Girraween High School

2025

Year 9

Assessment Policy Booklet

as at 02/05/2025

Amendments: HSIE Assessment, HSIE Scope and Sequence (17/2/2025), Computing Assessment (13/3/2025), Computing S&S (31/3), English Assessment Schedule (02/05/2025)

Contents

Assessment Overview

Assessment encompasses the collection and evaluation of evidence regarding a student's learning. It plays a crucial role in teaching and learning, serving multiple purposes. Effective assessment can boost student engagement and motivation, especially when it encourages interaction among teachers, peers, and various resources.

Assessment provides valuable opportunities for teachers to gather evidence of student achievement relative to defined outcomes. It allows students to showcase their knowledge and skills, clarifies their understanding of concepts, promotes deeper learning, and confirms that their current understanding is a solid foundation for future learning.

New South Wales (NSW) syllabuses advocate for an integrated approach to teaching, learning, and assessment. The three key types of assessment are:

1. **Assessment for Learning**: This approach involves teachers using evidence about students' skills and understanding to guide their teaching. Often referred to as formative assessment, it typically occurs throughout the learning process to enhance clarity in student learning.
2. **Assessment as Learning**: In this approach, students take on the role of assessors of their own learning. They monitor their progress, ask reflective questions, and apply various strategies to evaluate what they know and how to leverage assessment for further learning.
3. **Assessment of Learning**, commonly referred to as summative assessment. This type of assessment is used to rank or grade students and typically occurs at key points in the learning cycle, such as the half Year and end of year, when students receive reports detailing their levels of skill, knowledge, and understanding achieved.

Both assessment for learning and assessment as learning share common elements, including self-assessment, peer assessment, and strategies that encourage students to actively monitor their own learning. Feedback, combined with evidence, helps teachers and students determine readiness for subsequent learning phases or identify areas requiring additional focus to strengthen knowledge, understanding, and skills.

It's important to note that not all tasks assigned to students will be assessment tasks. Students are expected to complete all assigned work, not just those designated for assessment.

Assessment Schedule Booklet and Time frames

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

Attendance

Attendance at all timetabled classes is compulsory, especially on days when assessment tasks are being conducted or submitted.

Students must provide an authorised reason for any absence, accompanied by a written note from a parent or caregiver.

It is the student's responsibility to catch up on missed work and to ascertain if any assessment tasks were set during their absence. No automatic extensions are granted for students who are absent on the day the notice of a task is given.

Submission of Tasks

For assessment tasks completed outside the classroom:

- A Statement of Authenticity and Academic Integrity, issued upon notification of the task, must be signed by the student and submitted with the completed assessment task.
- Students must follow the school's guidelines for Acknowledging Sources in Assessment Tasks.
- All tasks need to be submitted by the designated date and time specified by the teacher.

Tasks submitted after the designated time will be considered LATE, unless exceptional circumstances apply. Late submissions will incur the following penalties:

- A note will be sent home, and a copy will be placed in the student's central file and provided to the Year Adviser and Deputy Principals.
- Students will lose 20% of their marks per day until the task is submitted, with a maximum loss of 100% after five days. For example, a task due on Thursday and submitted the following Monday will incur an 80% penalty.

All faculties need to maintain a record of submitted tasks. Tasks must be submitted in accordance with the instructions from the faculty.

Extensions to Due Dates or Special Consideration

Extensions for completing tasks may only be granted by the appropriate Head Teacher. Students must apply well before the due date and extensions will only be considered for severe illness or other exceptional circumstances. If an extension is not granted, the task must be submitted on the due date, even if incomplete. Late submissions without prior approval will incur mark deductions.

Prior Knowledge of Absence

Students who have a school-related scheduling conflict (e.g., zone athletics) on the day of an in-class assessment must inform the relevant teacher or Faculty Head Teacher in advance. If a student anticipates being absent on the submission date of a hand-in assignment, the student needs to submit the assignment before or on the due date, where possible. If this cannot happen then a parent note outlining reasons needs to be handed in to the classroom teacher or subject Head Teacher.

Absence Due to Illness/Misadventure and Submission of Tasks

Students are responsible for submitting all assessment tasks on time. Absence on the due date does not constitute valid grounds for an extension unless exceptional circumstances arise. Students should aim to complete tasks to the best of their ability and parents need to inform the school immediately if circumstances prevent them from doing so. If a student is absent on the day of an assessment task, the parent should inform the school in writing of the reason for the absence, submitting this written notification to both the classroom teacher and the Front Office at the earliest opportunity. It is also recommended to obtain a doctor's certificate for the day(s) absent.

If a student is absent, the Head Teacher may:

- Authorise completion of the assessment task or an alternative task upon the student's return.
- Grant an extension of time.
- Determine an alternative mode of assessment.

Performance in an alternative task may be reviewed by the Subject Head Teacher if it does not match the student's previous performance or if the task's difficulty is not comparable to the original.

Technology and Assessment Tasks

Students must ensure all work is backed up and take reasonable precautions against technology failure, as it is not a valid reason for late submission. Students should:

- Regularly back up work on external storage.
- Save work on the school server.
- Verify that their software is compatible with school technology.

All electronic submissions must be checked in advance to ensure accessibility. Hard copies should ideally be printed at home to avoid last-minute issues. No mobile phones or technological devices are permitted during in-class assessments or major examinations.

Oral Tasks

Oral tasks usually comprise a written submission and an oral presentation. Written submissions must be handed in on time, and late submissions will incur penalties at the rate of 20% per day. Students must be present for their oral presentation on the designated day. If absent, they will be marked LATE unless exceptional circumstances apply.

Zero Marks

A ZERO mark may be awarded when a student:

- Submits a task more than five days late without a valid reason.
- Does not attempt a task (non-attempt).
- Does not make a serious attempt at a task.
- Engages in serious malpractice.

Parents/guardians will be informed in writing, and the notification will be placed in the student's central file.

Malpractice in Assessment Tasks

Each student's mark will reflect their own work. All sources must be acknowledged in accordance with the school's guidelines. Malpractice, including plagiarism, will not be tolerated and can lead to a ZERO mark. Examples of malpractice include:

- Cheating or assisting others to cheat.
- Copying or using materials without appropriate acknowledgment.
- Submitting work with significant contributions from others.
- In possession of a mobile phone or smart watch during a test

Students suspected of malpractice may be required to provide evidence of their own work.

Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

Artificial Intelligence

Using AI to complete assessment tasks may breach academic honesty and constitute malpractice. Students should produce original work to demonstrate their understanding and skills. Any work generated by AI may be considered plagiarism, potentially resulting in a ZERO mark.

Disputes Regarding Assessment Tasks

Students have the right to discuss marks awarded in a task with their class teacher. If dissatisfied with the response, they should consult the Head Teacher on the day the task is returned.

Disability Provisions

Girraween High School adheres to NESA guidelines regarding Disability Provisions. Students with documented disabilities may apply for reasonable adjustments in assessments. Applications should be directed to the Deputy Principal.

Identification of Students with Disabilities

Students with diagnosed disabilities must provide documentation from a relevant professional. School counsellors may recommend students for Disability Provisions, which will be assessed by the Deputy Principal.

Disability Provisions and Modifications

Reasonable adjustments such as small group supervision, rest breaks, or specialised equipment will be provided as needed based on documentation.

Acknowledging Sources in Assessment Tasks

Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else

❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.
All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

Harvard Style Referencing Guide

In-text References

If you directly quote an author, discuss their ideas, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication, e.g. (Smith & Jones 2016)

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your Reference List at the end of your task.

Quote
If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. … "correct referencing is a necessity" (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase
This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words. Note that no quotation marks are used here.

Example: *"*Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface." In other words, orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)
Note

- When no author is available, cite the work by its title in both its in-text citation, e.g. (Smith 2009), and in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that …
- If a DOI (Digital Object Identifier) is available for your source, place it at the end of the reference as shown in the journal article example below.

Creating a Reference List

Your references must appear at the end of your task in a new section entitled Reference List. The references listed are arranged alphabetically by author. Where a source has no author, it is cited by its title and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A Reference List only includes material from sources such as books, journals and electronic sources, including the internet, which are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a Bibliography may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

Books & Articles

Type	In-Text Citation	Reference List
Book with one author	… notes its prominence (Weller 2011) OR Weller (2011) notes that …	Weller, M 2011, *The digital scholar: how technology is transforming academic practice*, Bloomsbury Publishing, New York.
Magazine Article	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', *Science*, 21 August, pp. 952-953.
Newspaper Article	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', *Sydney Morning Herald*, 21 March, p. 45.

Online Resources

Type	In-Text Citation	Reference List
Email	SENDER'S NAME (sender's email address), date. *Subject of message*. Email to RECIPIENT'S NAME (recipient's email address) Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, *Writing essays*. Email to D. BROWN (d.brown@hotmail.com)
eBook	… the most prestigious of the British universities (Bhopal & Danaher 2013) *OR* Bhopal and Danaher (2013) suggest …	Bhopal, K & Danaher, PA 2013, *Identity and pedagogy in higher education: international comparisons*, e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com
Web page with author/s listed *Follows the same author formatting as other resources*	… notes its prominence (Palmer 2008) *OR* Palmer (2008) notes that …	Palmer, LF 2008, *Insufficient milk syndrome: a fallacy becomes a reality,* viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page without author/s *Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated*	… its demise (*$250m funding boost for malaria vaccine* 2003) Subsequent entries: … (*$250m funding boost* 2003)	*$250m funding boost for malaria vaccine 2003,* viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date *Use (n.d.) instead of a year*	…in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that …	Australian College of Midwives n.d., *Midwifery practice review*, viewed 15 February 2018, https://www.midwives.org.au/what-mpr
Online Journal article with one author *Follow this format for articles from databases or in print*	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', *Journal of Online Mathematics and its Applications*, vol. 3, viewed 6 October 2009, http://mathdl.maa.org/mathDL/4/?pa=content&sa=viewDocument&nodeId=507 .
YouTube and other streaming video	… colour (Vsauce 2013) OR Vsauce (2013) posits that …	Vsauce 2013, *Is your red the same as my red?*, online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
Image	(Willison & O'Regan 2006)	Willison, J & O'Regan, K 2006, Research skill development framework, viewed 14 December 2010, http://www.adelaide.edu.au/clpd/rsd/framework/

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style.

For more information and for the latest update to referencing, please visit
https://www.adelaide.edu.au/library/ua/media/4332/library-qrg-harvard-referencing.pdf

Individual Subjects

Commerce Assessment Schedule Year 9 - 2025

Type of Task and Description	Overall Weighting	Outcomes	Due Date
1. Consumer Issues Multimedia Presentation Students will work in groups to complete a multimedia advertisement to investigate and educate youth on issues that influence the decisions that consumers make. Students will be marked as a group and from a peer assessment	25	COM5-1, COM5-2, COM5-4, COM5-5 COM5-7, COM5-8, COM5-9	**Term 1 Week 9**
2. Commerce Stalls Students will form into groups to design and develop a Commerce Stall. They will work cooperatively together to develop the stall idea, create marketing for the stall and run the operations of the stall. Each group will be required to submit a progress booklet on the stall. At the completion of the stall students (individually) will be required to critically reflect on the stalls success.	35	COM5-1, COM5-4, COM5-5, COM5-6, COM5-9	**Term 2 Part A Week 5** **Term 3 Part B Week 5**
3. Yearly Examination The examination will comprise of multiple choice, short answer and an extended response question. The topics covered in the examination are: Consumer and Financial Decisions, Running a Business, Promotion and Selling, The Economic and Business Environment and Investing	40	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6	**Term 4 Week 1**
	100%		

Commerce Scope and Sequence — Year 9 - 2025

Overview: the students learn about the role and structure of local, state and federal governments, the law and legal frameworks, and their rights and responsibilities in relation to the democratic process, in order to be informed, responsible and active citizens. They are provided with opportunities to evaluate decisions made by governments and businesses and the possible impacts on individuals and the wider community.

Term	Topic	Approximate Duration	Outline
1	Consumer and Financial Decisions	10 weeks	Students learn about various types of scams and issues that develop during the time of teaching. They develop questions, gather and process relevant information, analyse familiar and new situations and evaluate options.
2	Promoting and Selling and Running a business	10 weeks	Students develop questions, gather and process relevant information, analyse familiar and new situations to develop evidence- based conclusions/ decisions. They reason arguments, work independently/collaboratively to set/running up their business stall.
3	Investing	10 weeks	Students learn about the consequences of poor or inaccurate financial advice for individuals, and possible redress, and current issues during the time of teaching. Gathering and processing relevant information to develop evidence- based conclusions/ decisions. They work independently and collaboratively.
4	The Economic and Business Environment	10 weeks	Gathering and processing relevant information, evaluating options, developing evidence- based conclusions/ decisions and develop arguments.

Computing Technology Assessment Schedule Year 9 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Group component - **Enterprise Information Systems:** Analysing data project. Research, create and record the development of a digital solution that requires the collection, analysis and visualisation of data to showcase a real-world problem or opportunity.	30%	CT5-DPM-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02.	**Term 1, Week 10**
Task 2: Enterprise Information Systems: Career Research data analyst task & Topic Test for analysing data,	20%	CT5-EVL-01, CT5-COM-01	**Term 2 Week 9**
Task 3: Building Mechatronic & Automated Systems: Mechatronic and automated systems research task. Research and examine a mechatronic and/or automated system and create a report showing how it can be developed into a computing solution.	15%	CT5-EVL-01, CT5-THI-01	**Term 3 Week 6**
Task 4: Group component - Building Mechatronic & Automated Systems: Mechatronic and automated systems project - model and documentation. In a small group (of 3), students are to create, record development and evaluate a mechatronic and/or automated system model.	35%	CT5-DPM-01, CT5-COL-01, CT5-OPL-01, CT5-THI-01	**Term 4 Week 5**
	100%		

Computing Technology Scope and Sequence Year 9 - 2025

Overview: In Year 9 students will be introduced to project-based learning. They will learn to manage projects and develop computational, designing and system thinking skills through research and investigation. Year 9 will focus on Enterprise Information Systems, exposing students to real-world business computing.

Term	Topic	Approximate Duration	Outline
1	Enterprise Information Systems – Analysing Data – Group project collecting and presenting data	10 weeks	Students persuade an audience with data transformed into information for a real-world problem or opportunity.
2	Enterprise Information Systems – Analysing Data – Interview & Research Task	10 weeks	Students explore the importance of data analysis in our lives and investigate the career of a chosen data analyst.
3	Mechatronic and Automated Systems – Research Task	10 weeks	• Students will research and examine a mechatronic and/or automated system and create a report showing how it can be developed into a computing solution.
4	Mechatronic and Automated Systems – build a model	10 Weeks	• Students work collaboratively to create, record development and evaluate a mechatronic and/or automated system model.

Design & Technology Assessment Schedule Year 9 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1 **Research Task and Presentation** Complete Research Task and a Presentation	25%	DT5-4, DT5-5	Term 1, Week 10
Task 2 **Design Projects & Associated Documentation**. Design projects from any of the following context areas: architecture, multimedia, engineering, materials, food or other, syllabus specified project areas.	25%	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-10	Term 2, Week 4
Task 3 **Design Projects & Associated Documentation**. Design projects from any of the following context areas: architecture, multimedia, engineering, materials, food or other, syllabus specified project areas.	30%	DT5-2, DT5-6, DT5-8, DT5-9, DT5-10	Term 3, Week 6
Task 4 **Design Project** Design project from any of the following context areas: architecture, multimedia, engineering, materials, food or other, syllabus specified project areas.	20%	DT5-2, DT5-6, DT5-8, DT5-9, DT5-10	Term 4, Week 3
	100%		

Design & Technology Scope and Sequence — Year 9 - 2025

Overview:
Design and Technology is delivered through units of work that integrate core content with project work in the creation and documentation of designed solutions. During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills.

Term	Topic	Approximate Duration	Outline
1 & 2	Design Projects, Associated Documentation and Research Tasks	20 Weeks	Students apply a design process to design, plan, manage and make design projects with gradually increasing complexity. Projects may come from a range of context areas such as: architecture, multimedia, food, materials, engineering, or other, syllabus specified project areas. Students research and present via multimedia to the class information related to: • The role of designers and the factors affecting their work (DT5-4), and • The evaluation of designed solutions (DT5-5)
3 & 4	Design Projects and Associated Documentation	20 Weeks	Students apply a design process to design, plan, manage and make design projects with gradually increasing complexity. Projects may come from a range of context areas such as: architecture, multimedia, food, materials, engineering, or other syllabus specified project areas.

English Assessment Schedule Year 9 - 2025

Type and Description of Task	Mode(S)	Overall Weighting	Outcomes	Due Date
Task 1: Imaginative Writing **In class test: Narrative and Reflection (30%)** Students will compose a piece of imaginative writing in response to an instruction and/or stimulus. They will include a reflection that explains their creative choices and the purpose of their composition.	Reading Writing	30%	EN5-URA-01 EN5-URB-01	**Term 1 Weeks 9 & 10**
Task 2: Close study – To Kill a Mockingbird **In class test – essay (30%)** Students will compose an extended response (essay) to Lee's To Kill a Mockingbird. The question may include a stimulus or excerpt from the novel.	Reading Writing	30%	EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	**Term 2 Week 9**
Task 3: Yearly Examination **Part A – Listening and Short Answer (20%)** This task is a test that will require students to listen to a stimulus and respond to questions in short answers. **Part B – Dramatic Composition (20%)** Under test conditions, students will respond to an instruction and/or stimulus to apply what they have learned in their study of Black Cockatoo. This original dramatic composition could include a dialogue, monologue, opening scene of a play etc.	Reading Writing Speaking Listening	40%	EN5-RVL-01 EN5 -URA-01 EN5-ECA-01 EN5-ECB-01	**Term 3 Weeks 9 & 10**
		100%		

English Scope and Sequence — Year 9 - 2025

Overview:
English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Term	Topic	Approximate Duration	Outline
1	Changing Voice of Australia	10 Weeks	Text: Pung, Growing Up Asian in Australia. Selection of short texts including narrative extracts and poetry. The English concepts explored in this unit of work include theme, context, narrative, connotation, imagery and symbol.
2	Novel Study	10 Weeks	Text: Lee, To Kill a Mockingbird. Through the novel study students will explore the dynamics between individuals and society. The English concepts to be explored include character, point of view and context.
3	Contemporary Australian Play	10 Weeks	Text: Atherden, Black Cockatoo (drama). Through the study of this contemporary play, students will look at how texts can empower and reclaim voices that have been silenced. The English concepts explored in this unit include narrative, representation and genre.
4	Digital Stories	10 Weeks	A selection of short stories and short films are studied to consider a variety of narrative elements. Students have an opportunity to experiment with the in their own digital stories. The English concepts include narrative, style, codes and conventions and connotation, imagery and symbol.

Food Technology Assessment Schedule Year 9 - 2025

Type and Description of Task	Knowledge and Understanding	Skills Researching Evaluating Communicating	Skills in Designing Producing Evaluating	Overall Weighting	Outcomes	Due Date
1. Research Task: Food in Australia Examine the effects of migration on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine.		10%	10%	20%	**FT5-8** **FT5-9** **FT5-1**	**Term 1** **Week 9 & 10**
2. Research Task: Food Selection and Health Explore the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.		10%	10%	20%	**FT5-6** **FT5-7** **FT5-10** **FT5-11**	**Term 2** **Week 9 & 10**
3. Research Task: Food for Special Occasions Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.		10%	20%	30%	**FT5-3** **FT5-4** **FT5-5**	**Term 3** **Week 9 & 10**
4. Yearly Examination All topics: written examination that will test all course content. The examination will include multiple choice, short answer and extended responses.	30%			30%	**FT5-2** **FT5-12** **FT5-13**	**Term 4** **Week 2**
	30%	**30%**	**40%**	**100%**		

Food Technology Scope and Sequence — Year 9 - 2025

Overview: The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Term	Topic	Approximate Duration	Outline
1	Food in Australia	10 weeks	Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.
2	Food Selection and Health	10 weeks	The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.
3	Food for Special Occasions	10 weeks	Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical, and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.
4	Food Equity	10 weeks	Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment, and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations

Health and Movement Science (Accelerated) Year 9 Assessment Schedule Year 9 -2025

Task	Type and Description of Task	Knowledge	Skills	Overall Weighting	Outcomes	Due Date
PASS Course						
PASS Unit Topic Test	Written Topic Test on the Body Systems and their link to performance during physical activity.	40%	10%	50%	PASS5 – 1 PASS5 – 2 PASS5 – 9 PASS5 – 10	**Term 1, Week 8**
Practical Assessment 1	Practical assessment is ongoing and will be periodically informally assessed in relation to the sports that are being conducted throughout the Term 1.	10%	40%	50%	PASS5 – 7 PASS5 – 9	**Terms 1 (Ongoing)**
Accelerated Health and Movement Science						
Depth Study	Using the knowledge acquired during the Health for Individuals and Communities unit, students will undertake a depth study.	20%	10%	30%	HM-11-01 HM-11-02 HM-11-06 - 10	**Term 3, Week 4**
Collaborative Investigation	Using the knowledge acquired during the Body and Mind in Motion unit, students will undertake a group and individual investigation of an area of focus.	10%	20%	30%	HM-11-03 – 10	**2026 Term 1, Week 8**
Yearly Examination	Formal examination based on all content and concepts studied throughout the course.	20%	20%	40%	All outcomes HM-11-01 – 04 HM-11-06 – 09	**2026 Term 3, Week 8**
		50%	**50%**	**100%**		

Accelerated Health and Movement Science Scope and Sequence - Year 9 – 2025

Overview: The Year 11 Health and Movement Science course provides students with an in-depth understanding of health, physical activity, and performance. It explores key concepts such as the determinants of health, the interplay of body systems in movement, skill acquisition, and training principles. Students engage with practical and theoretical components, analyse health issues, and develop strategies to enhance personal and community wellbeing. The course emphasises critical thinking, collaboration, and the application of knowledge to real-world contexts, preparing students for further study and active participation in health and movement-related fields.

Term	Topic	Approximate Duration	Outline
1	Theory: Body systems and Energy for Physical Activity Practical:	10 Weeks	Theory: This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications. Practical: Students engage in Oztag to gain an understanding of the rules, skills and tactics associated with the sport. Furthermore, during the term they participate in a variety of gym sessions to gain awareness of the varying styles of gym exercises/equipment and varying results.
2 – 3	Health for individuals and communities	16 Weeks	This focus area examines health from diverse perspectives, exploring determinants, indicators, and health status evaluation. Students focus on youth health, researching issues of interest and analysing skills to enhance personal and community wellbeing. They investigate how organisations advocate for youth health, study health promotion strategies, and explore the United Nations Sustainable Development Goals as a framework for improving health in Australia.
2 – 3	Depth Study 1	4 Weeks	This area of learning focuses on *Health for Individuals and Communities*, requiring students to explore health from diverse perspectives and analyse the factors influencing health outcomes. This involves evaluating health indicators, researching a selected health issue, and developing strategies to enhance personal and community wellbeing. Students engage with the role of government and non-government organisations in supporting youth health and examine health promotion initiatives, including the United Nations Sustainable Development Goals, to understand the complexities of improving health in Australia.
4 – 1 (Year 10 2026)	The Body and Mind in motion	16 Weeks	This focus area explores how body systems influence movement and interact for efficiency, including energy systems, training methods, and physiological adaptations. Students examine skill acquisition, practice methods, performance elements, feedback, and psychological factors like motivation, as well as the role of exercise communities in participation and performance.

History Elective Assessment Schedule Year 9 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Students will complete an assessment to be determined before the task that is appropriate to the topic being studied. Formats may include oral presentations, group tasks, exams, essays, ICT presentations or source analyses.	35%	According to task	**Term 2 Weeks 4-5**
Task 2: Students will complete an assessment to be determined before the task that is appropriate to the topic being studied. Formats may include oral presentations, group tasks, exams, essays, ICT presentations or source analyses.	40%	According to task	**Term 3 Week 9**
Task 3: Students will complete an assessment to be determined before the task that is appropriate to the topic being studied. Formats may include oral presentations, group tasks, exams, essays, ICT presentations or source analyses.	25%	According to task	**Term 4 Week 5**
	100%		

History Elective History Scope and Sequence Year 9 - 2025

Overview: Students will gain knowledge and understanding of past societies by sequencing events and describing major features, including cultural groups and personalities. They will explain the causes and consequences of historical events and developments and through assessing the motives and actions of people in the past, students will demonstrate an understanding of how societies and events have shaped history over time.

Term	Topic	Approximate Duration	Outline
1&2	Thematic Studies	20 weeks	Topics may focus on 'Myths and legends', 'Infamous Assassinations' and 'Jack the Ripper'. They will offer students the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history.
3&4	Ancient, Medieval and Modern Societies	15 weeks	An exploration of The Celts and the Vikings will help students develop their understanding of the nature of history and historical inquiry. Of particular relevance is the study of historical causation and factors contributing to continuity and change. Emphasis will be placed on identifying the origin and purpose of primary and secondary sources and analysing their impact in the construction of history
4	History, Heritage and Archaeology	5 weeks	Focuses on developing students' understanding of history, including different perspectives and interpretations. Students can explore multiple options to broaden understanding of historical meaning and investigate various curriculum content. Students study at least one of the following: Archaeological sites, Biography, Family history, Film as history, Heritage and conservation, Historical fiction, Historical reconstructions, History and the media, History websites/online environments, Local history, Museum and/or archives studies, or Oral history.

HSIE Assessment Schedule - Geography Year 9 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Environmental Change and management Students will submit a fieldwork task.	25%	5-2, 5-3, 5-5, 5-7, 5-8	Term 1, Week 9
Task 2: Changing Places Students will complete a group task.	25%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6	Term 2, Week 3
Task 3: Sustainable Biomes Students will undertake an ICT research task.	25%	5-2, 5-3, 5-5, 5-7, 5-8	Term 3, Week 7
Task 4: Human wellbeing Students will use data and their own knowledge to answer a series of questions,	25%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6	Term 4, Week 3
	100%		

HSIE Scope and Sequence - Geography — Year 9 - 2025

Overview: In Geography, students study the significance of places and what they are like e.g. the effect local and global geographical processes such as urbanisation, migration and climate change on tangible places such as a country as well as less tangible places such as a community, the consequences of migration patterns on the location of origin and destination; the economic, social and environmental factors influencing spatial variations in global human wellbeing and the protection of places and environments as a result of sustainable management practices.

Term	Topic	Approximate Duration	Outline
1	Environmental Change and Management	10 Weeks	Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students will apply their content knowledge to a case study which involves primary and secondary research methodologies.
2	Changing Places	10 Weeks	Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They investigate the causes and consequences of urbanisation with reference to the identification of spatial distribution patterns, description of the causes of urbanisation and an examination of economic, social or environmental consequences of urbanisation.
3	Sustainable Biomes	10 Weeks	Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world, for example: discussions of the potential for Australia to contribute to global food security.
4	Human Wellbeing	10 Weeks	Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They look at how human wellbeing is measured and accounts for differences in human wellbeing across local, national and global scales.

Industrial Technology Engineering Assessment Schedule Year 9 - 2025

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Practical & Report. Design and construct a model of an Engineering Problem test and your design. Complete a Report on your design.	25%	IND5-2, IND5-5, IND5-8	**Term 1** **Week 7**
Task 2: Practical and Report. Design and construct a model of an Engineering Problem test and your design. Complete an Engineering Report on your design.	30%	IND5-1, IND5-2, IND5-3, IND55, IND5-6, IND5-7, IND5-8, IND5-10	**Term 2** **Week 10**
Task 3: Practical, Video Production & Report. Design and construct a model of an Engineering Problem test and your design. Provide a video demonstrating it working. Complete a Report.	30%	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-9	**Term 4** **Week 1**
Task 4: Design and construct a model of an Engineering Problem	15%	IND5-1, IND5-2, IND5-3, IND5-7, IND5-9	**Term 4** **Week 6**
	100%		

Industrial Technology - Engineering Scope and Sequence Year 9 - 2025

Overview:
The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

Term	Topic	Approximate Duration	Outline
1	Engineered Structures -Beam Model	7 Weeks	Students conduct experiments, produce prototypes, and apply skills to develop practical engineering solutions. Produce freehand sketches of project components. Develop engineering reports using appropriate ICT that describe the management and processes undertaken in the production of practical projects. Apply project management techniques and follow a planned sequence through to project completion. Investigate the reasons for engineered structures. Develop understanding of the principles of modern beam design. Explore the effects of forces on structures.
2	Engineered Structures -Water Tower	13 Weeks	Students learn to safely use and maintain hand, power and machine tools. Select and use personal protective equipment. Demonstrate safe workshop practices and procedures. Participates in collaborative work practices. Classify engineering materials. Investigate the concept of material corrosion and degradation. Compare engineering joining methods. Conduct experiments, produce prototypes and practical projects using appropriate tools, equipment, machinery. Explore design construction sequencing and collaborative processes. Outline the impact of engineering on society and the environment. Explore the elements and design of structures, for example –truss components, such as joints, members, supports, struts, ties. Explore the effects of forces on structures
3 & 4	Engineered Mechanisms -Mousetrap Racer	20 Weeks	Apply Australian Drawing Standards in the development of engineered mechanisms. Analyse and describe the function and operation of mechanisms. Investigate mechanical advantage (MA), velocity ratio (VR) and efficiency in mechanisms. Investigate friction and its significance to the operation of mechanisms, for example: –how friction can be both an advantage and disadvantage in a mechanism. –Investigating the effect of contact surface area on static friction. Develop projects using combinations of mechanisms. Investigate advanced manufacturing techniques to assist in the production of projects for example Laser Cutting. Design projects using CAD.

Japanese Assessment Schedule Year 9 - 2025

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
Task 1: Katakana Reading: Students will read passages in Japanese, including katakana and kanji. Writing: Students will write in Japanese using linguistic patterns and structures to convey information and to express own ideas including katakana.	Understanding texts 10% Creating 10%	20%	**ML5-UND-01** **ML5-CRT-01**	**Term 1, Week 8**
Task 2: Role Play Writing and Speaking Students write and perform a role play.	Interacting 15% Creating 15%	30%	**ML5-INT-01** **ML5-CRT-01**	**Term 2. Week 5**
Task 3: Digital Presentation Digital Presentation Students create and present a digital story/short film.	Interacting 10% Creating 10%	20%	**ML5-INT-01** **ML5-CRT-01**	**Term 3, Week 6**
Task 4: Yearly Exam Reading/Listening Students will listen to and read a variety of texts in Japanese and respond in English or Japanese. Writing Students will apply linguistic patterns and structures to compose texts in Japanese.	Understanding texts 20% Creating texts 10%	30%	**ML5-UND-01** **ML5-CRT-01**	**Term 4, Week 4**
	100%	**100%**		

Japanese Scope and Sequence Year 9 - 2025

Overview:

A student;

- exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate Japanese language
- analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
- creates a range of texts for diverse communicative purposes by manipulating culturally appropriate Japanese language

Term	Topic	Approximate Duration	Outline
1	Katakana Daily Routine	5 weeks 5 weeks	46 characters + special combinations, Clothing Sports Food Telling Time, daily routine, other activities, lunch time, club activities
2	School life	10 weeks	School year levels, subjects and timetables, School life, self-introductions Calendar months and dates, school events and excursions, transport, The Japanese School system, summer homework, ninjas
3	Hobbies Anime Character	10 weeks	Hobbies and sports, Holidays, Mobile Phones Parts of the body, Describing physical appearance, Anime and manga, Akihabara
4	Festivals Celebrations	10 weeks	Receiving gifts and giving gifts, Special occasions, birthdays, festive activities

Mathematics Assessment Schedule — Year 9 - 2025

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
Task 1: In Class test 20-minute non - calculator test 70-minute test using calculators	5%	5%	10%	Number and Algebra	**Term 1 Week 4**
Task 2: In Class test 20-minute non - calculator test 70-minute test using calculators	5%	5%	10%	Measurement and Space	**Term 2 Week 4**
Task 3: In Class test 20-minute non - calculator test 70-minute test using calculators	17%	17%	34%	Number and Algebra, Measurement and Space Statistics and Probability	**Term 3 Week 6**
Task 4: Yearly Examination 90-minute test using calculators *(20 minute non - calculator test)*	23%	23%	46%	Number and Algebra Measurement and Space Statistics and Probability	**Term 4 Weeks 1- 2**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence Year 9 - 2025

Overview: A student develops understanding and fluency in Mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Equations	3	solves linear equations of up to 3 steps, limited to one algebraic fraction
	Surds	3	describes and performs operations with surds
	Area, Surface area and Volume	3	Solve problems involving surface area, volume of right prisms, composite shapes and solids.
	Properties of Geo Figures A&B	1	identifies and applies the properties of similar figures and scale drawings to solve problems
2	Properties of Geo Figures B	5	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes
	Networks	2	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits
	Linear relationships	2	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools, gradient/slope-intercept form
	Variation and rates of change	1	identifies and solves problems involving direct and inverse variation and their graphical representations
3	Non-Linear relationships	1	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
	Probability	4	solves problems involving probabilities in multistage chance experiments and simulations
	Measurement	3	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
	Interest and depreciation	2	solves financial problems involving compound interest and depreciation
4	Indices	3	describes and performs operations with surds and fractional indices
	Products and Factors	2	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
	Harder Equations	2	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
	Probability	3	solves problems involving Venn diagrams, 2-way tables and conditional probability

Music Assessment Schedule	Year 9 - 2025

Task	Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1	Performance	Instrument technique, Musicianship Memorisation	Demonstrate appropriate style	25%	5.1, 5.2, 5.3	**Term 1 Week 8**
2	Composition Notation	Notate notes, rests and dynamics correctly	Demonstrate knowledge of software; Range of instruments	25% Semester 1 = 50%	5.4, 5.5, 5.6	**Term 1 Week 10**
3	Jazz Performance	Instrument technique, Musicianship Memorisation	Demonstrate appropriate style	25%	5.1, 5.2, 5.3	**Term 3 Week 9**
4	Jazz Composition	Sing/ play jazz scale and blues notes; Design and vary jazz chord progression	Demonstrate knowledge of software; Knowledge of Blues scale	25% Semester 2 = 50%	5.4, 5.5, 5.6	**Term 4 Week 2**
				100%		

Music Scope and Sequence Year 9 - 2025

Overview: Music students will grow and be challenged in various ways this year. Weekly practise on their major study (instrument or voice) will result in improving technique and musicianship, and lead to increased confidence. Our study of four very different topics will generate interest and open up new musical horizons.

Term	Topic	Approximate Duration	Outline
1	Music & Technology	9 weeks	Students will explore a range of technologies that are relevant to practising musicians today. These include: recording and arranging software, digital & audio workstations, and professional recording and mastering of music tracks.
2	Baroque Music	9 weeks	In this unit, students will be introduced to the major composers of the Baroque, such as Bach, Handel and Vivaldi. They will also study some important musical structures, such as the concerto, aria, suite, and solo sonata.
3	Jazz	12 weeks	Students will learn about the beginning of jazz, including some of the history. They will study the major genres of the twentieth century, beginning with 'the blues' and Ragtime.
4	Beyond Popular Music	10 weeks	In this unit we will study some major genres of music from 2000. Styles will include Techno, House, Trance, Hardcore and Drum & Bass.

Physical Activity and Sport Studies Assessment Schedule Year 9 - 2025

Type and Description of Task	Knowledge	Skills	Overall Weighting	Outcomes	Due Date
Task 1: Unit Topic Test Written Topic Test on the Body Systems and their link to performance during physical activity.	20%	5%	25%	PASS5 – 1 PASS5 – 2 PASS5 – 9 PASS5 – 10	**Term 1 Week 8**
Task 2: Practical Assessment 1 Practical assessment is ongoing and will be periodically informally assessed in relation to the sports that are being conducted throughout the Semester.	5%	20%	25%	PASS5 – 7 PASS5 – 9	**Terms 1-2 (Ongoing)**
Task 3: Unit Assessment Investigative Research Task on Recreational activity pursuits and the factors that play a part in the choice and participation rates.	10%	15%	25%	PASS5 – 3 PASS5 – 4 PASS5 – 5 PASS5 – 7 PASS – 8 PASS5 – 10	**Term 3 Week 8**
Task 4: Practical Assessment 2 Practical assessment is ongoing and will be periodically informally assessed in relation to the sports that are being conducted throughout the Semester.	5%	20%	25%	PASS5 – 7 PASS5 – 9	**Terms 3-4 (Ongoing)**
	40%	**60%**	**100%**		

Physical Activity and Sport Studies (PASS) - Scope and Sequence Year 9 – 2025

Overview: Students develop a foundation for participation and performance in a range of physical activity and sport movement contexts. They analyse the role of body systems, physical fitness, event management and types of leisure and recreational activities, and apply their knowledge and understanding when participating and performing in various movement contexts.

Term	Topic	Approximate Duration	Outline
1	Theory: Body systems and Energy for Physical Activity Practical: Oztag and Korfball	10	Theory: This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications. Practical: Students engage in Oztag and Korfball to gain an understanding of the rules, skills and tactics associated with the sport.
2	Theory: Event Management Practical: Futsal and Sofcrosse	10	Theory: This module investigates the structures and formats of events and the skills and roles available to put on an event. Students apply their knowledge and skills of event management to plan, promote, conduct, and evaluate an event. Practical: Students engage in Futsal and Sofcrosse to gain an understanding of the rules, skills and tactics associated with the two sports.
3	Theory: Lifestyle, Leisure, and Recreation Practical: Slider Hockey and Ultimate Frisbee	10	Theory: This module analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future. Practical: Students engage in both Ultimate Frisbee and Slider Hockey to gain an understanding of the rules, skills and tactics associated with the two sports.
4	Theory: Physical Fitness Practical: Fitness and Gym	10	Theory: This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals. Practical: During the term they participate in a variety of gym and fitness sessions to gain awareness of the varying styles of gym exercises/equipment and varying results.

Personal Development, Health and Physical Education (PDHPE) Assessment Schedule — Year 9 - 2025

Type and Description of Task	Knowledge	Skills	Overall Weighting	Outcomes	Due Date
Task 1: Practical Assessment Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the year.		25%	25%	PD5- 4 PD5- 11 PD5- 10	**Terms 1-2 (Ongoing)**
Task 2: Health Assignment Using the knowledge acquired during health lessons, students are required to create a health campaign to increase the overall health of Australians.	20%		20%	PD5- 6 PD5- 7	**Term 1, Week 10**
Task 3: Practical Assessment Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the year.		30%	30%	PD5- 5 PD5-10 PD5- 4	**Terms 3-4 (Ongoing)**
Task 4: Health Examination In class examination based on semester 2 content.	25%		25%	PD5- 2 PD5 - 9	**Term 3, Week 9**
	45%	**55%**	**100%**		

Personal Development, Health and Physical Education (PDHPE) Scope and Sequence Year 9 – 2025

Overview: This course provides students with opportunities to enhance their own and others' health, safety, wellbeing and participation in physical activity. Students develop self-management, interpersonal and movement skills to become empowered, self-confident and socially responsible citizens. Practical units (invasion games, net games and striking and fielding) will be run over 5 weeks, 2 per term.

Term	Topic	Approximate Duration	Outline
1	Mental Health	10 Weeks	Students evaluate factors that shape identity and propose strategies to improve their own and others' wellbeing. They investigate the impact of changes and transitions on relationships and how empathy and ethical decision-making can contribute to respectful relationships. Students reflect on emotional responses in a variety of situations and develop skills to manage and respond to unsafe situations.
2	Drugs & Alcohol	10 Weeks	Students evaluate factors that influence drugs and alcohol and propose strategies to improve their own and others' wellbeing. They investigate the impact of poor diet and changes that occur to young people's bodies. Students reflect on strategies to promote a healthy diet and investigate the affect drugs and alcohol has on young people.
3	Nutrition	10 Weeks	Students are provided with learning experiences where they are required to critically evaluate and analyse nutrition and factors that have the potential to have an impact on young people's health decisions, behaviours, and actions. Through practical application students develop their self-management and interpersonal skills to enable them to advocate and take positive action towards community health promotion. Students design and implement actions to enhance and support their own and others' health, safety, wellbeing, and participation in a lifetime of healthy nutrition.
4	Physical Fitness	10 Weeks	Movement skills enable students to engage in and enjoy the benefits of regular, vigorous physical activity. Developing fundamental and tactical movement skills in PDHPE provides students with the opportunity to acquire and master a range of movement skills, understand the health benefits of movement, and have the skills and dispositions to participate in a lifetime of physical activity as confident, competent, and creative movers.

Photographic & Digital Media (PDM) Assessment Schedule Year 9 - 2025

Type and Description of Task	Theory	Practical	Overall Weighting	Outcomes	Due Date
Task 1: **Practical:** Collection of works on the Elements of Photography. **Theory:** History of Photography Research Task	20%	10%	**30%**	5.1, 5.2, 5.3, 5.4, 5.6 5.7, 5.8, 5.9, 5.10	**Term 1 Week 10**
Task 2: **Practical:** Digitally Imaged photograph using photoshop program.		20%	**20%**	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Term 2 Week 10**
Task 3: **Practical:** Story board and script for collaborative film project. **Theory:** Presentation on Photographer	20%	10%	**30%**	5.1, 5.2, 5.3, 5.4 5.7, 5.8, 5.9, 5.10	**Term 3 Week 5**
Task 4: **Practical:** Collaborative Film using Premiere Pro		20%	**20%**	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Term 4 Week 5**
	40%	60%	**100%**		

Photographic & Digital Media (PDM) Scope and Sequence Year 9 - 2025

Overview:

Students will be introduced to the Photographic course content concepts of the Frames, Conceptual Framework and Artist Practice. Students will learn how to develop photographic and film works using a variety of programs and create works using the Elements of Photography. They will be introduced to a variety of photographic media and techniques.

Term	Topic	Approximate Duration	Outline
1	**Back to Basics**	10 weeks	**Theory:** Students discover how photography developed and examine photographic works from a prominent photographers throughout history. They will explore the different purposes of photography and analyse how it has changed over time. **Practical**: DSLR Digital Photography Students will do a series of workshops where they learn how to use the Manual DSLR settings such as shutter speed, aperture and ISO. Still shooting basics (students' own camera) Angles, balance, lighting, harmony, composition.
2		10 weeks	**Practical:** Photoshop Students will investigate and learn how to use Photoshop for the first time. This unit focusses on exploring the basics of digital photo shop manipulation. Students will produce a finished digitally manipulated image by applying learn techniques using the photoshop program.
3	**Documentation**	5 weeks	**Theory:** Students will learn about Photography as a means of documentation through studying documentary makers, photographers and photojournalists. Students will present research on a photographer and critically analyse their work. **Practical:** Students will learn to work collaboratively to develop a concept for a film using parody. Students create a storyboard and film script after learning about the film making process and storyboarding techniques.
4		15weeks	**Practical:** Premier Pro Students develop skills in Filming, editing and post production to complete their collaborative film. On completion of this task students will then begin to create an interactive online portfolio of their photographic work throughout the course.

Science Assessment Schedule Year 9 - 2025

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
Task 1: Working Scientifically Skills Task This task assesses students' achievement of the non-practical Working Scientifically Skills. This includes processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC5-5WS, SC5-7WS – SC5-9WS	**Term 1 Week 9**
Task 2: Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC5-7WS – SC5-9WS, SC5-10PW, SC5-11PW, SC5-14LW	**Term 2 Week 5**
Task 3: Practical Task This task assesses skills in working scientifically and a small amount of knowledge and understanding content. There will be a practical component to this task where students will have to conduct an experiment. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and problem solving.	20%	5%	25%	SC5-5WS – SC5-9WS, SC5-10PW, SC5-17CW	**Term 3 Week 7**
Task 4: Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC5-7WS – SC5-9WS , SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW	**Term 4 Week 4**
	60%	**40%**	**100%**		

Science Scope and Sequence — Year 9 - 2025

Overview:

Science answers questions about the biological, physical, and technological world through empirical evidence. It is a collaborative and creative endeavour, constantly evolving as new evidence is discovered. It provides explanations for phenomena and helps us understand the natural world. Students learn about different scientific topics and develop skills in experimentation, collaboration, data analysis, problem-solving, and scientific communication.

Term	Topic	Approximate Duration	Outline
1	Reproduction	3 weeks	Students will learn about reproduction and its importance for species continuity. They will identify human reproductive organs, understand their functions, and describe the fertilization and development of a human child. They will also learn about reproductive technologies, their use by prospective parents, and the social and ethical implications.
1	Electricity	7 weeks	Unit on electricity, covering circuits, electromagnetism, power generation and distribution. Lessons build upon each other for deeper understanding. Activities, discussions, and assessments for students to demonstrate knowledge and skills.
2	Disease	6 weeks	This unit teaches students about diseases and their causes, effects, and prevention. Topics covered include the immune system, infectious and non-infectious diseases, prevention and treatment methods, and the societal impact of diseases.
2	Plate Tectonics	5 weeks	Students learn about plate tectonics, the theory explaining Earth's surface movement. Plates shift atop the mantle due to convection currents. They also learn about three plate boundaries: divergent, convergent, and transform. This movement relates to natural events like earthquakes, volcanic eruptions, and mountain formations, as well as the layout of continents and oceans. It's vital for understanding Earth's changing surface.
3	Heat, Light and Sound	7 weeks	Students learn about waves, their properties, and types to differentiate between mechanical and electromagnetic waves. The electromagnetic spectrum is explained by relating properties to uses. Light waves are used to investigate reflection, refraction, and colour. Similarly, the properties of sound and heat are discussed to predict behaviour and how they travel. The structure of the eye and ear is explained, related to the type of waves they detect.
3-4	Body Coordination	5 weeks	Students learn about the human nervous and endocrine systems, which are involved in coordinating all of the other body systems. Students learn about the structure and function of both the nervous system and the endocrine systems, and the mechanisms of their activity. Students will also learn about reflex responses.
4	Chemistry 1	7 weeks	In this topic, students are introduced to some concepts of Chemistry and chemical reactions, which continue in Year 10. Students learn about the structure and trends found within elements of the periodic table. They also learn about nuclear chemistry, including types and reasons for nuclear decay, as well as their uses in medicine and industry.

Science (Accelerants) Assessment Schedule Year 9 - 2025

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
Task 1: Topic Test This task will be a formal written test that is conducted in a timed environment in class. The content in this test will be on one to two topics that are covered in class prior to the test. The test will test students' knowledge and understanding of the relevant topics, and will also include working scientifically skills, and may include a practical component.	10%	10%	20%	SC5-4WS – SC5-9WS SC5-10PW SC5-11PW SC5-14LW SC5-15LW SC5-15CW SC5-17CW SC5-12ES SC5-13ES	**Term 1 Week 8**
Task 2: Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC5-4WS – S54-9WS SC5-10PW SC5-14LW SC5-12ES SC5-13ES	**Term 2 Week 3**
Task 3: Practical Task This task assesses skills in working scientifically and a small amount of knowledge and understanding content. Tasks could include analysing and processing data and information, planning and conducting practical investigations, research and problem solving.	25%		25%	SC5-4WS - SC5-9WS	**Term 3 Week 7**
Task 4: Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	15%	15%	30%	SC5-4WS – SC5-9WS SC5-16CW SC5-11PW SC5-14LW SC5-15LW	**Term 4 Week 2**
	60%	**40%**	**100%**		

Science (Accelerated) Scope and Sequence Year 9 - 2025

Overview:

Students will complete the whole of Stage 5 Science within the one year. Science answers questions about the biological, physical, and technological world through empirical evidence. Students learn about different scientific topics and develop skills in experimentation, collaboration, data analysis, problem-solving, and scientific communication.

Term	Topic	Approximate Duration	Outline
1	Reproduction	Take Home	Students will learn about reproduction and its importance for species continuity. They will identify human reproductive organs, understand their functions, and describe the fertilization and development of a human child.
1	Electricity	5 weeks	This covers circuits, electromagnetism, power generation and distribution as well as motors and generators.
1	Motion	4 weeks	Students study different forms and equations with motion of objects. Students learn about Newton's laws and their applications as well as the relationships between, distance, velocity , acceleration and Forces.
2	DNA and Genetics	5 weeks	Students study the cells and their organelles. They also learn about genetics and DNA replication. Students study mitosis and meiosis and genotypes and phenotypes.
2	Disease	4 weeks	This unit teaches students about diseases and their causes, effects, and prevention. Topics covered include the immune system, infectious and non-infectious diseases, prevention and treatment methods, and the societal impact of diseases.
2	Body Coordination	3 weeks	Students learn about the human nervous and endocrine systems, which are involved in coordinating all of the other body systems.
2	Plate Tectonics	Take Home	Students learn about the movement of the Earth's Plates and the implications this causes, such as Earthquakes, Volcanoes, etc.
3	Heat, Light and Sound	5 weeks	Students learn about waves and how they travel. They also study the phenomenon of light and the way it reflects or refracts. Students learn to do different calculations with waves, light and sound.
3	Chemistry	10 weeks	Students are introduced to some concepts of Chemistry and chemical reactions and equations. Students learn about the structure and trends found within elements of the periodic table. They also learn about nuclear chemistry, including types and reasons for nuclear decay, as well as their uses in medicine and industry. Students also study different types of chemical reactions.
4	Evolution	3 weeks	Students learn about the difference between Lamarck and Darwin theories on evolution as well as the science behind evolutionary changes.
4	The Universe	Take Home	Students study the formation, heat, luminosity and size of the stars as well as the developments in the telescope and the findings of the cosmos.
4	Global Systems	4 weeks	Students learn about food webs and their impact on the ecosystem as well as topical studies of global warming and acid rain.

STEM Assessment Schedule — Year 9 - 2025

Type and Description of Task	Research	Skills	Problem Solving	Knowledge	Overall Weighting	Outcomes	Due Date
Task 1: Inquiry based Learning Task Students will develop an understanding of STEM Fundamentals through inquiry-based projects. Students will use this knowledge to start the development STEM projects.	5%	5%	10%		20%	ST5-2, ST5-4, ST5-6, ST5-7, ST5-9	**Term 1 Week 8**
Task 2: Project 1 Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.	5%	15%	10%	10%	40%	ST5-1, ST5-2, ST5-3, **ST5-4**, ST5-5, **ST5-6**, ST5-7, ST5-8(V)	**Term 2 Week 8**
Task 3: Project 2 Students will develop projects using the knowledge they developed earlier in this course, together with knowledge they have gained in Science, Technology, Engineering and Mathematics.		20%	10%	10%	40%	ST5-1, ST5-2, ST5-3, **ST5-4**, **ST5-6**, ST5-8(V), ST5-9	**Term 3 Week 8**
	10%	**40%**	**30%**	**20%**	**100%**		

STEM - Scope and Sequence Year 9 - 2025

Overview:
iSTEM is a student-centred Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics. Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering-design processes.

Term	Topic	Approximate Duration	Outline
1 & 2	Core Topics: STEM fundamentals Project-based learning	20 Weeks	STEM fundamentals develops knowledge, skills and understanding of essential STEM principles and processes. Students engage with engineering design processes to solve a range of problems. They develop fundamental skills required to complete other elective topics which form the basis of this course. To satisfy the requirements of this core topic, students must utilise iterative engineering design processes to undertake a range of problem-solving exercises, collaborative tasks and inquiry-based learning activities that occupy the majority of the time. This will all be completed through Project-based learning.
3 & 4	Specialised Module: Aeronautical Engineering	20 Weeks	Aeronautical engineering involves the design, production, testing and maintenance of aircraft, aerospace vehicles and their systems. This generally includes conventional fixed-wing aircraft as well as gliders, helicopters, spacecraft, balloons and drones. Aeronautical engineering has a range of recreational, commercial and military applications. Aeronautical and aerospace engineering is a multidisciplinary profession. There are many different types of aviation professionals and various pathways into these careers. Students will integrate the Semester 1 knowledge in developing aeronautical projects.

Visual Arts Assessment Schedule — Year 9- 2025

Type of Task and Description	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
Task 1 **Art History/Criticism** - Presentation related to topic.		20%	20%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7.	**Term 1 Week 5**
Task 2 **Practical Assessment – Object Design** • Completed Skateboard related to topic • Visual Arts Process Diary	25%		25%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	**Term 2 Week 2**
Task 3 **Practical Assessment – Soft Sculpture** • Visual Arts Process Diary • Completed Body of work related to topic	25%		25%	5.7. 5.8, 5.9, 5.10	**Term 3 Week 9**
Task 4 **Screen Print Design** • Completed drawing of design for screen printing project and Visual Art diary. **Art History/Criticism** • Questions related to Pop Art topic	10%	20%	30%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7.	**Term 4 Week 3**
	55%	**45%**	**100%**		

Visual Arts Scope and Sequence — Year 9 - 2025

Overview:

- Students will build on their knowledge from Stage 4 and extend their understanding and skills to critically and historically interpret art informed using their understanding of practice, the conceptual framework and the frames
- Students make artworks informed by their understanding of practice, the conceptual framework and the frames

Term	Topic	Approximate Duration	Outline
1	Skateboard Art	12 weeks	A postmodern and cultural investigation of social identity focusing on Sticker art, street art, mural art, skateboard art practices and the use of new technologies. Students investigate the conceptual framework to make a double-sided skateboard deck artwork that represents a point of view about social and cultural identity. In critical and historical studies, they investigate, interpret and explain how artists represent ideas about social and cultural or counter culture/identity. Students study the historical understanding surrounding the origins and identities of skater subculture looking at different artists including Banksy, Diego Rivera, Mulga, Sean Gladwell and Basquiat.
2	Larger than Life	8 weeks	Students will learn techniques using textile mediums to create Food Art by developing a soft sculpture. Students will explore their personal interests and analyse the relationship between their identity and how society and culture around them can influence their identity and perception of self. Students will develop a drawn artwork design and scaled pattern using mathematical principles and the elements of art. Students will study artworks from Pop Artists such as Claus Oldenburg and Andy Warhol and contemporary artist that use textiles and the soft sculpture medium
3		10 weeks	Students will investigate and explore a range of sewing techniques and develop problem solving skills to make a 3D artwork using only textiles. Students will source materials, develop their own process to create a large-scale soft sculpture. Students will complete research on the Pop Art movement. Students photograph works and install in an exhibition.
4	Wear it with Pride	10 weeks	Students will develop their own t-shirt or tote bag designs based on a unique design based on a social justice issue. Students will study contemporary and modern artists that use screen-printing in artwork and graphics such as Andy Warhol and Mambo. Student will design their own image using photoshop and drawing techniques. Students will explore a range of mediums and printmaking techniques including making stencils to create a layered design, overlaying and block printing.

Summary of Year 9 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1A	
2B	
3A	
4B	Mathematics, Visual Arts (Theory)
5A	
6B	
7A	Engineering, Japanese,
8B	Japanese, Music, Science ACC, PASS, STEM
9A	Commerce, Computing, English, Food Technology, Geography, PDM, Science, Visual Arts (Practical)
10B	D&T, Food Technology, Drama, English, Music, PDHPE, PDM

Term 2

WEEK	
1A	
2B	
3A	Geography, Science, Science ACC
4B	D&T, History Elective, Mathematics,
5A	Commerce, Japanese,
6B	Visual Arts
7A	
8B	STEM
9A	English, Food Technology, Computing,
10B	Drama, Engineering, PDHPE, PDM

Semester 2

Term 3

WEEK	
1A	
2B	
3A	
4B	HMS, Mathematics, Science,
5A	Commerce, IST, PDM, Science
6B	D&T, Japanese,
7A	Geography, Science ACC
8B	PASS, STEM
9A	English, Food Technology, Computing, History Elective, Music, PDHPE, Visual Arts (Practical)
10B	Drama, English,

Term 4

WEEK	
1A	Commerce, Drama, Engineering,
2B	Food Technology, Mathematics, Music, Science ACC,
3A	D&T, Geography, Science, Visual Arts (Theory)
4B	History Elective, Japanese, Computing, Visual Arts
5A	Computing, PDM,
6B	Engineering
7A	
8B	
9A	
10B	

Statement of Authenticity and Academic Integrity

Name: _____ Class: _____

Teacher: _____ Subject: _____ Assessment: _____

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet (including AI) or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the assessment policies outlined in the assessment policy book.

Student Signature: _____ Date: _____