Girraween High School

2024

Year 9

Assessment Policy Booklet

as at 14/12/2023

Contents

School Assessment Procedures

The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

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

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment *for* learning and assessment *as* learning incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all *set tasks*, not only those for assessment.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

Assessment Schedule Booklet and Time-Frame

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.

1.Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

2.Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which will be issued to the student when notification of the task is given) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

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

3.Extensions to Due Dates or Special Consideration

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the task on the due date, even if it is incomplete.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task.

4.Prior Knowledge of Absence

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER, and submit the work before the due date.

5.Absence Due to Illness/Misadventure and Submission of Tasks

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

If the student is absent for a task and has consulted the Faculty Head Teacher, the Head Teacher may:

- authorise for the student to complete the assessment task, or where appropriate, an alternative task upon the student's return to school or as soon as practicable after the student's return
- grant an extension of time
- determine an alternative mode of assessment

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

6.Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as name @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (such as a Yearly Examination). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (such as a Yearly Examination) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

7.Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the written submission component of the task.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a mark deduction for the task, unless there are exceptional circumstances.

8.Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice.

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

9.Malpractice in Assessment Tasks

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by

others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks***. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

Malpractice in any form, including plagiarism is unacceptable.

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.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination (such as a Yearly Examination)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. The Principal will establish a committee to review any appeals of suspected malpractice and determine the appropriate action should malpractice be proven.

If malpractice is proven, a mark of ZERO may be awarded.

10. Artificial Intelligence

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.

The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. In order to prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

11. Disputes Regarding Assessment Tasks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

12. Assessment Concerns

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

13. Disability Provisions

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.
We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.
Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.
Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

13.1 Identification of students with disabilities

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.
Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.
Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

13.2 Disability Provisions and Modifications

Where required, a reader/writer will be appointed. Readers/Writers will be guided/briefed on their role and responsibilities. This will be done by the Examination Supervisor or the Deputy Principal.
Other reasonable provisions such as, but not limited to, small group supervision, rest breaks or specialised equipment will be made as appropriate based on individual needs and appropriate documentation.

14. Acknowledging Sources in Assessment Tasks

14.1 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.

14.2 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.

14.3 Harvard Style Referencing Guide

14.3.1 In-text References

If you directly quote an author, discuss their idea, 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 and the relevant page number(s) of their publication.

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

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

Example: 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

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 (including grammar, vocabulary, sentence structure, and style). 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)

Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).
Example: 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

14.3.2 Creating a References 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 an item 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 other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

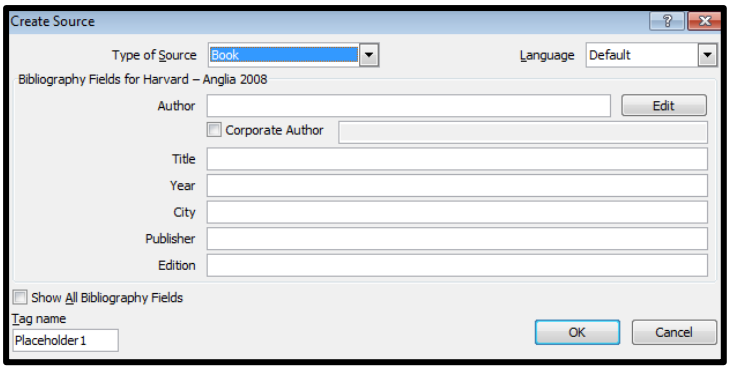
For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you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

14.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.

Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.



Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

Books:

- Name of author/s (surname, first names)
- Year of publication,
- *Title,* (in italics and with minimal capitalisation)
- Edition (if applicable, edn),
- Publisher,
- Place of publication.

Examples:

Butler M, Hopkins D, & Willis J 2001, *Physics 2,* Macmillan Education Australia, South Yarra.

Healey, J (ed.) 2005, 'Wealth and inequality', in *Issues in Society*, vol. 226, The Spinney Press, Thirroul, N.S.W.

McLarty, R 2005, *The memory of running,* Time Warner, London.

Encyclopaedia Articles:

- 'Title of article'
- *Title of encyclopaedia in italics*
- Year of publication,
- Publisher,
- Place of publication,
- Vol. no,
- Page no/s.

Example:

'Germany', *World Book Encyclopedia* 2004*,* World Book, Sydney, vol. 8, pp. 114-116.

Magazine Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Magazine name,*
- Month/volume/issue number,
- Page no/s.

Examples:

Low, T 2006, 'Sweet country', *Australian Geographic,* January-March, p. 68.

Nolch, G 2006, '21st Century food', *Australasian Science,* Vol. 14, no. 3, pp. 14-19.

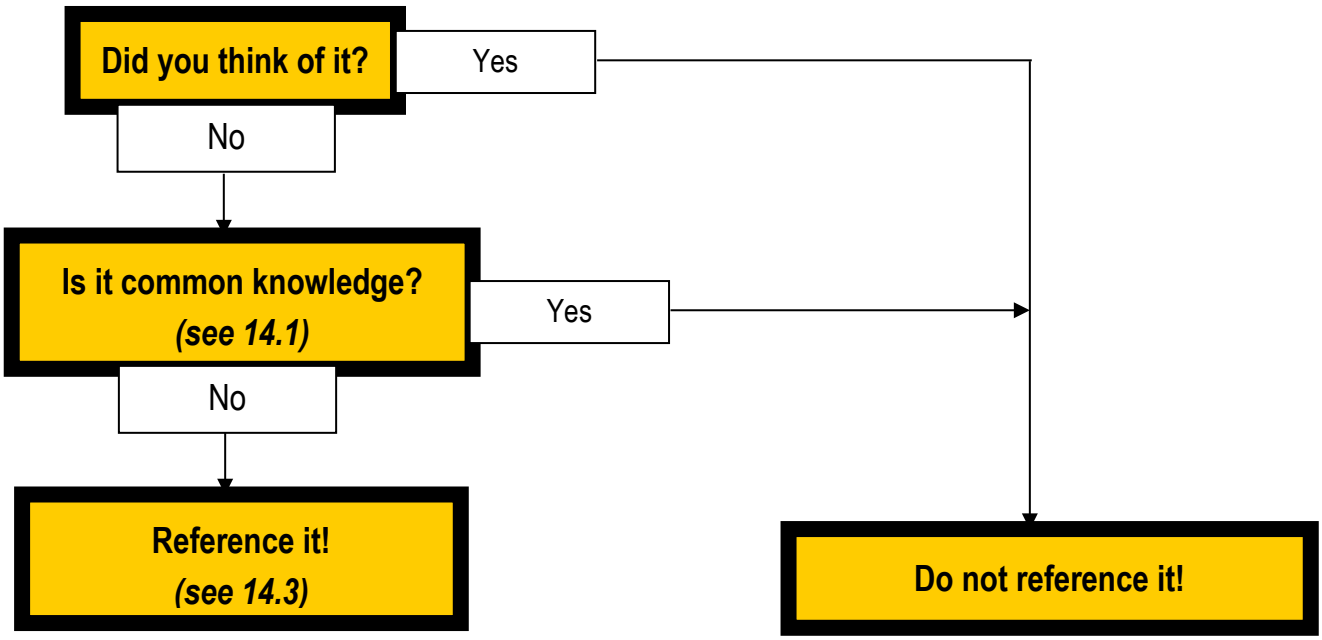
Newspaper Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Newspaper name,*
- Day and month,
- Page no/s.

Example:

Kerbaj, R 2006, 'Brother of terror suspect speaks', *The Australian,* 9 February, p. 4.

14.4 Referencing Summary



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

Individual Subjects

Commerce Assessment Schedule Year 9 - 2024

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 - 2024

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 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1 Each student to create their own movie poster, a storyboard and edit trailer for a PG movie that we will be watching in the classroom.	20%	5.4.1 5.4.2 5.6.1	**Term 1** **Week 9**
Task 2: Group Component Students will work in groups to create a product of their own version and a commercial advertisement demonstrating their understanding of Green Screen (VFX) technology.	30%	5.1.1 5.1.2 5.2.2 5.2.3	**Term 2** **Week 9**
Task 3: Students will be demonstrating their understanding of HTML and Internet/Website constructs by applying all the HTML/CSS concepts learned during the unit to their individual Website Project on a topic allocated.	30%	5.5.1 5.5.2 5.6.2	**Term 3** **Week 9**
Task 4: Group Component Students will use and apply the previous knowledge of digital media, Photoshop and HTML concepts gained during units 1 & 2 to create a digitally sound high-level PowerPoint Game enriched with powerful multimedia elements.	20%	5.2.1 5.3.1 5.3.2	**Term 4** **Week 5**
	100%		

Computing Technology Scope and Sequence — Year 9 - 2024

Overview: Computing Technology shows how Systems thinking and Computational thinking are connected via Design thinking through projects. Systems thinking is shown as a key process in the learning and understanding of Enterprise information systems. This includes Modelling networks and social connections, designing for user experience and Analysing data. Computational thinking is shown as a key process in the learning and understanding of Software development. This includes Building mechatronic and automated systems, creating games and simulations and Developing apps and web software.

Term	Topic	Approximate Duration	Outline
1 & 2	Enterprise Information Systems	20 weeks	Unit: Interactive Marketing, Special Effects (VFX) Advertisement Creation using Photoshop and Adobe suite **Focus area(s): Designing for User Experience; Analysing Data** Short description Students develop their knowledge and skills in the use of a variety of tools, materials and techniques related to multimedia production, user interfaces and the user experience. This unit supports students as they develop an interactive video (up to 3 minutes in length) that uses interactivity to store user input for future analysis and prediction modelling. Design qualities are emphasised to ensure functionality, accessibility, usability and aesthetics while adhering to privacy and copyright requirements including legal and ethical responsibilities.
3 & 4	Software Development	20 weeks	Unit: Retail simulation Website Development using HTML, Javascript and Python **Focus area(s): Developing apps and web software** Short description Students develop their knowledge and skills in the use of a variety of tools, materials and techniques related to the development of a website and animations. This unit supports students as they develop a simple website for simulation of online safe retailing. Users will interact with the simulation to decide on the appropriate course of care for each customer. Design qualities are emphasised to ensure functionality, accessibility, and quality of code. Other relevant information Students will maintain a print or digital project notebook during the project, where they can record written, audio, and/or visual notes. Students will examine existing software that tracks customer database and inventory simulation software. Students use an object-oriented development environment to build their app. Students may use existing game-development engines to build their simulation.

Design & Technology Assessment Schedule Year 9 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: 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 1 Week 10**
Task 2: Research Task and Presentation Complete Research Task and a Presentation	25%	DT5-4, DT5-5	**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 - 2024

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.

Drama Assessment Schedule — Year 9 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. Mime, Movement and Commedia Dell'Arte **Practical** (20%) Students work with stock characters and story arcs from Commedia Dell'Arte to develop their own performance piece. They are required to use masks and elements of slapstick comedy to enhance their piece. **Written Response (**10%) Students are to select ONE character that they are performing in their practical task to research. They are to submit a report detailing the iconic features and status of their character and their history within the theatrical style of Commedia Dell'Arte.	30%	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3	**Term 1 Week 10**
2. Shakespeare **Practical** (20%) Students are required to select an extract from the play they are studying to perform with their group. In their performance they are to focus on elements of physical comedy and vocal projection. **Costume Design** (10%) Students are required to design a costume for their character within the context of their performance. This is to be accompanied with a written rational that justifies the decisions made	30%	5.1.1, 5.2.2, 5.1.3, 5.3.2, 5.3.1	**Term 2 Week 10**
3. Children's Theatre **Practical** (20%) Students work as a class to produce a piece of theatre aimed at a primary school aged audience. They employ theatrical devices that are aimed at connecting with the young audience in order to achieve the actor/audience connection. **Set Design** (10%) Students are to design their ideal set for the class performance. In this design, they are to consider the restrictions in terms of space, practicality and functionality. This design is to be accompanied with a written rational that justifies the creative decisions made.	30%	5.1.3, 5.1.4, 5.2.2, 5.3.1	**Term 3 Week 10**
4. Yearly Examination **Written Reflection** (10%) Students will be given a discursive question to answer in which they need to discuss the conventions of theatre that they have learnt throughout the year. Their logbooks will be used as a revision tool, allowing them to develop their understanding of the theatrical styles.	10%	5.3.1, 5.3.2, 5.3.3	**Term 4 Week 1**
	100%		

Drama Scope and Sequence — Year 9 - 2024

Overview:

The study of drama enables young people to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas and dramatic works of others by creatively and collaboratively developing their own ideas into dramatic action for performance.

Term	Topic	Approximate Duration	Outline
1	Mime, Movement and Commedia dell'Arte	Term 1	Students learn about the history and conventions of Commedia dell'Arte. In this, they explore their physicality of performance and learn how to communicate through movement and body language. They also explore the use of mask in theatre.
2	Shakespeare	Term 2	Text: Shakespeare, *Twelfth Night*. Students explore the history of the Elizabethan Era and the importance of theatre in that time. They look at the conventions of Shakespeare's theatre and how his plays conform to them. To do this, they study the specific elements of comedy present in *Twelfth Night*.
3	Children's Theatre	Term 3	Students learn about the conventions of Children's Theatre, Melodrama and Pantomime, culminating in the construction and performance of a piece of theatre aimed at a pre-school and/or lower primary school aged audience. They look at the conventions of storytelling for this age group and develop exaggerated characters to engage audiences.
4	Playbuilding	Term 4	Inspired by poetry, students write, rehearse and perform an original piece of theatre. Through this process they learn about the elements of production that help to enhance their performance including lighting, costuming and set. Students learn to use the elements of drama to enhance their storytelling.

English Assessment Schedule — Year 9 - 2024

Type and Description of Task	Mode(S)	Overall Weighting	Outcomes	Due Date
Task 1: Close study – To Kill a Mockinbird **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	**Term 1 Weeks 9 & 10**
Task 2: Imaginative Writing **Submission: Narrative and Reflection** Students will submit a piece of imaginative writing inspired by their study of a collection of works for Changing Australian Voice. 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 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 – Discursive Speech (20%)** Students will deliver a prepared speech in response to their study of Black Cockatoo and ONE other text of their own choosing	Reading Writing Speaking Listening	40%	EN5-RVL-01 EN5 -URA-01 EN5-ECA-01 EN5-ECB-01	**Term 3 Weeks 10 & 11**
		100%		

English Scope and Sequence — Year 9 - 2024

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	Individual and Society	Term 1	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.
2	Changing Australian Voice	Term 2	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.
3	Australian Drama	Term 3	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	Term 4	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 - 2024

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 - 2024

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

History Elective Assessment Schedule Year 9 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: Assessment task details will be negotiated with the class.	25%	According to task	**Term 1** **Week 9**
Task 2: Assessment task details will be negotiated with the class.	25%	According to task	**Term 2** **Week 4**
Task 3: Assessment task details will be negotiated with the class.	25%	According to task	**Term 3** **Week 6**
Task 4: Assessment task details will be negotiated with the class.	25%	According to task	**Term 4** **Week 3**
	100%		

History Elective History Scope and Sequence — Year 9 - 2024

Overview: History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods. Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Term	Topic	Approximate Duration	Outline
1	History, Heritage and Archaeology	Weeks 1 – 6	Barrow Island Archaeological sites
	Ancient, Medieval and Modern Societies - (Europe)	Weeks 7 - 10	Literature of Ancient Greece and Rome
2	Ancient, Medieval and Modern Societies	Weeks 1 – 2	Literature of Ancient Greece and Rome (Europe) continued
	Thematic Studies – Gender and Power	Weeks 3 - 4	Gender in the past
3	Ancient, Medieval and Modern Societies	Weeks 1 – 8	The Ayutthaya Kingdom (Asia) (20 hours)
	Thematic Studies	Weeks 9 - 10	1960s Decade Study (Power and Political Unrest)
4	Thematic Studies	Weeks 1 – 4	1960s Decade Study (Power and political unrest) continued
	Thematic Studies History, Heritage and Archaeology	Weeks 5 - 10	Local site study (Local history, integrated with Oral history) (15 hours)

HSIE Assessment Schedule — Year 9 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
Task 1: **Progressive Ideas and Movements** Students will analyse a number of sources.	25%	5-5, 5-6, 5-8, 5-9	**Term 1 Week 7**
Task 2: **Australians at War** Students will research and write an in-class essay	25%	5-1, 5-4, 5-7, 5-10	**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: **Changing Places** Students will complete a group task.	25%	5-1, 5-2, 5-3, 5-4, 5-5, 5-6	**Term 4 Week 3**
	100%		

HSIE Scope and Sequence — Year 9 - 2024

Overview: The curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

In Geography, students study the significance of places and what they are like e.g. the effect of 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	Progressive Ideas and Movements	10 Weeks	Students study the emergence and nature of key ideas between 1750 and 1918.
2	Australians at War	10 Weeks	Students study the causes of wars, why individuals enlisted and where Australians fought.
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.
4	Changing Places	10 Weeks	Students examine the patterns and trends in population movements and the increasing urbanisation of countries.

Industrial Technology Engineering Assessment Schedule Year 9 - 2024

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 - 2024

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 - 2024

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	20%	ML5-**UND**-01	**Term 1 Week 7**
Task 2: Role Play Writing and Speaking Students write and perform a role play.	Interacting	30%	ML5-INT-01	**Term 2 Week 5**
Task 3: Digital Presentation Digital Presentation Students create and present a digital story/short film.	Creating texts	20%	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 Creating texts	30%	ML5-**UND**-01 ML5-**CRT**-01	**Term 4 Week 4**
	100%	**100%**		

Japanese Scope and Sequence — Year 9 - 2024

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	10 weeks	Hobbies and sports Holidays Mobile Phones
4	Anime Characters	10 weeks	Parts of the body, Describing physical appearance, Anime and manga, Akihabara

Mathematics Assessment Schedule Year 9 - 2024

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 Measurement and Geometry	**Term 1 Week 4**
Task 2: In Class test 20-minute non - calculator test 70-minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	**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 Statistics and Probability	**Term 3 Week 4**
Task 4: Yearly Examination 90-minute test using calculators *(20 minute non - calculator test)*	23%	23%	46%	Number and Algebra Measurement and Geometry Statistics and Probability	**Term 4 Week 2**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence — Year 9 - 2024

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	Numbers of any magnitude	1	represent numbers and rounding to a given number of significant figures
	Area, Surface area	1	solves problems involving surface area of right prisms, composite shapes and solids
	Volume A and B	2	solves problems involving the volume of composite solids consisting of right prisms and cylinders. applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids
	Indices A, B and C	4	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases, negative-integers, surds and fractional indices
	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	3	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes
	Algebraic Techniques A, B and C	7	simplifies algebraic fractions with numerical denominators, indices and expands algebraic expressions
	Data analysis A	1	compares and analyses datasets using summary statistics and graphical representations
3	Non-Linear Relationships A, B and C	7	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts and their transformations
	Numbers of any magnitude	1	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
	Area, Surface are and Volume	1	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems
4	Indices C	3	describes and performs operations with surds and fractional indices
	Probability A and B	2	solves problems involving probabilities in multistage chance experiments, simulations, Venn diagrams, 2-way tables and conditional probability
	Data Analysis A and B	5	compares and analyses datasets using summary statistics and graphical representations also involving bivariate datasets

Physical Activity and Sport Studies Assessment Schedule Year 9 - 2024

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 – 2024

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 Gym	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	Theory: Event Management (Girra-lympics) Practical: Girra-lympics and Slider Hockey	10 Weeks	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 design and run a variety of events that are associated with the Paris Olympics. Furthermore, they learn the rules, skills and tactics associated with Slider Hockey.
3	Theory: Lifestyle, Leisure, and Recreation Practical: Ultimate Frisbee and Futsal	10 Weeks	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 Futsal to gain an understanding of the rules, skills and tactics associated with the two sports.
4	Theory: Physical Fitness Practical: Fitness and Flag Ball	10 Weeks	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: Students learn the rules, skills and tactics of Flag Ball and participate in a variety of physical fitness sessions to practically address the understanding that they gain during the associated theory module.

Personal Development, Health and Physical Education (PDHPE) Assessment Schedule — Year 9 - 2024

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 Promotion Campaign that targets physical activity.	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 – 2024**

Overview: Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

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 - 2024

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 - 2024

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 - 2024

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 6**
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 - 2024

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 - 2024

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 - 2024

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 - 2024

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 - 2024

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- 2024

Type of Task and Description	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
Task 1: Practice Art Making **Practical Assessment – Skateboard** - Visual Arts Process Diary - Completed Mini-Mural related to topic	15%	10%	25%	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7.**	**Term 1** **T: Week 4** **P: Week 9**
Task 2: Practice & Art History Criticism **Practical Assessment – Soft/hard Sculpture** - Material practical in VAPD, statement of intent **Art History/Criticism** - Questions related to topic, research influencing artists	10%	15%	25%	**5.4, 5.7. 5.8, 5.9, 5.10**	**Term 2** **T & P: Week 6**
Task 3: Practice & Art Making **Practical Assessment – Soft/hard Sculpture** - Visual Arts Process Diary - Completed Body of work related to topic **Art History/Criticism** - Questions related to topic, research influencing artists	15%	10%	25%	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6**	**Term 3** **P: Week 9**
Task 4: Art History Criticism **Practical Assessment- Triptych Painting** - Students will answer questions related to the concepts of the Frames, Conceptual Framework and Artist Practice. **Art History/Criticism** - Questions related to topic, research influencing artists	15%	10%	25%	**5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7.**	**Term 4** **Week 4**
	55%	**45%**	**100%**		

Visual Arts Scope and Sequence	**Year 9 - 2024**

Overview:

- develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames
- develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames

Term	Topic	Approximate Duration	Outline
1	Skateboards Critical and Historical Studies	10 weeks	A postmodern and cultural investigation of social identity focusing on Sticker art, street art, skateboard art practices and the use of new technologies. Students investigate the conceptual framework to make artworks that represent a point of view about cultural identity. In critical and historical studies they investigate, interpret and explain how artists represent ideas about social and cultural or counter culture/identity. Historical understanding surrounding the origins and identities of skater subculture looking at different artists
2	Soft Sculpture Critical and Historical Studies	10 weeks	Students explore textiles to create food art. Designing patterns exaggerated 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.
3	Anatomy Unit Life drawing	10 weeks	This unit aims to immerse students in the exploration of anatomically correct figures and portraiture through the expressive mediums of charcoal and graphite. The unit is designed to guide students through a series of engaging and skill-building activities, culminating in the creation of a cohesive body of work that showcases their understanding of human anatomy, portraiture techniques, and the expressive potential of these traditional drawing materials.
4	Mini Mural Design / painting Critical and Historical Studies	10 weeks	Students research and design their artworks for the following appropriation of artworks and amalgamation of cultures. Combining two artworks together to create a new concept and cohesive artwork. Students further their understanding and research through the conceptual framework and frames relevant to the artworks investigated. Submit the Final Appropriated Tryptich

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	
1B	
2A	
3B	
4A	Mathematics, Visual Arts (Theory)
5B	
6A	
7B	Engineering, HSIE, Japanese,
8A	Science ACC, PASS, STEM
9B	Commerce, Food Technology, History Elective, Computing, PDM, Science, Visual Arts (Practical)
10A	D&T, Drama, English, PDHPE, PDM
11B	English

Term 2

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

Term 4

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