



# Gundagai High School Year 9 Assessment Handbook 2019



## **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, Year Adviser, 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 2019 and I hope that you thoroughly enjoy Year 9 at high school.

Mr Simon Bridgeman  
Relieving Principal

**GUNDAGAI HIGH SCHOOL**  
**YEAR 9 ASSESSMENT HANDBOOK**  
**2019**

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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. No individual assessment task should be greater than 40%, or less than 10% of the total value of the final assessment unless prior approval has been sought from the Principal.
5. 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.
6. 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:*

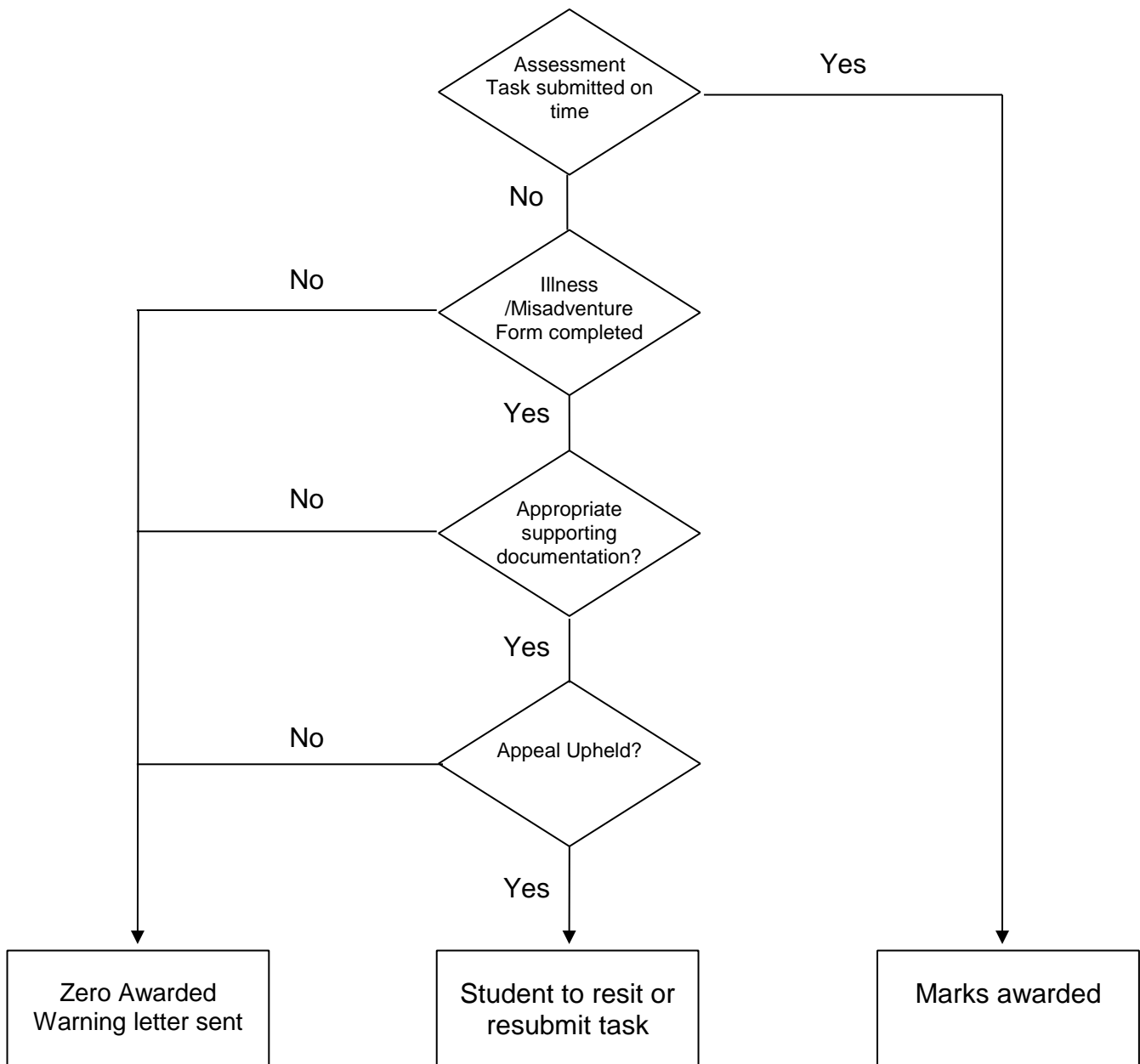
- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

## 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
<p><b><i>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment</i></b></p>	<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>
<p><b><i>You are absent on day a task is to be submitted.</i></b></p>	<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>
<p><b><i>You become aware of an upcoming absence on the day of a scheduled task.</i></b></p>	<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>
<p><b><i>You fail to submit an assessment task at the appropriate time.</i></b></p>	<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>
<p><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></p>	<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>
<p><b><i>You experience technical difficulties in publication of task.</i></b></p>	<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>

**GUNDAGAI HIGH SCHOOL - ASSESSMENT TASK SCENARIOS**

<i>Scenario</i>	<i>Action</i>	<i>Follow-Up</i>
<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>

# 2019 Personal Assessment Calendar

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				



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

# Year 9 English

## Topics:

1. Stories from the Past
2. Representations of War
3. Shades of Truth - Crime
4. Playing Shakespeare

Task No.	Type	Weighting	Outcomes	Date Due
1	Media Article	25%	EN5-1A EN5-3B EN5-4B	Week 7, Term 1
2	Essay	25%	EN5-1A EN5-2A	Week 6, Term 2
3	Short Story	25%	EN5-5C EN5-6C EN5-9E	Week 8, Term 3
4	Visual Representation and Speaking	25%	EN5-7D EN5-8D EN5-9E	Week 6, Term 4

## 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.



## 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.

### Semester 1 - Topics

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

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 1	In-class task	MA5.2-6NA MA5.3-5NA MA4-16MG	25%
2	Week 7, Term 2	In-class task	MA5.1-4NA MA5.2-8NA MA5.2-11MG MA5.2-14MG	25%

### Semester 2 - Topics

1. Equations
2. Earning Money
3. Investigating Data
4. Surface Area and Volume
5. Coordinate Geometry and Graphs
6. Probability
7. Congruent and Similar Figures

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 3	In-class task	MA5.1-9MG MA5.2-13MG MA5.2-9NA	25%
2	Week 6, Term 4	In-class task	MA5.1-12SP MA5.2-7NA MA5.2-11MG MA5.2-14MG	25%

### Syllabus Outcomes

A student

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

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

MA5.2-6NA 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

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles

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

## 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.

### Semester 1 - Topics

1. Pythagoras' Theorem
2. Working with Numbers
3. Algebra
4. Trigonometry
5. Indices
6. Geometry

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 1	In-class task	MA4-1 WM MA4-2 WM MA5.2-6NA MA 5.1-4NA MA4-16MG	25%
2	Week 7, Term 2	In-class task	MA4-5NA MA4-10NA MA5.1-1 WM MA5.1-2 WM MA5.1-3 WM MA5.1-5 NA MA5.1-5NA	25%

### Semester 2 - Topics

1. Equations
2. Earning Money
3. Investigating Data
4. Surface Area and Volume
5. Coordinate Geometry and Graphs
6. Probability
7. Congruent and Similar Figures

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 3	In-class task	MA5.1-1 MA5.1-6NA MA4-5NA MA4-16MG	25%
2	Week 6, Term 4	In-class task	MA5.1-8MG MA5.1-12SP MA5.1-11MG MA5.2-9 NA MA5.2-10 NA	25%

### Syllabus Outcomes

A student

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

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles

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

# Year 9 Science

## Semester 1

### Topics

1. Healthy Bodies- systems
2. Plate tectonics
3. Waves- energy transformations
4. Windows to the Universe

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 1 Week 6	Literacy in Science Research Task	SC5-14LW SC5-7WS	25%
2	Term 2 Week 6	Scientific Model	SC5-10PW SC5-8WS	20%

## Semester 2

### Topics

1. Atoms
2. Periodic Table
3. Local Systems
4. Global Systems

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
3	Term 3 Week 9	Numeracy in Science Task	SC5-7WS SC5-9WS	25%
4	Term 4 Week 5	Examination	All Outcomes	35%

## 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

## Year 9 Geography

### Topics:

1. Sustainable Biomes
2. Changing Places

Task No.	Date Due	Type	Outcomes	Weighting
1	Week 7, Term 1	Oral Presentation	GE5-1, GE5-3, GE5-5, GE57	50%
2	Week 6, Term 2	Examination	GE5-1, GE5-2, GE5-3, GE55	50%

### 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 Depth Study
2. Depth Study 2: Australia and Asia - Asia and the World
3. Depth Study 3: Australians at War - World War 1

Task No.	Date Due	Type	Outcomes	Weighting
1	Week 6, Term 3	Source Based Visual Representation	HT5-4, HT5-8, HT5-5, HT5-9	30%
2	Week 10, Term 3	Empathy Task	HT5-3, HT5-6, HT5-10	35%
3	Week 4, Term 4	Topic Test	HT5-1, HT5-2, HT5-5	35%

### Stage 5 Outcomes 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.

# Year 9 Personal Development, Health & Physical Education

## Semester 1

### Topics

1. Images
2. Skills for Life
3. Modified Games

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 8 Term 1	Diet Analysis	5.6, 5.8, 5.12	10%
2	Week 6-11 Term 1	Modified Games	5.4, 5.9, 5.10, 5.13, 5.15	15%
3	All semester 1	Practical skills and performance	5.1, 5.4, 5.9, 5.10, 5.13, 5.14, 5.15	10%
4	Week 6 Term 2	Examination	5.1, 5.2, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.16	15%

## Semester 2

### Topics

1. On Stage
2. Power to the people
3. Gymnastics and fitness/ Initiative Activities

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
5	Week 7 Term 3	Group Dance	5.6, 5.8, 5.11, 5.16	15%
6	Week 3 Term 4	Discrimination Case Study	5.1, 5.2, 5.3, 5.7, 5.9, 5.13, 5.15	10%
7	All semester 2	Practical skills and performance	5.1, 5.4, 5.9, 5.10, 5.13, 5.14, 5.15	10%
8	Week 6 Term 4	Examination	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.11, 5.13, 5.15, 5.16	15%

### Syllabus Outcomes

A student

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

# ELECTIVE SUBJECTS

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

# Year 9 Agricultural Technology

## Topics

1. Winter Vegetables and Agricultural Systems
2. Winter Cropping Production Systems
3. Wool Production Systems

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 1 Week 8	Garden Analysis, Preparation and Planting Report	5.1.1, 5.1.2, 5.3.1, 5.3.3, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	20%
2	Term 2 Week 4	Sheep Husbandry, Breed ID Test	5.1.1, 5.1.2, 5.3.2, 5.3.4, 5.4.1, 5.4.3, 5.5.2, 5.6.1, 5.6.2	10%
3	Term 2 Week 7	Garden Progress Evaluation	5.1.1, 5.1.2, 5.3.1, 5.3.3, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	20%

## Semester 2

### Topics

1. Feedlot Cattle Systems
2. Poultry Production System

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 3 Week 5	Cattle Husbandry/ Handling Skills	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.4, 5.4.2, 5.4.3, 5.5.2, 5.6.2	10%
2	Term 3 Week 5	Live Steer Assessment	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.4, 5.4.2, 5.4.3, 5.5.2, 5.6.2	10%
6	Term 4 Week 6	Exam	5.1.1 5.1.2 5.3.1 5.3.3 5.4.2 5.5.1 5.5.2 5.6.1 5.6.2	30%

## Syllabus Outcomes

A student:

- 5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 explains the interactions within and between agricultural enterprises and systems
- 5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 investigates and applies responsible marketing principles and processes
- 5.3.3 explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 performs plant and animal management practices safely and in cooperation with others

# Year 9 Commerce

## Semester 1

### Topics

1. Consumer Choice
2. Personal Finance

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 10, Term 1	Research Task	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9	25%
2	Week 7, Term 2	Topic Test	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	25%

## Semester 2

### Topics

1. Investing
2. Promoting and Selling
3. Elective Study

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 3	Research Task	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9	25%
2	Week 4, Term 4	Yearly Examination	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	25%

## Syllabus Outcomes

A student:

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines



## Year 9 Food Technology

### Semester 1

#### Topics

1. Food Product Development
2. Food Service and Catering

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 1 Week 10	Assessment Task 1 - Research	5.2.3, 5.3.1, 5.3.2, 5.6.1, 5.6.2,	10%
2	Term 2 Week 5	Assessment Task 2 - Speech	5.4.1, 5.4.2, 5.6.2	20%

### Semester 2

#### Topics

1. Food for Special Needs
2. Food Trends

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 3 Week 8	Assessment Task 3 - Research	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2	40%
2	Term 4 Week 5	Assessment Task 4 - Exam and Practical	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.4.2	20%

### Syllabus Outcomes

A student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

# Year 9 Industrial Technology (Metal) 100 Hours Course

## Semester 1

### Topics

#### 1. General Metal 1

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 2 Week 5	Practical Project 1	5.1.2 5.2.1 5.2.2 5.3.2 5.4.1 5.4.2	30%
2	Term 3 Week 3	Practical project 2	5.1.1 5.3.1 5.5.1 5.6.1 5.7.1 5.7.2	30%

## Semester 2

### Topics

#### 2. General Metal 2

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 3 Week 9	Yearly Exam	5.1.2 5.2.1 5.2.2 5.3.2 5.4.1 5.4.2	10%
2	Term 4 Week 6	Practical Project 3	5.1.1 5.3.1 5.5.1 5.6.1 5.7.1 5.7.2	30%

## Syllabus Outcomes

A student:

1. identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
2. applies WHS practices to hand tools, machine tools, equipment and processes
3. applies design principles in the modification, development and production of projects
4. identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5. justifies the use of a range of relevant and associated materials
6. selects and uses appropriate materials for specific applications
7. selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
8. works cooperatively with others in the achievement of common goals
9. applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
10. evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
11. describes, analyses and uses a range of current, new and emerging technologies and their various applications
12. describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 9 Industrial Technology (Metal)

## 200 Hours Course

### Semester 1

#### Topics

1. Fabrication 3

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 2 Week 5	Practical Project 1	5.1.2 5.2.1 5.2.2 5.3.2 5.4.1 5.4.2 5.5.1	30%
2	Term 3 Week 3	Practical Project 2	5.1.1 5.3.1 5.5.1 5.6.1 5.7.1 5.7.2	30%

### Semester 2

#### Topics

2. Fabrication 4

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 3 Week 9	Yearly Exam	5.1.2 5.2.1 5.2.2 5.3.2 5.4.1 5.4.2 5.5.1	10%
2	Term 4 Week 5	Practical Project 3	5.1.1 5.3.1 5.5.1 5.6.1 5.7.1 5.7.2	30%

### Syllabus Outcomes

A student:

1. identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
2. applies WHS practices to hand tools, machine tools, equipment and processes
3. applies design principles in the modification, development and production of projects
4. identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5. justifies the use of a range of relevant and associated materials
6. selects and uses appropriate materials for specific applications
7. selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
8. works cooperatively with others in the achievement of common goals
9. applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
10. evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
11. describes, analyses and uses a range of current, new and emerging technologies and their various applications
12. describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Year 9 Industrial Technology (Multimedia) 100 Hours Course

### Semester 1

#### Topics

##### 1. Multimedia Core 1

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 1 Week 11	Practical Project 1	5.1.2 5.2.1 5.2.2 5.3.2 5.4.1 5.4.2	30%
2	Term 2 Week 7	Half Yearly Exam	5.1.1 5.3.1 5.5.1 5.6.1 5.7.1 5.7.2	10%

### Semester 2

#### Topics

##### 1. Multimedia Core 2

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 3 Week 10	Practical Project 2	5.1.2 5.2.1 5.2.2 5.3.2 5.4.1 5.4.2	40%
2	Term 4 Week 5	Yearly Exam	5.1.1 5.3.1 5.5.1 5.6.1 5.7.1 5.7.2	20%

### Syllabus Outcomes

A student:

1. identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
2. applies WHS practices to hand tools, machine tools, equipment and processes
3. applies design principles in the modification, development and production of projects
4. identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5. justifies the use of a range of relevant and associated materials
6. selects and uses appropriate materials for specific applications
7. selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
8. works cooperatively with others in the achievement of common goals
9. applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
10. evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
11. describes, analyses and uses a range of current, new and emerging technologies and their various applications
12. describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Year 9 Industrial Technology (Timber) 100 & 200 Hour Course

	Task 1	Task 2	Task 3	Task 4	Task 5
Outcomes	5.1.1 5.1.2 5.2.2	5.1.1, 5.1.2 5.2.2, 5.3.2 5.4.2,	5.1.1, 5.1.2 5.2.1, 5.2.2 5.3.2, 5.4.1 5.4.2	5.1.1, 5.1.2 5.2.1, 5.2.2 5.3.2, 5.4.1 5.4.2, 5.5.1	5.1.1, 5.4.1 5.7.1, 5.7.2 5.2.2
Due Date	Term 1	Term 1 – 2	Term 2 – 3	Term 3-4	Term 4
Task Type	Timber Joints	Stepping Stool	Jewellery Box	Bedside Table	Exam
Task Weighting	15%	15%	20%	30%	20%
Task Topic	Hand Tools	Hand and Machine operations	Industrial Applications	Framing and Box construction	Theory

### Course Outcomes:

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Year 9 Music

## Semester 1

### Topics

1. Musical Theatre
2. Disney Music

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 1, Week 11	Listening Portfolio	5.7, 5.8, 5.9	25%
2	Term 2, Week 6	Composition Portfolio	5.4, 5.5, 5.6	25%

## Semester 2

### Topics

1. Building Bands
2. Music of a Culture

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Term 3, Week 10	Performance Portfolio	5.1, 5.2, 5.3	25%
2	Term 4, Week 6	Concepts of Music task	5.10, 5.11, 5.12	25%

## 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

## Year 9 Physical Activity & Sports Studies

### Semester 1

#### Topics

1. Event Management
2. Net/Court Games
3. Fundamentals of Movement Skill
4. Invasion Games

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 6 Term 1	Managing a Sport event	3.1, 3.2, 4.1, 4.2	15%
2	Week 6 Term 2	Examination	1.1, 1.2, 4.2, 4.4	15%
3	All semester 1	Movement skills and performance	4.1, 4.3	20%

### Semester 2

#### Topics

1. Physical Fitness
2. Fitness Testing & Orienteering
3. Lifestyle, leisure and recreation
4. Striking/Fielding Games & Target Games

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
4	Week 8 Term 3	Fitness Profile	1.1, 4.1, 4.2, 4.4	15%
5	Week 6 Term 4	Examination	1.1, 1.2, 2.2, 4.4	15%
6	All semester 1	Movement skills and performance	4.1, 4.3	20%

### Syllabus Outcomes

A student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

# Year 9 Visual Arts

## Semester 1

### Topics

1. Photography: Landscape/portrait
2. Drawing Fundamentals

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 10, Term 1	In-class Practical	5.1, 5.4, 5.5	20%
2	Week 3, Term 2	Research task	5.7, 5.8, 5.9, 5.10	10%
3	Week 7, Term 2	In-class Practical	5.1, 5.2, 5.3, 5.6	20%

## Semester 2

### Topics

1. Backdrop for Variety Night
2. Ceramics Sculpture

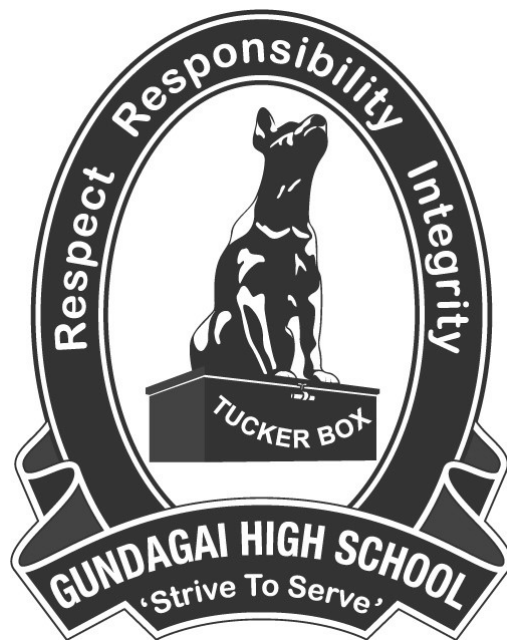
Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 3	In-class Practical	5.1, 5.2, 5.3, 5.4	20%
2	Week 3, Term 4	Research task	5.5, 5.7, 5.8, 5.9	10%
3	Week 7, Term 4	In-class Practical	5.1, 5.2, 5.5, 5.6	20%

## 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 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 artworks
- 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 and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings





*Strive to Serve*