High School is required to:**

1. Provide an assessment of students' achievement in each of their Stage 5 courses. This assessment will be recorded as a grade on the student's RoSA (Record of School Achievement).
2. Provide suitable reporting procedures.
3. Provide a review/appeals procedure for any student concerns that arise during the assessment program.

### **THE FACULTIES' RESPONSIBILITIES**

**Faculties at Gundagai High School are required to:**

1. Determine the tasks on which subject assessments are based and the marks that will be allocated to each task.
2. Translate the components of each subject guide into student tasks and specify values to be applied to each task, consistent with those of the subject guides.
3. Schedule the assessment tasks throughout the course. The schedule for each subject is published in this handbook. Exact dates of tasks will be notified two weeks in advance, on the assessment task notification. No more than two assessment tasks should be scheduled for any one day.
4. Ensure there is a process in place for the collection of assessment tasks due to be submitted outside of class lessons.
5. Establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks which form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
6. Notify students and parent/carers of the award of a zero mark for any assessment task. This must be in writing.

7. Give special consideration to students with a disability and others with special needs after consulting with the Principal, Wellbeing Coordinator and the Learning Support teacher.
8. Avoid changing the published assessment program after its commencement unless:
  - a) The relative value of the task is not altered
  - b) The component weightings are maintained
  - c) Students are informed in writing
  - d) The Principal, Deputy Principal and Head Teacher are informed.
9. Make sure assessment tasks differentiate among student performance across criteria.
10. Establish review procedures if a student lodges an appeal within 24 hours of receiving the mark for an individual assessment task.

### **THE STUDENT'S RESPONSIBILITIES**

1. Complete and present all assessment tasks.
2. If, for any reason, you cannot attend or submit a task it is up to you to inform your teacher and the Head Teacher of the Faculty concerned. You may, if you request it, be granted an extension or official leave (in such a case, an alternative date and/or task or estimate will be given). This will be granted ONLY IN EXCEPTIONAL CIRCUMSTANCES. Refer to Section 6 of the General Policy Information on page 4.
3. If an extension of time or leave is not granted, penalties will be imposed. Refer to Section 6 of the General Policy Information on page 4.
4. It is your responsibility to check with the teachers of your course to see if any assessment tasks have been issued while you were absent from class. No extension or leave will be granted if you fail to carry out this action.
5. The work you submit must be your own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed. Refer to Section 8 of the General Policy Information on page 5.
6. If you have any problems regarding assessment tasks you can approach your teacher, the Head Teacher of the faculty involved, or your Year Adviser for advice.
7. Appeals against marks awarded for an assessment task must be lodged within 24 hours of receiving the marked assessment task. Note 24 hours equals one school day.

## ILLNESS/MISADVENTURE APPEALS

You may lodge an illness/misadventure appeal if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

### A. Lodging an Appeal

All illness/misadventure appeals relating to assessment tasks are to be lodged to the Head Teacher of the faculty involved within 48 hours of the due date of the task. A copy of an illness/misadventure form is contained in this handbook. Forms are also available from Head Teachers.

Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the Head Teacher of the faculty concerned.

### B. Grounds for Appeal

The assessment mark is intended to be a measure of your performance in the assessment. Therefore, appeals must relate to illness or misadventure suffered at the time of the assessment task that affected your performance in the task.

*Appeals may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. the passing of a family member).

*The Appeals process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

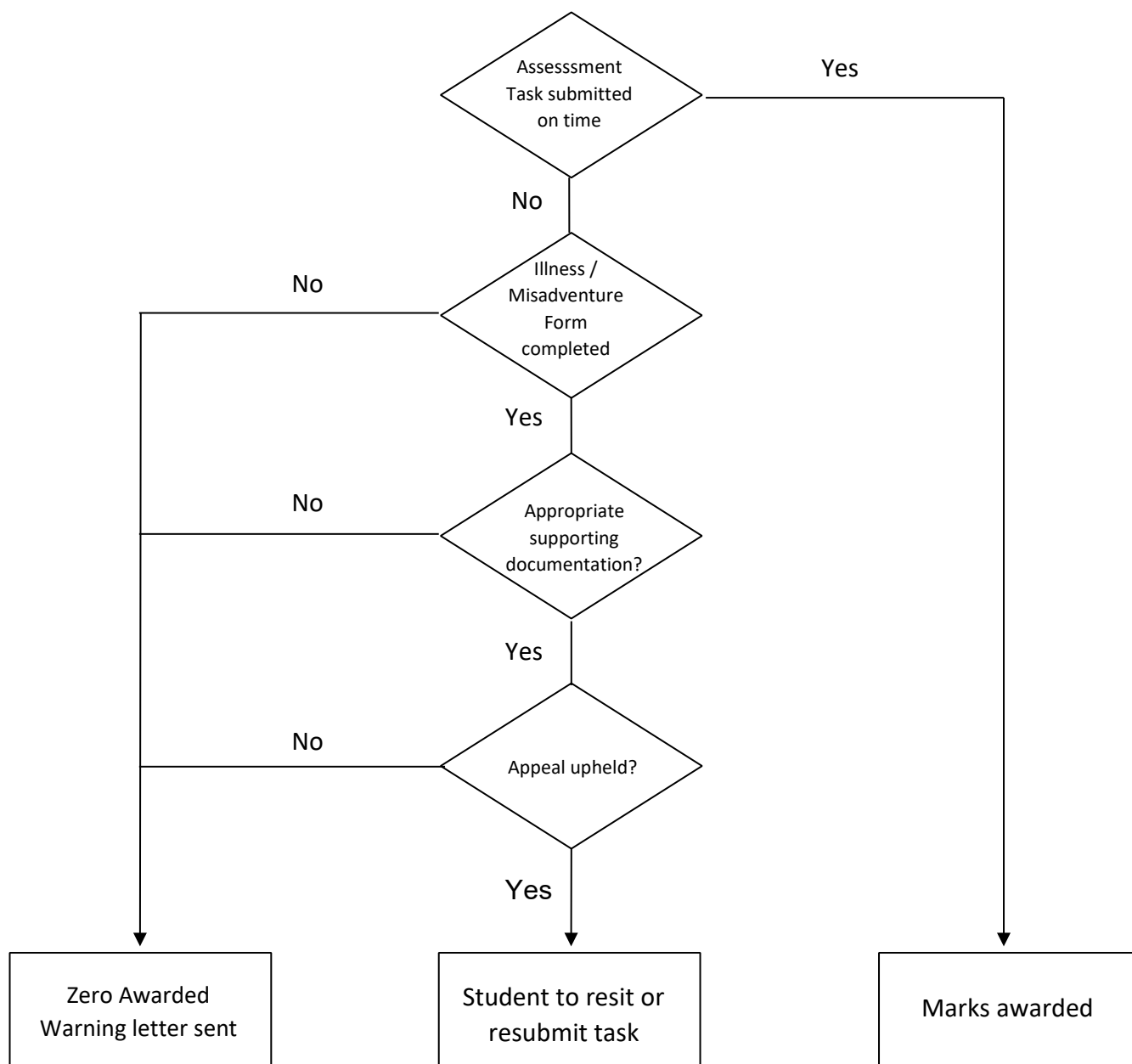
### C. Evidence

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your appeal must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, independent evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.

***See flow diagram below for the appeals process:***





#### D. Appeal Results

Illness/misadventure appeals will be considered by the Head Teacher. If the grounds for appeal are determined to be legitimate and the appeal includes required evidence, the Head Teacher will recommend that the appeal be upheld. The final decision on an appeal will be made by the Principal.

If the appeal is upheld, arrangements will be made for the student to resit or resubmit the assessment task. In some circumstances an estimate result may be awarded.

## **E. Appeals against Assessment Task Marks**

You may appeal against the mark given in an assessment task if you feel it is not a true indication of its worth or if you consider incorrect procedure has been adopted.

Students may request reconsideration of the marks awarded for assessment tasks within 24 hours of the task being returned. The process of reconsideration will involve only the teacher concerned and the Head Teacher of the relevant Faculty.

### **STEPS IN APPEALING:**

1. You should first of all discuss your appeal with the classroom teacher concerned, if your objection is to the mark obtained. If your objection is not resolved at this level then the matter should be referred to the Head Teacher of the faculty.
2. The Head Teacher of the faculty will advise if you have grounds for proceeding with the appeal. The matter will be discussed with the student, the class teacher and the Head Teacher. If the objection is not resolved at this level the matter will be referred to the Deputy Principal.
3. The Deputy Principal will determine by discussion with the student, classroom teacher and Head Teacher if the appeal should proceed. If not resolved at this level then it will be referred to the Principal.
4. The senior executive will determine the outcome of the appeal and the result communicated to the student, teacher and Head Teacher concerned.

## **MONITORING STUDENT PROGRESS**

All N-determination warnings will be recorded on a school database as part of the process for monitoring student progress. A student receiving N-determination warnings in a number of courses will be interviewed by the Deputy Principal. Parents will be notified of the situation.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**

**GUNDAGAI HIGH SCHOOL**  
**APPLICATION FOR SPECIAL CONSIDERATION FOR**  
**ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject / Course: \_\_\_\_\_ Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ Date of actual submission: \_\_\_\_\_

**Student Statement:** (to be completed by the student)

**My appeal is being lodged for the following reason(s):**

- |   |  |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank                     |
| <input type="checkbox"/> the awarding of zero   | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark  | <input type="checkbox"/> acceptable reason for non-submission  |

I did not complete / submit the task indicated above on the due date for the following reason (s):

\_\_\_\_\_  
\_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Subject Teacher Statement:**

\_\_\_\_\_  
\_\_\_\_\_

Signature of subject teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Attach supporting documentation (eg medical certificate) to this sheet and return it to the Head Teacher of the subject.

**Head Teacher Recommendation:**

\_\_\_\_\_  
\_\_\_\_\_

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

**Action Taken by the Deputy Principal and/or Principal\*:**

- |  |  |
|--|--|
| <input type="checkbox"/> non-attempt, zero awarded, U award    | <input type="checkbox"/> late submission, zero awarded |
| <input type="checkbox"/> resit                                 | <input type="checkbox"/> Estimate to be given*         |
| <input type="checkbox"/> extension of time granted until _____ |  |
| <input type="checkbox"/> other: _____                          |  |

Signature of Principal/DP: \_\_\_\_\_ Date: \_\_\_\_\_

## GUNDAGAI HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<b><i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment</i></b>	<ul style="list-style-type: none"> <li>Parent or carer should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>To verify the seriousness of the illness, you will require a medical certificate.</li> </ul>	<ul style="list-style-type: none"> <li>Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty Head Teacher.</li> <li>Within 48 hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject Head Teacher, with supporting evidence.</li> <li>After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.</li> </ul>
<b><i>You are absent on day a task is to be submitted.</i></b>	<ul style="list-style-type: none"> <li>Parent or carer should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<b><i>You become aware of an upcoming absence on the day of a scheduled task.</i></b>	<ul style="list-style-type: none"> <li>You are to notify class teacher as early as possible.</li> <li>Written notification of an explanation for the absence including parent's signature is required. <i>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</i></li> </ul>	<ul style="list-style-type: none"> <li>Class teacher and Head Teacher will make suitable arrangements with you.</li> </ul>
<b><i>You fail to submit an assessment task at the appropriate time.</i></b>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher will notify the Head Teacher.</li> <li>N-determination warning letter will be sent to your parents along with notification of a ZERO score.</li> <li><b><i>You must still submit task to satisfy NESA requirements.</i></b></li> </ul>
<b><i>You arrive at school and you become aware you have accidentally left your task or equipment required to complete a task at home.</i></b>	<ul style="list-style-type: none"> <li>You are to notify teacher/Head Teacher immediately. Provision may be made for you to return home or parents/carers contacted.</li> </ul>	<ul style="list-style-type: none"> <li>If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>

<i>Scenario</i>	<i>Action</i>	<i>Follow-Up</i>
<b><i>You experience technical difficulties in publication of task.</i></b>	<ul style="list-style-type: none"> <li>• Always back up work in a second location.</li> <li>• Keep draft copies of <u>all</u> work.</li> </ul>	<ul style="list-style-type: none"> <li>• No provision can be made for computer problems.</li> <li>• You <b>submit</b> hand written copy and any available draft copies.</li> </ul>
<b><i>You are experiencing difficulty in completing a research task.</i></b>	<ul style="list-style-type: none"> <li>• You must discuss any difficulties with your class teacher well before the due date.</li> <li>• <b>Written</b> application for extension may be made to the teacher/head teacher. The senior executive will consider this.</li> <li>• This must be submitted at least THREE days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>• You will be advised in writing if you have been granted an extension.</li> <li>• If an extension is granted, you must submit the task by the new due date.</li> </ul>
<b><i>You submit work which is not your own.</i></b>	<ul style="list-style-type: none"> <li>• All materials used in research must be appropriately referenced.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.</li> </ul>
<b><i>You complete a task of poor quality.</i></b>	<ul style="list-style-type: none"> <li>• Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Your teacher/Head Teacher will notify you and your parents/carers that a non-serious attempt was made for the task.</li> <li>• You will need to resubmit the task at an appropriate standard to satisfy NESA requirements. The marks awarded from your initial submission will stand without alteration.</li> <li>• If you fail to resubmit, you will be issued with an N-determination warning letter.</li> </ul>
<b><i>You are unprepared for an oral task presentation.</i></b>	<ul style="list-style-type: none"> <li>• You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are not prepared to deliver the task when called upon, a ZERO score will be awarded and you will be issued with an N-determination warning letter.</li> </ul>
<b><i>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</i></b>	<ul style="list-style-type: none"> <li>• It is your responsibility to submit the task to your teacher/Head Teacher prior to leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>• If you fail to submit the task on date due it will receive a ZERO score and you will be issued with an N-determination warning letter.</li> </ul>

## 2022 Personal Assessment Calendar

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



**EXAMINATION PROCEDURES FOR  
YEARS 7-10 STUDENTS**  
**Please read the following very carefully**

**Before the examination period**

1. Read the examination timetable carefully. It is the student's responsibility to attend all examinations as per the timetable. No additional time will be permitted for late students unless there are extenuating circumstances (eg late bus).

**Immediately prior to the start of the examination**

2. Be outside the examination room at least 5 minutes before the time specified on the timetable which is the starting time of the examination.
3. **PROGRAMMABLE WATCHES, MOBILE PHONES AND ALL ELECTRONIC DEVICES ARE BANNED FROM THE EXAMINATION ROOM. IF ONE IS FOUND ON A STUDENT IT WILL BE CONFISCATED**  
and a report will be written on the incident which **could result in no marks being awarded** for the examination.
4. If a student wears a watch into the examination, it must be placed in clear view on the desk.
5. No student is to bring any bags, folders, written material or paper or liquid paper/white out into the examination room. All writing and drawing paper will be supplied by the school.
6. No food is permitted in the examination room, however, students may bring a bottle of water in a clear bottle into the examination room.
7. There will be no borrowing during the examination.
8. All students should bring at least two black writing pens, pencil, eraser, ruler, as well as subject specific needs such as calculators, drawing equipment etc.

**Upon entering the examination room and during the examination**

9. Do not talk once inside the examination room unless directed to by a supervising teacher.
10. Upon entering the examination room sit in the desk, row, or area indicated by the supervising teacher.
11. To seek assistance from the supervisor students must raise their hand. The supervisors will only assist in the following matters:
  - The wrong examination has been provided
  - Part of the examination is missing
  - Part of the examination has not been printed clearly (you are not sure that you can read it correctly)
  - You need more writing paper
  - You think there is an error in the paper and you wish it verified
  - You feel ill or wish to go to the toilet (students should attempt to ensure that they do not need to make this request as it does disrupt the concentration of most students in the examination room)
12. Read and follow the instructions on the examination paper carefully.
13. Write your name as indicated on the examination paper.
14. Any student who engages in disruptive behaviour, talks to or attempts to communicate with another student or is found to be cheating may be removed from the room and have their paper cancelled. A report will be written on the incident which **could result in no marks being awarded** for the examination.
15. **You will NOT be permitted to leave the examination room** before the completion of your examination without **written permission** from the Principal or Deputy Principal, so please do not ask.

**At the conclusion of the examination**

16. At the conclusion of your examination stop work when directed and listen carefully to and follow all instructions given as to how to hand in your paper and leave the room.

**If you are absent for an examination**

17. You will be required to supply a **Medical Certificate** or **Statutory Declaration** should you miss an examination. Please notify the Deputy Principal as soon as possible if you are unable to sit for an examination so that an alternate time and/or an examination task can be arranged. Failure to do so will seriously disadvantage a student as they may be required to complete such a task on the first day back at school.

**If you have any questions, ask your Year Adviser or classroom teacher.**



# MANDATORY SUBJECTS

1. English
2. Mathematics 5.3 / 5.2
3. Mathematics 5.2 / 5.1
4. Science
5. Geography
6. History
7. Personal Development, Health and Physical Education

## YEAR 9 ENGLISH

### Topics:

1. The Art of Writing
2. Documenting Our World
3. Shakespeare: Romeo & Juliet
4. In Their Position

Task No.	Type	Weighting	Outcomes	Date Due
1	NAPLAN: Reading, Writing & Language Conventions	25%	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-7D, EN5-9E	Term 2, 10-20 May (TBC)
2	Essay	35%	EN5-1A, EN5-3B, EN5-5C, EN5-6C	Term 3, Week 8
3	Examination	40%	EN5-5C, EN5-4B, EN5-7D, EN5-9E	Term 4, Week 5

### Stage 5 Outcomes

A student:

- 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

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE ENGLISH

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module	The Art of Writing										
Outcomes	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-7D, EN5-9E										
Assessment Tasks											

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module	Documenting Our World									
Outcomes	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-7D, EN5-9E									
Assessment Tasks			NAPLAN (10-20 May - TBC) 25%							

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module	Conflict: Romeo and Juliet									
Outcomes	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-9E									
Assessment Tasks								Essay 35%		

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module	In Their Position									
Outcomes	EN5-5C, EN5-4B, EN5-7D, EN5-9E									
Assessment Tasks					Examination 40%					

## YEAR 9 5.3 MATHEMATICS

Mathematics in Years 7-10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem solving skills. Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. For this reason, Stage 5 of the Mathematics curriculum has been expressed in terms of three sub stages, Stage 5.1, Stage 5.2 and Stage 5.3. Assessment tasks for mathematics will all be in-class tasks.

### Topics - Semester 1

- |   |   |
|---|---|
| 1. Working with Numbers<br>3. Pythagoras' Theorem and Surds<br>5. Indices | 2. Products & Factors<br>4. Trigonometry<br>6. Geometry |
|---|---|

Task No	Type	Weighting	Outcomes	Date Due
1	In-class task	25%	MA5.2-6NA, MA5.3-5NA, MA5.3-2WM, MA5.2-13MG	Term 1, Week 9
2	In-class task	25%	MA5.2-7NA, MA5.2-13MG, MA5.2-14MG, MA5.3-3 WM	Term 2, Week 7

### Topics - Semester 2

- |   |  |
|---|--|
| 7. Equations<br>9. Investigating Data<br>11. Co-ordinate Geometry and Graphs<br>13. Congruent and Similar Figures | 8. Earning Money<br>10. Surface Area and Volume<br>12. Probability |
|---|--|

Task No	Type	Weighting	Outcomes	Date Due
3	In-class task	25%	MA5.2-4NA, MA5.2-8NA, MA5.2-9NA, MA5.2-16SP	Term 3, Week 9
4	In-class task	25%	MA5.2-7NA, MA5.2-13MG, MA5.2-14MG, MA5.3-3 WM	Term 4, Week 5

## Syllabus Outcomes

A student:

- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-4NA solves financial problems involving compound interest
- MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
- MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
- MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA performs operations with surds and indices
- MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3-18SP uses standard deviation to analyse data
- MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE MATHS 5.2 / 5.3

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/ Unit	Working with number			Products and Factors			Pythagoras' theorem and surds			Lost Time	
Assessment Tasks									Task 1 Class Activity 25%		

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Trigonometry			Indices			Geometry		Lost Time	
Assessment Tasks							Task 2 Class Activity 25%			

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Equations			Earning Money			Investigating Data			Lost Time
Assessment Tasks									Task 3 Class Activity 25%	

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Surface Area and Volume			Coordinate Geometry and Graphs			Probability		Congruent and Similar Figures	
Assessment Tasks					Task 4 Class Activity 25%					

## YEAR 9 5.2 / 5.1 MATHEMATICS

Mathematics in Years 7-10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. For this reason, Stage 5 of the Mathematics curriculum has been expressed in terms of three sub stages, Stage 5.1, Stage 5.2 and Stage 5.3. Assessment tasks for mathematics will all be in-class tasks.

### Topics - Semester 1

- |  |   |
|--|---|
| 1. Pythagoras' Theorem<br>3. Algebra<br>5. Indices | 2. Working with Numbers<br>4. Trigonometry<br>6. Geometry |
|--|---|

Task No.	Type	Weighting	Outcomes	Date Due
1	In-class task	25%	MA5.1-1WM, MA5.2-6NA, MA5.1-11MG, MA4-16MG	Term 1, Week 9
2	In-class task	25%	MA5.1-5NA, MA5.2-10NA, MA5.2-7NA, MA5.1-2WM	Term 2, Week 7

### Topics - Semester 2

- |  |  |
|--|--|
| 7. Equations<br>9. Investigating Data<br>11. Co-ordinate Geometry and Graphs | 8. Earning Money<br>10. Surface Area and Volume<br>12. Probability |
|--|--|

Task No	Type	Weighting	Outcomes	Date Due
3	In-class task	25%	MA5.1-2WM, MA5.1-6NA, MA5.1-4NA, MA5.1-5NA	Term 3, Week 9
4	In-class task	25%	MA5.1-8MG, MA5.1-12SP, MA5.1-11MG, MA5.2-9NA, MA5.2-10NA	Term 4, Week 5

## Syllabus Outcomes

A student:

- MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-4NA solves financial problems involving earning, spending and investing money
- MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.2-4NA solves financial problems involving compound interest
- MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
  
- MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1-11MG describes and applies the properties of similar figures and scale drawings
- MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
- MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events



## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE MATHS 5.1 / 5.2

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/ Unit	Numbers of any magnitude			Area and surface area			Indices			Lost Time	
Assessment Tasks									Task 1 Class Activity 25%		

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Probability			Single variable data analysis					Lost Time	
Assessment Tasks							Task 2 Class Activity 25%			

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Financial Maths				Right angled triangles (trigonometry)			Properties of geometric figures		
Assessment Tasks									Task 3 Class Activity 25%	

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Linear relationships			Non-linear relationships			Lost time			
Assessment Tasks					Task 4 Class Activity 25%					

## YEAR 9 SCIENCE

### Topics - Semester 1

- |  |                    |
|--|--------------------|
| 1. Heat, Light and Sound, Electromagnetic Radiation<br>3. Materials and Reaction Types | 2. Plate Tectonics |
|--|--------------------|

Task No.	Type	Weighting	Outcomes	Date Due
1	First-hand Investigation on Waves	20%	SC5-10PW SC5-11PW (PW1, PW4)	Term 1, Week 8
2	Chemical Practical Skills Test	20%	SC5 -16CW SC5-17CW (CW1, CW2 <i>a to d</i> , CW3, CW4 <i>a,b,d,e</i> )	Term 2, Week 6

### Topics - Semester 2

- |   |               |
|---|---------------|
| 4. Body Co-ordination and Disease<br>6. Electrical Energy | 5. Ecosystems |
|---|---------------|

Task No.	Type	Weighting	Outcomes	Date Due
3	Video Literacy Task on Disease & Vaccinations	25%	SC5-14LW, SC5-15LW (LW1, LW3e)	Term 3, Week 6
4	Chemical Practical Skills Test	20%	All Outcomes	Term 4

## Syllabus Outcomes

A student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- 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
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- 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
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE SCIENCE

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/ Unit	Heat, Light and Sound, Electromagnetic Radiation				Plate Tectonics						
Outcomes	SC5-10PW    SC5-11PW (PW1, PW4)				SC5-12 ES						
Assessment Tasks	Task 1: Group Scaffolded First-hand Investigation on Waves 20% Due: Week 8										

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Materials and Reaction Types									
Outcomes	SC5 -16CW SC5-17CW (CW1, CW2 a to d, CW3, CW4 a,b,d,e)									
Assessment Tasks	Task 2: Chemical Practical Skills Test 20% Due: Week 6									

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Body Coordination and Disease (1. Infectious Disease, 2. Body Coordination, 3. Non-Infectious Disease.)									
Outcomes	SC5-14LW SC5-15LW (LW1, LW3e)									
Assessment Tasks	Task 3: Video Literacy Task on Disease and Vaccinations. 25% Due: Week 6									

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module/ Unit	Ecosystems					Electrical Energy				
Outcomes	SC5-14LW SC5-15LW (LW2)					SC5-10PW SC5-11PW (PW3,PW4)				
Assessment Tasks	Task 4: Final Examination 35% T.B.A.									

## YEAR 9 GEOGRAPHY

### Topics

1. Sustainable Biomes

2. Changing Places

Task No.	Type	Weighting	Outcomes	Date Due
1	Oral Presentation	50%	GE5-1, GE5-3, GE5-5, GE5-7	Term 1, Week 7
2	Examination	50%	GE5-1, GE5-2, GE5-3, GE5-5	Term 2, Week 6

### Stage 5 Outcomes

A student:

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

## YEAR 9 HISTORY

### Topics

1. Depth Study 1: Making a Better World – The Industrial Revolution
2. Depth Study 2: Making a Nation
3. Depth Study 3: Australian at War – World War 1

Task No.	Type	Weighting	Outcomes	Date Due
1	Source Based Visual Representation	50%	HT5-4, HT5-8, HT5-5, HT5-9	Term 3, Week 6
2	Topic test	50%	HT5-1, HT5-2, HT5-5	Term 4, Week 6

### Outcomes: Stage 5

A student:

- 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
- HT5-3 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 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
- HT5-8 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. Time to go home.

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE GEOGRAPHY/HISTORY

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module	Geography: Sustainable Biomes										
Outcomes	GE5-3, GE5-5, GE5-7, GE5-8										
Assessment Tasks							Geography Report 50%				

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module	Geography: Examination									
Outcomes	GE5-1, GE5-2, GE5-3, GE5-4									
Assessment Tasks						Examination 50%				

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module	a) Making a Better World - The Industrial Revolution Depth Study b) Making a Nation									
Outcomes	HT5-3, HT5-4, HT5-5, HT5-6, HT5-8, HT5-9, HT5-10									
Assessment Tasks						Source-based visual representation 50%				

Term 4	1	2	3	4	5	6	7	8	9	10	11
Topic/Module	a) Making a Nation b) Australians at War – WW1										
Outcomes	HT5-1, HT5-2, HT5-3, HT5-5, HT5-6, HT5-7, HT5-10										
Assessment Tasks						Topic Test: 50%					

## YEAR 9 PDHPE

### Topics – Semester 1

- |  |   |
|--|---|
| 1. It Couldn't Happen to Me<br>3. The Mind Matters | 2. Movement Skill and Performance<br>4. Enhancing Performance |
|--|---|

Task No.	Type	Weighting	Outcomes	Date Due
1	It Couldn't Happen to Me	15%	PD5-6, PD5-7	Term 1, Week 9
2	Semester 1 Examination	15%	PD5-1, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	Term 2, Week 6
3	Practical – Movement Skills and Performance	20%	PD5-4, PD5-5, PD5-10	Term 2, Week 8

### Topics - Semester 2

- |   |   |
|---|---|
| 5. Talking Sexual Health<br>7. Respectful Relationships | 6. Feel the Force on the Court<br>8. Physical Activity for Me |
|---|---|

Task No.	Type	Weighting	Outcomes	Date Due
1	Sexual Health – Theory Task	10%	PD5-2, PD5-3, PD5-9	Term 3, Week 6
2	Semester 2 Examination	20%	PD5-1, PD5-2, PD5-3, PD5-4, PD5-5, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	Term 4, Week 5
3	Performance Analysis – Movement Skills and Performance	20%	PD5-4, PD5-5, PD5-10, PD5-11,	Term 4, Week 7

### Syllabus Outcomes

A student:

- 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



## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE: PDHPE STAGE 5

Term 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	It couldn't happen to me Syllabus outcomes: PD5-2, PD5-6, PD5-7, PD5-8, PD5-9									
	Movement Skills and Performance Syllabus outcomes: PD5-4, PD5-5, PD5-10									
								Task 1: 15%		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	The Mind Matters Syllabus outcomes: PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9									
	Enhancing Performance Syllabus outcomes: PD5-4, PD5-5, PD5-11									
						Task 2: 15%	Task 3: - PRACTICAL: 20%			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Talking Sexual Health Syllabus outcomes: PD5-1, PD5-2, PD5-3, PD5-9, PD5-10									
	Feel the force / On the Court Syllabus outcomes: PD5-4, PD5-5, PD5-10, PD5-11									
						Task 4: 10%				

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Respectful Relationships Syllabus outcomes: PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10									
	Physical Activity for Me Syllabus outcomes: PD5-2, PD5-6, PD5-7, PD5-8, PD5-9									
					Task 5: 20%	Task 6: - PRACTICAL: 20%				

# **ELECTIVE SUBJECTS**

1. Agricultural Technology
2. Commerce
3. Elective History
4. Food Technology
5. Industrial Technology (Metal)
6. Industrial Technology (Timber)
7. Music
8. Physical Activity & Sports Studies (PASS)
9. Visual Arts

## YEAR 9 AGRICULTURAL TECHNOLOGY

### Topics – Semester 1

1. History and Overview
2. Prime Lamb Production Systems
3. Pasture / Fodder Systems

Task No.	Type	Weighting	Outcomes	Date Due
1	Prime Lamb Breeds ID Test Sheep in Australia Analysis	20%	AG5-1, AG5-2, AG5-4, AG5-6, AG5-9, AG5-10, AG5-11, AG5-13, AG5-14	Term 1, Week 8
2	Seed and Fertiliser Identification Test	10%	AG5-1, AG5-2, AG5-4, AG5-6, AG5-9, AG5-10, AG5-11, AG5-13, AG5-14	Term 2, Week 2
3	Seed Depth and Germination Trial	20%	AG5-1, AG5-2, AG5-4, AG5-6, AG5-9, AG5-10, AG5-11, AG5-13, AG5-14	Term 2, Week 5

### Topics – Semester 2

4. Extensive Beef Cattle Systems
5. Summer Crop / Vegetable Production

Task No.	Type	Weighting	Outcomes	Date Due
3	Beef Cattle in Australia Analysis	10%	AG5-1, AG5-2, AG5-3, AG5-4, AG5-7, AG5-9, AG5-10, AG5-11, AG5-14	Term 3, Week 3
4	Cattle Husbandry / Handling Skills	10%	AG5-1, AG5-2, AG5-5, AG5-7, AG5-8, AG5-10, AG5-12, AG5-13, AG5-14	Term 3, Week 8
5	Exam	20%	AG5-1, AG5-2 AG5-4 AG5-6 AG5-9 AG5-10 AG5-11 AG5-13 AG5-14	Term 4, Week 5

## Syllabus Outcomes

A student:

- AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2 explains the interactions within and between agricultural enterprises and systems
- AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4 investigates and implements responsible production systems for plant and animal enterprises
- AG5-5 investigates and applies responsible marketing principles and processes
- AG5-6 explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7 explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12 collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14 performs plant and animal management practices safely and in cooperation with others

## GUNDAGAI HIGH SCHOOL SCOPE AND SEQUENCE AGRICULTURAL TECHNOLOGY

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/Unit	Agricultural History and Indigenous Land Management Prime Lamb Production Systems										
Outcomes	AG5-1, AG5-8, AG5-1, AG5-2, AG5-3, AG5-5, AG5-7, AG5-8, AG5-10, AG5-13, AG5-14										
Assessment Tasks								Prime Lamb Breeds ID Test Sheep in Australia Analysis 20%			

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Pasture and Fodder Systems									
Outcomes	AG5-1, AG5-4, AG5-5, AG5-6, AG5-8, AG5-12, AG5-13									
Assessment Tasks		Pasture Plant/ Fertiliser Identification 10%			Seed Depth Trial 20%					

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Extensive Beef Cattle Systems									
Outcomes	AG5-1, AG5-2, AG5-3, AG5-4, AG5-7, AG5-9, AG5-10, AG5-11, AG5-12, AG5-13, AG5-14									
Assessment Tasks			Beef Cattle in Australia Analysis 10%					Cattle Husbandry / Handling Skills 20%		

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Summer Crop/Vegetables Production Systems									
Outcomes	AG5-1, AG5-2, AG5-4, AG5-6, AG5-9, AG5-10, AG5-11, AG5-13, AG5-14									
Assessment Tasks					Exam 20%					

## YEAR 9 ELECTIVE HISTORY

### Topics

- |  |                            |
|--|----------------------------|
| 1. Maralinga<br>3. Jack the Ripper<br>5. 1852 Gundagai Flood | 2. Ned Kelly<br>4. Titanic |
|--|----------------------------|

Task No.	Type	Weighting	Outcomes	Date Due
1	Maralinga power point presentation	20%	HTE5-1, HTE5-2	Term 1, Week 7
2	Biography and visual library display	30%	HT5-7, HT5-3, HTE4-9	Term 2, Week 5
3	Investigation of responsibility – written task	25%	HTE5-6, HTE5-8	Term 3, Week 8
4	Examination	25%	HTE5-4, HTE5-5	Term 4, Week 5

### Syllabus Outcomes

A student:

- |         |  |
|---------|--|
| HTE5-1  | explains the nature of history, heritage, archaeology and the methods of historical inquiry          |
| HTE5-2  | recognises the ways in which historical meanings can be constructed through a range of media         |
| HTE5-3  | sequences people and events or heritage features, within specific periods of time                    |
| HTE5-4  | describes some of the main features of past societies or periods, including groups and personalities |
| HTE5-5  | describes the key features of cultural groups, sites and/or family in our shared heritage            |
| HTE5-6  | identifies the meaning, purpose and context of historical sources                                    |
| HTE5-7  | identifies and discusses different contexts, perspectives and interpretations of the past            |
| HTE5-8  | selects and organises relevant information from sources, to develop an historical inquiry            |
| HTE5-9  | uses a range of historical terms and concepts when communicating an understanding of the past        |
| HTE5-10 | selects and uses appropriate forms to communicate about the past                                     |

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE ELECTIVE HISTORY

Term 1	1	2	3	4	5	6	7	8	9	10
Topic/Module	Maralinga									
Outcomes	HTE5-1, HTE5-2									
Assessment Tasks							Powerpoint presentation: 20%			

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module	Ned Kelly									
Outcomes	HTE5-7, HTE5-3, HTE5-9									
Assessment Tasks					Biography and visual library display: 30%					

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module	Jack the Ripper									
Outcomes	HTE5-6, HTE5-8									
Assessment Tasks								Written task: 25%		

Term 4	1	2	3	4	5	6	7	8	9	10	11
Topic/Module	1852 Gundagai Flood/Titanic										
Outcomes	HTE5-4, HTE5-5										
Assessment Tasks					Examination: 25%						

## YEAR 9 FOOD TECHNOLOGY

### Topics – Semester 1

1. Food in Australia

2. Food Equity

Task No.	Type	Weighting	Outcomes	Date Due
1	Assessment Task 1 - Research	25%	FT5-1, FT5-12, FT5-11, FT5-5	Term 1, Week 10
2	Assessment Task 2	25%	FT5-6, FT5-8, FT5-10	Term 2, Week 5

### Topics - Semester 2

3. Food Product Development

4. Food Selection and Health

Task No.	Type	Weighting	Outcomes	Date Due
1	Assessment Task 3 - Research	25%	FT5-13, FT5-2, FT5-5, FT5-9	Term 1, Week 10
2	Assessment Task 4 - Practical	25%	FT5-3, FT5-1, FT5-2, FT5-11, FT5-7	Term 2, Week 5

### Syllabus Outcomes

A student:

- 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



## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE FOOD TECHNOLOGY

Term 1	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Food in Australia									
Outcomes Assessed	FT5-1 FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5--11, FT512, FT5-13									
Assessment Tasks							Assessment Task 1 - Research 25%			

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Food Equity									
Outcomes Assessed	FT51, FT52, FT55, FT56, FT57, FT58, FT59, FT510, FT511, FT512, FT5-13									
Assessment Tasks						Assessment Task 2 - 25%				

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Food Product Development									
Outcomes Assessed	FT5-1, FT2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									
Assessment Tasks						Assessment Task 3 - Research 25%				

Term 4	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/Unit	Food Selection and Health										
Outcomes Assessed	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12										
Assessment Tasks					Assessment Task 4 – Practical 25%						

## YEAR 9 INDUSTRIAL TECHNOLOGY (METAL) 100 HOUR COURSE

### Topic – Semester 1

#### 1. General Metal 1

Task No.	Type	Weighting	Outcomes	Date Due
1	Practical Project 1	30%	IND5-1IND5-3 IND5-4 IND5-6 IND5-8 IND5-9 IND5-2-IND5-7	Term 2, Week 2
2	Practical Project 2	30%	IND5-1IND5-3 IND5-4 IND5-6 IND5-8 IND5-9 IND5-2-IND5-7	Term 3, Week 2

### Topic - Semester 2

#### 2. General Metal 2

Task No.	Type	Weighting	Outcomes	Date Due
3	Yearly Exam	10%	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	Term 3, Week 9
4	Practical Project 3	30%	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	Term 4, Week 6

## Syllabus Outcomes

A student:

- 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

# GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE

## INDUSTRIAL TECHNOLOGY – METAL (100 HOURS)

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/Unit	General Metal 1										
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9										
Assessment Task											

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	General Metal 1									
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9									
Assessment Task		Practical Project 1 30%								

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	General Metal 2									
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10									
Assessment Task		Practical Project 2 30%							Yearly Exam 10%	

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	General Metal 2									
Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9									
Assessment Task						Practical Project 3 30%				

## YEAR 9 INDUSTRIAL TECHNOLOGY (TIMBER)

Task No.	Type	Weighting	Outcomes	Date Due
1	Hand Tools - Timber Joints	15%	5-1, 5-3, 5-6, 5-7	Term 1, Week 8
2	Hand & Machine Operations - Towel Rail	15%	5-1, 5-3, 5-5, 5-6, 5-8	Term 2, Week 2
3	Industrial Applications - Tray	20%	5-1, 5-3, 5-6, 5-7, 5-8, 5-9, 5-10	Term 3, Week 6
4	Theory - Exam	20%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	Term 4, Week 4
5	Framing & Box Constructions - Half Round Hall Table	30%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	Term 4, Week 6

### Syllabus Outcomes

A student:

- 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

# GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE

## INDUSTRIAL TECHNOLOGY TIMBER

Term 1	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Work Shop Safety & Hand Tools									
Outcomes	5-1,3,6,7									
Assessment Tasks								Timber Joints 15%		

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Hand and Machine Operations							Industrial Applications		
Outcomes	5-1,3,5,6,8							5-1,3,6,7,8,9,10		
Assessment Tasks				Towel Rail 15%						

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Industrial Applications					Framing and Box Construction / Theory				
Outcomes	5-1,3,6,7,8,9,10					5-,1,2,3,4,5,6,7,8,9,10				
Assessment Tasks						Joint Tray 20%				

Term 4	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/Unit	Framing and Box Construction / Theory										
Outcomes	5-,1,2,3,4,5,6,7,8,9,10										
Assessment Tasks				Exam 20%		Half Round Hall Table 30%					

## YEAR 9 MUSIC

Task No.	Type	Weighting	Outcomes	Date Due
1	Performance	25%	5.1 – 5.3, 5.12	Term 1, Week 9
2	Listening / Theory	25%	5.7-5.9	Term 2, Week 5
3	Performance	25%	5.4-5.6, 5.10	Term 3, Week 9
4	Composition	25%	5.1-5.3	Term 4, Week 5

### Syllabus Outcomes

A student:

- 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 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 discussion 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 literacy 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 on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE – YEAR 10 MUSIC

Term 1	1	2	3	4	5	6	7	8	9	10	11
Topic/Module/Unit	Rock Music									Music for Large Ensembles	
Outcomes Assessed	5.1, 5.2, 5.3, 5.12									5.7, 5.8, 5.9	
Assessment Tasks									Performance 25%		

Term 2	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Music for Large Ensembles					Music and Technology				
Outcomes Assessed	5.7, 5.8, 5.9					5.1, 5.2, 5.3				
Assessment Tasks					Listening Theory 25%					

Term 3	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Music and Technology							Australian Music		
Outcomes Assessed	5.1, 5.2, 5.3							5.7, 5.8, 5.9		
Assessment Tasks								Performance 25%		

Term 4	1	2	3	4	5	6	7	8	9	10
Topic/Module/Unit	Australian Music					Popular Music				
Outcomes Assessed	5.7, 5.8, 5.9					5.10, 5.11, 5.12				
Assessment Tasks					Composition 25%					



## YEAR 9 PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

### Topic – Semester 1

- |  |                                |
|--|--------------------------------|
| 1. Body Systems and Energy for Physical Activity | 2. Physical Fitness            |
| 3. Nutrition and Physical Activity               | 4. Promoting Active Lifestyles |

Task No.	Type	Weighting	Outcomes	Date Due
1	Physical Fitness Practical Performance	15%	PASS5-2, PASS5-4, PASS5-5, PASS5-6, PASS5-9, PASS5-10	Term 1, Weeks 3 - 11
2	Physical Fitness Theory Task	15%	PASS5-1, PASS5-2, PASS5-6, PASS5-8, PASS5-10	Term 1, Week 9
3	Semester 1 Examination	20%	PASS5-1, PASS5-2, PASS5-6, PASS5-10	Term 2, Week 5

### Topic - Semester 2

- |  |                                 |
|--|---------------------------------|
| 5. Technology, participation, and performance      | 6. Coaching                     |
| 7. Opportunities and pathways in physical activity | 8. Physical activity for health |

Task No.	Type	Weighting	Outcomes	Date Due
4	Coaching Group Assessment	25%	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	Term 3, Weeks 3 - 10
5	Semester 2 Examination	25%	PASS5-1, PASS5-2, PASS5-6, PASS5-10	Term 4, Week 5

### Syllabus Outcomes

A student:

- |          |  |
|----------|--|
| 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. |

## GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE: PASS STAGE 5

Term 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	<i>Body systems and energy for physical activity</i> Outcomes: PASS5-1, PASS5-2, PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10									
Practical	<i>Physical Fitness</i> Outcomes: PASS5-1, PASS5-2, PASS5-5, PASS5-6, PASS5-8, PASS5-9									
Assessment Tasks	Fitness Practical Performance Task 1: 15%							Task 2: 15%		

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<i>Nutrition and Physical Activity</i> Outcomes: PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10									
Practical	<i>Promoting Active Lifestyles</i> Outcomes: PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10									
Assessment Tasks						Task 3: 20%				

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<i>Technology, participation, and performance</i> Outcomes: PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9									
Practical	<i>Coaching</i> Outcomes: PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9									
Assessment Tasks						Task 4: 25%				

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	<i>Opportunities and pathways in physical activity</i> Outcomes: PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10									
Practical	<i>Physical activity for health</i> Outcomes: PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10									
Assessment Tasks						Task 6: 25%				

## YEAR 9 VISUAL ARTS

### Topic – Semester 1

1. Painting

2. Drawing

Task No.	Type	Weighting	Outcomes	Date Due
1	Practical	10%	5.1, 5.3	Term 1, Week 10
2	Historical Study	20%	5.8, 5.9	Term 1, Week 8
3	Practical	15%	5.2, 5.6	Term 2, Week 7
4	VAPD	5%	5.4, 5.5	Term 2, Week 7

### Topic – Semester 2

3. Sculpture

4. Printmaking

Task No.	Type	Weighting	Outcomes	Date Due
5	Practical	10%	5.1, 5.3	Term 3, Week 9
6	Artist / artwork critical analysis	20%	5.7, 5.10	Term 3, Week 7
7	Practical	15%	5.2, 5.6	Term 4, Week 7
8	VAPD	5%	5.4, 5.5	Term 4, Week 7

### Syllabus Outcomes

A student:

- 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 artist - artwork - world - audience
- 5.3 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.4 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.5 makes artworks informed by an understanding of how the frames affect meaning
- 5.6 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.7 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.8 demonstrates developing technical accomplishment and refinement in making artworks
- 5.9 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.10 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.11 demonstrates how the frames provide different interpretations of art
- 5.12 demonstrates how art criticism and art history construct meanings

# GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE

## STAGE FIVE YEAR 9- VISUAL ARTS

Term 1				
Topic	Painting			
Task	1. 2D – Painting 2. Historical Study			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.1, 5.3 Critical and Historical Studies: 5.8, 5.19			
Components	Weighting %			
Artmaking /60%	10			
Critical and Historical Studies /40%	20			
Total % /100%	30			
Term 2				
Topic	Drawing			
Task	3. 2D - Drawing 4. VAPD			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.2, 5.6 VAPD: 5.4, 5.5			
Components	Weighting%			
Artmaking /60%	20			
Critical and Historical Studies /40%				
Total % /100%	20			
Term 3				
Topic	Sculpture			
Task	5. 3D – Sculpture 6. Artist/ artwork critical analysis			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.1, 5.3 Critical and Historical Studies: 5.7, 5.10			
Components	Weighting %			
Artmaking /60%	10			
Critical and Historical Studies /40%	20			
Total % /100%	30			
Term 4				
Topic	Printmaking			
Task	7. 2D- Printmaking 8. VAPD			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.2, 5.6 VAPD: 5.4, 5.5			
Components	Weighting %			
Artmaking /60%	20			
Critical and Historical Studies /40%				
Total % /100%	30			

### **Syllabus Outcomes**

A student:

- 5.1 develops range and autonomy in selecting and applying photographic and digital media 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 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

**GUNDAGAI HIGH SCHOOL 2022 SCOPE AND SEQUENCE**  
**STAGE FIVE YEAR 9- PHOTOGRAPHIC AND DIGITAL MEDIA**

Term 1				
Topic	Still Photography			
Task	1. Still Photography 2. Historical Study			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.1, 5.3 Critical and Historical Studies: 5.8, 5.9			
Components	Weighting %			
Artmaking /60%	10			
Critical and Historical Studies /40%	20			
Total % /100%	30			
Term 2				
Topic	Still Photography			
Task	3. Still Photography 4. PDM Journal			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.2, 5.6 PDM Journal: 5.4, 5.5			
Components	Weighting %			
Artmaking /60%	20			
Critical and Historical Studies /40%				
Total % /100%	20			
Term 3				
Topic	Moving- Film			
Task	5. Moving- Film 6. Artist/ artwork critical analysis			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.1, 5.3 Critical and Historical Studies: 5.7, 5.10			
Components	Weighting %			
Artmaking /60%	10			
Critical and Historical Studies /40%	20			
Total % /100%	30			
Term 4				
Topic	Still Photography			
Task	7. Still Photography 8. PDM Journal			
Frames	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience
Outcomes	Artmaking: 5.2, 5.6 PDM Journal: 5.4, 5.5			
Components	Weighting %			
Artmaking /60%	20			
Critical and Historical Studies /40%				
Total % /100%	20			

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