



MAITLAND  
GROSSMANN  
HIGH SCHOOL

# ASSESSMENT BOOKLET

YEAR 9

2025



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# 1. The purpose of assessment

Assessment is the process of identifying, gathering, and interpreting information about a student's learning.

## 1.1 The key reasons for assessment

- Support & monitor learning
- Diagnose student learning needs and support strategic interventions
- Evaluate the effectiveness of teaching & learning programs
- Inform the reporting process

## 1.2 Outcomes based assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses (formerly BOSTES). More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

It is a requirement of the school assessment program that, for each course taught, schools establish a program of assessment tasks. These tasks are conducted throughout the year, and each task has a weighting which is used as a component of the reporting process.

School-based assessment tasks are linked to performance descriptors. The marking guidelines relate to specific course outcomes and the NESA performance standards.

## 1.3 Assessment and learning

Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform teaching and provide feedback to students about their learning and how to improve.

Assessment **as** learning involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment **of** learning uses evidence of students learning to assess student achievement against learning goals and standards.

## 1.4 Assessment schedules and scope and sequences:

Within each subject the assessment schedule and scope and sequence will provide the following:

- Syllabus outcomes relevant to each topic
- Content being studied
- Timing of the individual assessment task (weeks / terms only)
- Weightings of each task

## 2. Assessment tasks

Assessment Tasks are **mandatory** for each course. Students are expected to apply themselves with diligence in order to satisfactorily meet course requirements.

A variety of assessment task styles- for example speaking, listening, reading, and writing are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Students who indicate they are sick on the day of an assessment task should contact the subject Head Teacher to discuss whether the student should sit the task and to discuss the required documentation for non-completion

### 1.1 Procedural fairness

All faculties support student learning by adopting a consistent approach to assessment by ensuring that:

- **All** students receive **two** weeks' notice of an assessment task.
- A parent/caregiver is **notified** within **14 days** if a task has not been submitted by the due date.

### 1.2 Submission of tasks

Students are required to complete and submit mandatory assessment tasks on or before the due date.

Furthermore, students must:

- Make a serious attempt at all assessment tasks.
- Avoid any behaviour which disrupts other students during the completion of a task.
- Approach any task with honesty and avoid any malpractice including cheating or plagiarism.
- Submit work directly to the relevant teacher.
- Inform their teacher in advance if they know they will be absent for a task.
- Ask their teachers about any assessment tasks which may have been issued during any absence.

### 1.3 Late submission

Assessment Tasks submitted late, without prior arrangement, **may incur a loss of marks**. Penalties for late submission of tasks will be determined by the Head Teacher of the Key Learning Area.

### 1.4 Extensions

If an extension of time is needed, the student must negotiate with the Classroom and Head Teacher of the course at least one week prior to the due date.

### 1.5 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, 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, CDs 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 using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Where cheating is detected a mark of zero will be given for the task to each student involved.

### 1.6 Student preparation of assessment tasks

Our aim at MGHS is for all students to become responsible for their own learning. Parents / Carers are encouraged to assist in their students learning and establishing a regular home study / revision routine.

## 3. Student responsibilities

- Students are expected to complete ALL assessment tasks by the due dates and times specified.
- Where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory.
- All work submitted for assessment must be your own work. (See Malpractice above)
- It is each student's responsibility to be aware of assessment task dates for all courses and to organise a study schedule accordingly.
- Technology malfunction is not an acceptable excuse for non-submission of a task. If this occurs, students should submit the '**draft**' of the task (labelled as such) to their teacher on the due date. Keep copies of all drafting so that your progress can be shown in the case of a computer/printer/technology USB malfunction.

## 4. Parental notification

All assessment tasks not submitted will result in an **Academic Warning Letter** being sent

## 5. Absence, illness & misadventure

When a student is absent on the day when a task is due or an in-class assessment performed, and **the absence is known beforehand**, the student must make arrangements for the task to be submitted or completed **on or before** time.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. Wherever possible, **this is required on the student's first day back at school.**

Where special consideration is required, the teacher, in consultation with the Head Teacher, may make arrangements which may include, but are not limited to:

- (i) completing the original task

- (ii) completing an alternate task

Examples of illness/ misadventure include (but not limited to):

- Bereavement
- Illness
- Family Leave
- School Representation for sports or academic pursuits
- Personal Issues

## 6. Advice to students

- ✓ Be positive and optimistic.
- ✓ Ensure that you are familiar with the sections of this assessment booklet relevant to your pattern of study.
- ✓ As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment for each term has been mapped out for you in the following pages. Use the summary and a diary or electronic calendar to help with your organisation.
- ✓ Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- ✓ Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- ✓ Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty- the classroom teacher in the first instance, and then the Head Teacher of the subject concerned. If issues with your health and wellbeing are impacting upon your learning, contact your teachers and Year Advisers so that measures of guidance and support can be discussed.
- ✓ Inform your teacher if you know that you will be absent when a task is due and make alternative arrangements for the task to be submitted or completed **on or before** time.

## 7. Year 9 Assessment Planner

The following planner can be used to note the formal assessment due dates.

	Week	Assessments Scheduled
<b>Term 1 2025</b>	1	
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<b>Term 2 2025</b>	1	
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<b>Term 3 2025</b>	1	
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<b>Term 4 2025</b>	1	
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# **SCOPE & SEQUENCES, AND ASSESSMENT SCHEDULES**

YEAR 9

2025

## Auslan - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>Theory - Deaf Culture and Identity</b>  <i>AU5-INT-01, AU5-RLC-01, AU5-UND-01</i></p> <p><b>Practicum - Building Keywords, Fingerspelling and Simple Sentences</b>  <i>AU5-INT-01, AU5-RLC-01, AU5-UND-01</i></p>
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Term 2	1	<p><b>Theory - Language and Cultural Awareness- Inclusive Practice</b>  <i>AU5-CRE-01, AU5-INT-01, AU5-RLC-01</i></p> <p><b>Practicum - Creating Texts To Communicate, Auslan Grammar, Exchanging Meaning</b>  <i>AU5-CRE-01, AU5-INT-01, AU5-RLC-01</i></p>
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Term 3	1	<p><b>Theory – Deaf Creative Arts and Deaf Perspectives</b>  <i>AU5-CRE-01 AU5-RLC-01, AU5-UND-01</i></p> <p><b>Practicum - Communicating in Auslan, Depicting Signs, Non-Manual Features and Referents</b>  <i>AU5-CRE-01 AU5-RLC-01, AU5-UND-01</i></p>
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Term 4	1	<p><b>Theory-Auslan Grammar, Linguistics and Protocols, Timelines</b>  <i>AU5-CRE-01, AU5-INT-01, AU5-RLC-01</i></p> <p><b>Practicum - Communicating in Auslan, Timelines, Language of Time, Exchange Information on Future Plans</b>  <i>AU5-CRE-01, AU5-INT-01, AU5-RLC-01</i></p>
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## Auslan - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task- Deaf Culture	AU5-INT-01, AU5-RLC-01	25%	Term 1 Week 10
2	Sign Receptive Exam	AU5-CRE-01 AU5-INT-01,	25%	Term 2 Week 4
3	Sign Vocabulary Expressive Personal Story	AU5-CRE-01, AU5-RLC-01, AU5-UND-01	25%	Term 3 Week 9
4	Analysis of sign text	AU5-INT-01 AU5-UND-01	25%	Term 4 Week 5

In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.

Outcomes – A student:	
AU5-CRE-01	Creating texts in Auslan: Creates informative and imaginative texts for different contexts and audiences using complex linguistic structures.
AU5-INT-01	Interacting in Auslan: Exchanges information, opinions, ideas and perspective by manipulating linguistic structures and using protocols appropriate for different audiences
AU5-RLC-01	Role of language, culture and identity: Analyses the interrelationship between language, culture and identity
AU5-UND-01	Understanding texts in Auslan: Analyses how texts represent information and/or perspectives and respond in Auslan and/or English
AULS-CRE-01	Creates texts in Auslan in a range of contexts
AULS-INT-01	Uses Auslan to interact with others in everyday contexts
AULS-RLC-01	Explores their own and other languages, cultures and identity
AULS-UND-01	Accesses and responds to information and ideas in a range of texts in Auslan and/or English

## Child Studies - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p align="center"><b>Preparing For Parenthood</b></p> <p align="center"><i>CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12</i></p>
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Term 2	1	<p align="center"><b>Conception to Birth</b></p> <p align="center"><i>CS5-1, CS5-2, CS5-5, CS5-8, CS5-11</i></p>
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Term 3	1	<p align="center"><b>Newborn Care</b></p> <p align="center"><i>CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-10</i></p>
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Term 4	1	<p align="center"><b>Growth and Development</b></p> <p align="center"><i>CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11</i></p>
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## Child Studies - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Preparing for Parenthood	CS5-8, CS5-9, CS5-11	35%	Term 1 Week 10
2	Conception to Birth – Pregnancy Profile	CS5-1, CS5-8, CS5-12	30%	Term 2 Week 10
3	Newborn Care – Real Care Baby	CS5-2, CS5-6, CS5-10	35%	Term 3 Week 10

Outcomes – A student:	
CS5-1	Identifies the characteristics of a child at each stage of growth and development
CS5-2	Describes the factors that affect the health and wellbeing of the child
CS5-3	Analyses the evolution of childhood experiences and parenting roles over time
CS5-4	Plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	Evaluates strategies that promote the growth and development of children
CS5-6	Describes a range of parenting practices for optimal growth and development
CS5-7	Discusses the importance of positive relationships for the growth and development of children
CS5-8	Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Commerce - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>Consumer and Financial Decisions</b>  <i>COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Term 2	1	<p><b>Employment and Work Futures</b>  <i>COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Term 3	1	<p><b>Investing</b>  <i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
	2	
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Term 4	1	<p><b>Promoting and Selling</b>  <i>COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
	2	
	3	
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	6	<p><b>Travel</b>  <i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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## Commerce - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Consumer and Financial Decisions Topic Test	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	30%	Term 1 Week 9
2	Workplace Issues Task	COM5-1, COM5-3, COM5-7, COM5-8, COM5-9	35%	Term 2 Week 8
3	Yearly Examination	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5,	35%	Term 4 Week 4

Outcomes – A student:	
COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

## Critical Thinking (HPGE) - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered	
Term 1	1	Staff Development Day Only	
	2	<b>Understanding critical thinking</b> <i>CT5-1, CT5-2, CT5-3, CT5-4, CT5-5</i>	
	3		
	4		
	5		
	6	<b>Research skills</b> <i>CT5-2, CT5-3, CT5-5, CT5-6</i>	
	7	<b>Understanding critical thinking</b> <i>CT5-1, CT5-2, CT5-3, CT5-4, CT5-5</i>	<b>Research skills</b> <i>CT5-2, CT5-3, CT5-5, CT5-6</i>
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Term 2	1		
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	4	<b>Conspiracy theories: Where are the facts?</b> <i>CT5-1, CT5-2, CT5-3, CT5-4, CT5-5</i>	<b>Research skills</b> <i>CT5-2, CT5-3, CT5-5, CT5-6</i>
	5		
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Term 3	1		
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	6		
	7		
	8	<b>Advertising: Have they got your attention?</b> <i>CT5-2, CT5-3, CT5-5, CT5-6</i>	<b>Research skills</b> <i>CT5-2, CT5-3, CT5-5, CT5-6</i>
	9		
	10		
Term 4	1		
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## Critical Thinking (HPGE) - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Toulmin Method: Building a strong argument presentation	CT5-3, CT5-5,	30%	Term 1 Week 9
2	Conspiracy Theory Research Task	CT5-2, CT5-6	30%	Term 3 Week 7
3	Research skills: portfolio extracts	CT5-1, CT5-4,	40%	Term 4 Week 1

Outcomes – A student:	
CT5-1	Distinguishes different modes of thinking and identifies the characteristics and perspectives that are central to critical thinking
CT5-2	Evaluates a range of evidence to consider bias, generalisation, simplification, stereotyping and fallacies.
CT5-3	Constructs and builds stronger arguments with evidence-based decision making by discerning fact from fiction.
CT5-4	Undertakes research and engages in evident self-reflection throughout the critical thinking process.
CT5-5	Communicates arguments logically in a range of modes.
CT5-6	Analyses the key attributes of critical thinking in a variety of contexts or scenarios to develop ideas, solutions or further questions.
CT5-7	Evaluates the impact of critical thinking on society and explains the importance of transferable skills across disciplines.

## Design and Technology - Hospitality Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p style="text-align: center;"><b>Context Area- Information and Communication</b>  <b>Focus Area of Design – Desktop Publishing</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</p>
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Term 2	1	<p style="text-align: center;"><b>Context Area – Food Technologies</b>  <b>Focus Area of Design – Food</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-7, DT5-8, DT5-9, DT5-10</p>
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Term 3	1	<p style="text-align: center;"><b>Context Area – Materials Technologies</b>  <b>Focus Area of Design – Packaging</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-5, DT5-6, DT5-8, DT5-9, DT5-10</p>
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Term 4	1	<p style="text-align: center;"><b>Context Area – Materials Technologies</b>  <b>Focus Area of Design – Packaging</b></p> <p style="text-align: center;">DT5-1, DT5-2, DT5-3, DT5-5, DT5-6, DT5-8, DT5-9, DT5-10</p>
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## Design and Technology - Hospitality Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date	
1	Recipe Journal- My Keepsake Recipes	DT5-3, DT5-4, DT5-5, DT5-6	35%	Term 1 Week 11	
2	Favourite Recipe Practical	DT5-8, DT5-9, DT5-10	25%	Term 2 Week 4	
3	Research Design Task	DT5-1, DT5-3, DT5-5, DT5-8	40%	Term 3 Week 10	

Outcomes – A student:	
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society, and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative, and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

## Drama - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>Greek Theatre</b> 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3</p>
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Term 2	1	<p><b>Play building/Mask and Movement</b> 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1, 5.3.3</p>
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	7	<p><b>Mask and Movement</b> 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2</p>
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Term 3	1	<p><b>Melodrama</b> 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2</p>
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	5	<p><b>Stage Craft/Script Analysis.</b> 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3</p>
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Term 4	1	<p><b>Shakespeare</b> 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3</p>
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	5	<p><b>Stage Craft/Script Analysis.</b> 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3</p>
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## Drama - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Making/Performing	5.1.1, 5.2.1	20	Term 1 Week 8
2	Making/Performing	5.1.3, 5.1.4	25	Term 2 Week 6/7
3	Critically Analysing/Performing	5.1.2, 5.2.3, 5.3.3	30	Term 3 Week 9/10
4	Critically Analysing	5.2.2, 5.3.1	25	Term 4 Week 3

Outcomes – A student:	
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation, and action
5.1.2	contributes, selects, develops, and structures ideas in improvisation and playbuilding.
5.1.3	devises, interprets, and enacts drama using scripted and unscripted material or text.
5.1.4	explores, structures, and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## English - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>‘Hearts and Minds’ Social and Humanitarian Issues</b>  <i>Outcomes: EN5-RVL-01, EN5-URA-1, EN5-URB-01, EN5-ECA-01, EN5-URC-01, EN5-ECB-01</i></p>
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Term 2	1	<p><b>‘Close study of Poetry’ War Poetry</b>  <i>Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01</i></p>
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	5	<p><b>‘Hero’s Journey’ Exploring the Monomyth through film</b>  <i>Outcomes: EN5-URC-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01</i></p>
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Term 3	1	<p><b>‘Shoot the Canon’ Novel Study</b>  <i>Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01</i></p>
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Term 4	1	<p><b>‘How to get Away with Murder’</b>  <i>Outcomes: EN5-RVL-01, EN5-URA-01, EN5-ECA-01</i></p>
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## English - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Multimodal	EN5-RVL-01 EN5-URB-01	25%	Term 1 Week 8
2	Short Answer questions	EN5-URA-01	25%	Term 2 Week 4
3	Essay	EN5-URC-01	25%	Term 3 Week 3
4	Creative Writing with Reflection	EN5-ECA-01 EN5-ECB-01	25%	Term 4 Week 2

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

### Outcomes – A student:

EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex text
EN5-URA-01	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.
EN5-URB-01	Evaluates how texts represent ideas, experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	Investigates and explains ways of valuing texts and the relationship between them
EN5-ECA-01	Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
EN5-ECB-01	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

## Food Technology - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p style="text-align: center;"><b>Food Technology and Health</b>  <i>FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8,</i></p>
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Term 2	1	<p style="text-align: center;"><b>Food in Australia</b>  <i>FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i></p>
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Term 3	1	<p style="text-align: center;"><b>Food Product Development</b>  <i>FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-10, FT5-11, FT5-12, FT5-13</i></p>
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Term 4	1	<p style="text-align: center;"><b>Food Product Development</b>  <i>FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-10, FT5-11, FT5-12, FT5-13</i></p>
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## Food Technology - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Hello Eats	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12	30%	Term 2 Week 3
2	Food in Australia	FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	35%	Term 3 Week 3
3	Movie Snack Founder	FT5-1 FT5-2 FT5-10 FT5-11 FT5-13	35%	Term 4 Week 3

Outcomes – A student:	
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses, and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation, and storage
FT5-5	applies appropriate methods of food processing, preparation, and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates, and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purpose
FT5-11	Plans, prepares, presents, and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology, and society
FT5-13	evaluates the impact of activities related to food on the individual, society, and the environment

## Geography - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
<b>Semester 1 Classes</b>		
<b>Term 1</b>	1	<b>Staff Development Day Only</b>
	2	<b>Sustainable Biomes</b> <i>GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8`</i>
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<b>Term 2</b>	1	<b>Changing Places</b> <i>GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</i>
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<b>Semester 2 Classes</b>		
<b>Term 3</b>	1	<b>Sustainable Biomes</b> <i>GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</i>
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<b>Term 4</b>	1	<b>Changing Places</b> <i>GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</i>
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## Geography - Year 9 Assessment Schedule 2025

Semester 1 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
1	Sustainable Biomes Research Task	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	60%	Term 1 Week 7
2	Semester Examination	GE5-1, GE5-2, GE5-3, GE5-5	40%	Term 2 Week 4
Semester 2 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
3	Sustainable Biomes Research Task	GE5-1, GE5-2, GE5-5, GE5-7, GE5-8	60%	Term 3 Week 7
4	Semester Examination	GE5-1, GE5-2, GE5-3, GE5-5	40%	Term 4 Week 4

Outcomes – A student:	
GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform places and environments
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

## History - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered	
<b>Semester 1 Classes</b>			
<b>Term 1</b>	1	<b>Staff Development Day Only</b>	
	2	<b>Industrial Revolution</b> <i>HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10</i>	
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	10	<b>Australians at War- WWI</b> <i>HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</i>	
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<b>Term 2</b>	1		
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	3		<b>Australians at War- WWII</b> <i>HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT4-10</i>
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<b>Semester 2 Classes</b>			
<b>Term 3</b>	1	<b>Industrial Revolution</b> <i>HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10</i>	
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	10		<b>Australians at War- WWI</b> <i>HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</i>
<b>Term 4</b>	1		
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	3	<b>Australians at War- WWII</b> <i>HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT4-10</i>	
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## History - Year 9 Assessment Schedule 2025

Semester 1 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
1	Historical Investigation	HT5-1, HT5-2, HT5-4, HT5-6, HT5-10	60%	Term 1 Week 8
2	Site Study	HT5-5, HT5-7, HT5-9	40%	Term 2 Week 2
Semester 2 Classes				
Task	Description	Outcomes	Weighting - %	Due Date
3	Historical Investigation	HT5-1, HT5-2, HT5-4, HT5-6, HT5-10	60%	Term 3 Week 8
4	Site Study	HT5-5, HT5-7, HT5-9	40%	Term 4 Week 2

Outcomes – A student:	
HT5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past

## History Elective - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>Ancient, Medieval and Modern Societies</b>  <i>HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10`</i></p>
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Term 2	1	<p><b>Thematic Studies - World Myths and Legends</b>  <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i></p>
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Term 3	1	<p><b>History, Heritage and Archaeology - Historical Fiction</b>  <i>HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8</i></p>
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Term 4	1	<p><b>Thematic Studies - Heroes and Villains</b>  <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i></p>
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## History Elective - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Class Task	HTE5-1, HTE5-3, HTE5-4	30%	Term 1 Week 11
2	Research Task	HTE5-5, HTE5-6, HTE5-9, HTE5-10	35%	Term 2 Week 10
3	Historical Fiction Task	HTE5-2, HTE5-7, HTE5-8	35%	Term 3 Week 10

Outcomes – A student:	
HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	Explains different contexts, perspectives and interpretations of the past
HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences

## Industrial Technology Construction - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<b>Course Introduction</b>
	3	<b>Safety Instruction and Tests</b>
	4	<i>IND5-1</i>
	5	<b>Research task – Folio and Practical / Industry Specific Theory Content</b>
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Term 2	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>
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Term 3	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>
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Term 4	1	<b>Project Work – Folio and Practical / Industry Specific Theory Content</b>
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## Industrial Technology Construction - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 8
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 4
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 6
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 6

Outcomes – A student:	
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Industrial Technology Engineering - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered	
Term 1	1	<b>Staff Development Day Only</b>	
	2	<b>Course Introduction</b>	
	3	<b>Safety Instruction and Tests - IND5-1</b>	
	4	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>	
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Term 2	1		<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 3	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>	
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Term 4	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>	
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## Industrial Technology Engineering - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 6
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 3
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 3
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 4

Outcomes – A student:	
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Industrial Technology Metal - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Course Introduction
	3	Safety Instruction and Tests - IND5-1
	4	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 2	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 3	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 4	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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## Industrial Technology Metal - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 6
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 5
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 5
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 6

Outcomes – A student:	
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Industrial Technology Multimedia - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	
	3	
	4	
	5	
	6	<b>Graphic editing and Canva</b>
	7	<b>Specialised Module Multimedia 2</b>
	8	<i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5</i>
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Term 2	1	
	2	
	3	
	4	
	5	<b>Apps and Interactivity</b>
	6	<b>Specialised Module Multimedia 2</b>
	7	<i>IND5-2, IND5-3, IND5-4, IND5-5, IND 5-8, IND5-9, IND5-10</i>
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Term 3	1	
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	3	
	4	
	5	<b>Virtual Reality and Simulations</b>
	6	<b>Specialised Module Multimedia 2</b>
	7	<i>IND5-2, IND5-3, IND5-4, IND5-6, IND5-9, IND5-10</i>
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Term 4	1	
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	5	<b>Animations/ Games and Simulations</b>
	6	<b>Specialised Module Multimedia 2</b>
	7	<i>IND5-2, IND5-3, IND5-4, IND5-5</i>
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## Industrial Technology Multimedia - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Graphics Photoshop Task	IND5-2 IND5-3 IND5-4	25%	Term 1 Week 10
2	Design and Create an App	IND5-2 IND5-3 IND5-5 IND5-8	25%	Term 2 Week 6
3	Virtual Reality Interactive Tour	IND5-2 IND5-3 IND5-6	25%	Term 3 Week 9
4	Yearly Examination	IND5-1 IND5-9 IND5-10	25%	Term 4 Week 5

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/industrial-technology-2019>

## Industrial Technology Timber - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	Course Introduction
	3	Safety Instruction and Tests - IND5-1
	4	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 2	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 3	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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Term 4	1	<p align="center"><b>Project Work – Folio and Practical / Industry Specific Theory Content</b></p> <p align="center"><i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i></p>
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## Industrial Technology Timber - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	IND5-5, IND5-9, IND5-10	20%	Term 1 Week 6
2	Practical Task 1 and Folio	IND5-2, IND 5 3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30%	Term 2 Week 5
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40%	Term 4 Week 5
4	Yearly Examination	IND5-1, IND5-4, IND5-9, IND5-10	10%	Term 4 Week 6

Outcomes – A student:	
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## iSTEM - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p><b>Course Introduction Safety Instruction and Tests</b></p> <p><i>ST5-6</i></p> <p><b>Practical Projects / Research task</b></p> <p><i>ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8</i></p>
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Term 2	1	
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Term 3	1	<p><b>Practical Project 2 and Folio</b></p> <p><i>ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i></p>
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Term 4	1	<p><b>Practical Projects and yearly examination</b></p> <p><i>ST5-2, ST5-3, ST5-4, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i></p>
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## iSTEM - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Research Task	ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8	25%	Term 1 Week 8
2	Practical Task 1 and Folio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	35%	Term 2 Week 7
3	Practical Task 2 and Folio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5- 9, ST5-10	40%	Term 4 Week 6

Outcomes – A student:	
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

## Marine and Aquaculture Technology - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<b>Core 1 Introduction to Marine and Aquaculture Technology</b> MAR5-1, 5-2, 5-3, 5-7, 5-9, 5-10, 5-11, 5-13, 5-14
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Term 2	1	<b>Aquarium Design, Construction and Maintenance</b> MAR5-1, 5-7, 5-9, 5-10, 5-11, 5-13, 5-14
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	7	<b>Saving Water Environments.</b> MAR5-1, 5-2, 5-3, 5-7, 5-8, 5-12, 5-13, 5-14
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Term 3	1	<b>Dangerous Marine Creatures</b> MAR5-3, 5-7, 5-9, 5-10, 5-14
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	9	<b>Fish Biology</b> MAR5-9, 5-10, 5-13, 5-14
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Term 4	1	<b>Fish Biology</b> MAR5-9, 5-10, 5-13, 5-14
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	4	
	5	<b>The Oceans</b> MAR5-1, 5-7, 5-9, 5-13, 5-14
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	8	
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## Marine and Aquaculture Technology – Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Half Yearly Examination	MAR5-1, 5-2, 5-3, 5-7, 5-9, 5-10, 5-11, 5-13, 5-14	30%	Term 2 Week 4
2	Research Task	MAR5-3, 5-7, 5-9, 5-10, 5-14	30%	Term 3 Week 9
3	Yearly Exam	MAR5-1, 5-3, 5-7, 5-9, 5-13, 5-14	40%	Term 4 Week 4

Outcomes – A student:	
MAR5-1	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2:	identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	explains why aquaculture provides an economically sustainable source of food
MAR5-5	assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

## Mathematics - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered – Some noted topics only covered in M1	
Term 1	1	Staff Development Day Only	
	2	<b>Algebra</b> MAO-WM-01, MA4-ALG-C-01, MA5-ALG-C-01	<b>Products &amp; Factors (M1 Only)</b> MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02
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	6	<b>Indices</b> MAO-WM-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-MAG-C-01	
	7		
	8	<b>Numeracy &amp; Calculation</b> MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-RAT-C-01, MA5-IND-P-02, MA5-FIN-C-01  Related Life Skills outcomes: MALS-FRC-01, MALS-DEP-01	
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Term 2	1	<b>Equations</b> MAO-WM-01, MA4-EQU-C-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02	
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	5		
	6	<b>Trigonometry</b> MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	
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Term 3	1	<b>Pythagoras Theorem</b> MAO-WM-01, MA4-FRC-C-01, MA4-PYT-C-01	<b>Surds (M1 Only)</b> MAO-WM-01, MA5-IND-P-02
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	6	<b>Surface Area &amp; Volume</b> MAO-WM-01, MA4-ARE-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-MAG-C-01  Related Life Skills outcomes: MALS-ARE-01	
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Term 4	1	<b>Analysing Data</b> MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02, MA5-DAT-C-01, MA5-DAT-P-01  Related Life Skills outcomes: MALS-DAT-02	
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	5	<b>Earning Money</b> MAO-WM-01, MA5-FIN-C-01  Related Life Skills outcomes: MALS-FIN-01, MALS-FIN-02	
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	8	<b>Similar &amp; Congruent Figures</b> MAO-WM-01, MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02  Related Life Skills outcomes: MALS-GEO-01	
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## Mathematics - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Half Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 2 Week 6
2	Yearly Exam	Number and algebra Measurement and space Statistics and probability Working mathematically	50%	Term 4 Week 5

**In addition to the formal assessment tasks listed above, in-class formative assessment will be used to make judgement on student achievement.**

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

## Music - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<b>Medieval and Renaissance Music</b> 5.4, 5.5, 5.6, 5.8
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Term 2	1	<b>Theatre Music</b> 5.2, 5.3, 5.7, 5.8
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Term 3	1	<b>Classical Music</b> 5.1, 5.2, 5.3
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Term 4	1	<b>Australian Rock Music</b> 5.7, 5.8, 5.9
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## Music - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Composition	5.4, 5.5, 5.6, 5.10	30%	Term 1 Week 8
2	Performance	5.2, 5.3	20%	Term 2 Week 3/4
3	Performance	5.1, 5.2, 5.3	20%	Term 3 Week 7/8
4	Yearly Examination	5.7, 5.8, 5.9	30%	Term 4 Week 3

Outcomes – A student:	
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging, and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural, and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation, and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance, and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing, and listening experiences

## PDHPE - Year 9 Scope & Sequence 2025

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>	
	2	<b>Strong Young Minds</b> <i>PD5-1, PD5-2, PD5-3, PD5-9, PD5-10</i>	<b>Cooperative Games</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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	7		<b>Athletics</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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Term 2	1		
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Term 3	1	<b>Knowing Narcotics</b> <i>PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9</i>	<b>Square Dance</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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	6		<b>Interclass Challenge</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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Term 4	1	<b>Nutritional Influences</b> <i>PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9</i>	<b>Hybrid Striking Games</b> <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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## PDHPE - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	<b>Semester One Progressive Practical</b> Progressive Practical Assessment throughout all units completed in Terms 1 and 2.	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 1-2
2	<b>Strong Young Minds Multimedia Campaign</b> Students create a de-stigmatisation multimedia campaign to raise awareness and acceptance of mental health issues within the student population and local community.	PD5-1, PD5-2, PD5-3, PD5-9, PD5-10	30%	Term 1 Week 10
3	<b>Yearly Examination</b> Students complete a formal examination on content covered throughout the Making Connections, Knowing Narcotics and Nutritional Influences Units of work.	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	30%	Term 4 Week 4
4	<b>Semester Two Progressive Practical</b> Progressive Practical Assessment throughout all units completed in Terms 3 and 4.	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 3-4

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/outcomes/table-of-objectives-and-outcomes>

### Outcomes – A student:

PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	Researches and appraises the effectiveness of health information and support services available in the community
PD5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	Appraises and justifies choices of actions when solving complex movement challenges
PD5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	Assesses and applies self-management skills to effectively manage complex situations
PD5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

## Photographic and Digital Media - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p><b>“It’s Black and White” – Wet/Analogue Photography</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>  <i>Studying 5.7, 5.8. 5.9. 5.10</i></p>
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Term 2	1	<p><b>Digitised – Photoshop</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>  <i>Studying 5.7, 5.8. 5.9. 5.10</i></p>
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Term 3	1	<p><b>“8 Shot”- Portrait Photography</b>  <b>Composition, Lighting, Exposure</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>  <i>Studying 5.7, 5.8. 5.9. 5.10</i></p>
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Term 4	1	<p><b>“Branded” Product photography</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i>  <i>Studying 5.7, 5.8. 5.9. 5.10</i></p>
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## Photographic and Digital Media - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Studying: In-class Critical and Historical Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 1 Week 8-9
2	Making: Portfolio of prints – Black and White	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 2 Week 2-4
3	Studying: In-class Critical and Historical Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 3 Week 8
4	Marking: Portfolio of prints – Digital	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 4 Week 4-6

Outcomes – A student:	
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
Studying- Critical and Historical Interpretations	
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

## Physical Activity and Sports Studies (PASS) - Year 9 Scope & Sequence 2025

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered	
Term 1	1	<b>Staff Development Day Only</b>		
	2	<b>Body in Motion</b> <i>5-1, 5-2, 5-10</i>	<b>Grossmann Games</b> <i>5-5, 5-6, 5-7, 5-9</i>	
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Term 2	1	<b>Physical Fitness and Energy Systems</b> <i>5-1, 5-2, 5-6, 5-7, 5-8, 5-10</i>	<b>Fitness Based Activities</b> <i>5-5, 5-6, 5-7, 5-9</i>	
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Term 3	1	<b>Draws and Tournaments</b> <i>5-5, 5-7, 5-8, 5-10</i>	<b>Alternative Sports</b> <i>5-5, 5-6, 5-7, 5-9</i>	
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	Term 3	6	<b>World Events</b> <i>5-2, 5-3, 5-4</i>	<b>Mini World Event</b> <i>5-5, 5-6, 5-7, 5-9</i>
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Term 4	1	<b>Fueling for Sport</b> <i>5-1, 5-2, 5-8</i>	<b>Practice, Precision and Participation</b> <i>5-5, 5-6, 5-7, 5-9</i>	
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	Term 4		6	<b>Recreational Games</b> <i>5-5, 5-6, 5-7, 5-9</i>
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## Physical Activity and Sports Studies (PASS) - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	<b>Progressive Practical Assessment</b> Progressive Practical Assessment throughout all units completed in Terms 1-4. Physical assessment is based on the Physical Literacy Continuum criteria.	5.5, 5.6, 5.7, 5.9	40%	Terms 1-4
2	<b>Body in Motion Topic Test</b> Formal examination of human anatomy and physiology and the application of knowledge and understanding. Exam structure includes multiple choice, short response and labelling diagrams.	5.1, 5.2, 5.10	20%	Term 1 Week 10
3	<b>World Events Depth Study</b> Implementing the knowledge acquired throughout the units to complete set tasks combining into a portfolio of work. Practical and theoretical components assessed.	5.5, 5.7, 5.8, 5.10	20%	Term 3 Week 10
4	<b>Yearly Examination</b> Formal examination assessing knowledge and application of understanding of units taught throughout the year.	5.1, 5.2, 5.6, 5.7, 5.8, 5.10	20%	Term 4 Week 5

### Outcomes:

The following link can be used to access the objectives and outcomes that are covered in this course:  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

### Outcomes – A student:

PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-9	Performs movement skills with increasing proficiency
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## Science - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	<b>Staff Development Day Only</b>
	2	<p align="center"><b>Atoms and the Periodic Table</b></p> <p>16CW(CW1 &amp; CW2), 17CW(CW3c), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 3VA</p>
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Term 2	1	<p align="center"><b>Body Systems and Responses</b></p> <p>14LW(LW1), 15LW(LW1e), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA, 2VA, 3VA</p>
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Term 3	1	<p align="center"><b>Energy and Motion</b></p> <p>10PW(PW1 &amp; PW2), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 1VA</p>
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Term 4	1	<p align="center"><b>The Changing Earth and Space</b></p> <p>12ES(ES1 &amp; ES2), 13ES(ES3ab), 6WS, 7WS, 8WS, 9WS</p>
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## Science - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Working Scientifically Skills Task	4WS, 5WS, 6WS, 7WS, 9WS	30%	Term 1 Week 10
2	Research Task	14LW(LW1), 15LW(LW1e) 6WS, 7WS, 8WS, 9WS	30%	Term 3 Week 4
3	Yearly Exam	16CW(CW1 & CW2), 17CW(CW3c), 10PW(PW1 & PW2), 12ES(ES1 & ES2), 5WS, 7WS, 8WS, 9WS	40%	Term 4 Week 4

Outcomes – A student:	
4WS	develops questions or hypotheses to be investigated scientifically
5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
10PW	applies models, theories and laws to explain situations involving energy, force and motion
12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
14LW	analyses interactions between components and processes within biological systems
15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials
1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use including ethical considerations.

## Visual Arts - Year 9 Scope & Sequence 2025

	Week	Topic(s) Covered
Term 1	1	Staff Development Day Only
	2	<p><b>Realism and Mixed Media</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6,</i>  <i>Studying 5.7, 5.8, 5.9, 5.10</i></p>
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Term 2	1	
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Term 3	1	<p><b>Realism Goes Pop</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6,</i></p>
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Term 4	1	<p><b>Surrealism in 3D</b>  <i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6,</i>  <i>Studying 5.7, 5.8, 5.9, 5.10</i></p>
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## Visual Arts - Year 9 Assessment Schedule 2025

Task	Description	Outcomes	Weighting - %	Due Date
1	Studying Art: In-class Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 1 Week 11
2	Making Art: Portfolio Realism and Mixed Media	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 2 Week 4
3	Marking Art: Portfolio Realism Goes Pop	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 3 Week 10
4	Studying Art: In-class Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 4 Week 3

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