



Stage 5

YEAR 9

ASSESSMENT SCHEDULE

CREATIVE ARTS FACULTY

(CAPA)

COURSE OUTLINE:

Studying year 9 Visual Arts allows students to begin to investigate the world as a source of ideas, concepts and subject matter, make informed choices to think about and develop concepts and different meanings and to develop technical accomplishment and refinement in making artworks.

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/visual-arts.html



CAPA Assessment Schedule 2023

Course: Stage 5 Visual Arts – Year 9 Visual Design

Teachers: Corvalan

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Case Study	Design Folio	Case Study	Design Folio	
Weight %	15%	35%	15%	35%	
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 2	
Description	Case study of a designer/ design company	Packaging and wearable piece	Case Study of Jeannie Baker	Miniature Art Studio design and project	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	TOTAL
Component					
Critical/ Historical	15	5	15	5	
Making		30		30	
TOTAL	15	35	15	35	100



CAPA Assessment Schedule 2023

Course: Year 9 Visual Arts

Teachers:

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Steampunk 3D Sculptural	Insectopia/printmaking	Surrealism Drawing	Skateboard Street Art	
Weight %	35	20	35	15	
Due Date	T1 W10	T2 W5	T3 W10	T4 W5	
Description	Artworks VAD Literacy Booklet	Artworks VAD	Artworks VAD notes Research	Artworks VAD	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	TOTAL
Component					
Critical/ Historical	15		15		30
Making	20	15	20	15	70
TOTAL	35	15	35	15	100

YEAR 9 VISUAL ARTS CERAMICS



CAPA Assessment Schedule 2023

Course: Year 9 Visual Arts - Ceramics

Teachers: van Dyk

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Folio 1	Folio 2	Folio 3	Folio 2	
Weight %					
Due Date	T1 W10	T2 W5	T3 W10	T4 W5	
Description	Mugs VAD notes Sample Tiles	Relief Tiles VAD notes Large Vessel Designs Case Study	Large Vessel Narrative Sculptures VAD notes	Sprigg Mold and Slip Cast Mold VAD Notes Chess Set Design	
Outcomes	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	TOTAL
Component					
Critical/ Historical		15	15		30
Making	20	15	25	10	70
TOTAL					100



CAPA Assessment Schedule 2022

Course: Stage 5 Music – Year 9

Teachers:

	HALF YEARLY REPORT		YEARLY REPORT			
Task No.	Task 1	Task 2	Task 3	Task 4	Task 5	
Title	Class Performance and Aural	School Concert Performance	Research Task	Blues Music: Composition & Improvisation	Yearly Performance and Aural	
Weight %	10%	20%	20%	20%	20%	
Due Date	Term 1, Week 9	Term 2, Week 4	Term 3, Week 5	Term 3, Week 10	Term 4, Week 5	
Description	Group Performance Australian Music	Live Audition for School Concert Performance	Music and Technology	Group Performance	Yearly Examination	
Outcomes Component	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3	5.7, 5.8, 5.10, 5.11	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	TOTAL
Performing	10%	10%			20%	40
Composition				20%		20
Aural	10%		20%		10%	40
TOTAL	20	10	20	20	30	100



CAPA Assessment Schedule 2023

Course: Stage 5 Music – Year 9

	HALF YEARLY REPORT		YEARLY REPORT			
Task No.	Task 1	Task 2	Task 3	Task 4	Task 5	
Title	Class Performance	School Concert Performance	Research Task	Group Performance	Yearly Performance and Aural	
Weight %	20%	20%	20%	20%	20%	
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 5	Term 3, Week 10	Term 4, Week 5	
Description	Group Performance Australian Music	Composition	Music and Technology	Group Performance	Yearly Examination	
Outcomes Component	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.7, 5.8, 5.10, 5.11	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	TOTAL
Performing	15			20	10	45
Composition		20				20
Aural			20		15	35
TOTAL	15	20	20	20	25	100

ENGLISH AND EAL/D FACULTIES

SCOPE and SEQUENCE /Year 9

COURSE OUTLINE:

Students engage with various text types of increasing complexity and create their own increasing complex texts in certain text types. Students will be assessed on what is stipulated in the syllabus; speaking, reading, writing, listening and viewing.

Contemporary Australian Voices	Persuasive Voices	Exploring Shakespeare	Young Adult Fiction
Term 1 Week 1 to Week 10	Term 2 Week 1 to Week 10	Term 3 Week 1 to Week 10	Term 4 Week 1 to Week 11
Students investigate perspectives in Contemporary Australian Voices, through the forms of poetry , speech, short story and song, with a focus on poetry. An understanding of how language and structure positions responders to accept the values being expressed in texts is central component of this unit of work.	Students investigate different perspectives in persuasive texts. They study how language is used to persuade the responder to consider a point of view on the topic of sustainability. NSW Equity Consortium Project	Students are introduced to the world of William Shakespeare. They will become familiar with the language of Shakespeare through a study of his sonnets and play excerpts. Teachers may choose to study a full Shakespearean play. But this is not a requirement of this unit of work	Students investigate the conventions of Young Adult Fiction and how readers are positioned to understand them as in Teen Fiction. They are exposed to texts that explore the ideas associated with teen culture. In their study students focus on how character and point of view are used as a device to convey them.
Outcomes Assessed: 1A, 2A, 3B, 5C, 7D, 8D	Outcomes Assessed: 1A, 2A, 3B, 4B, 5C, 6C 7D, 9E	Outcomes Assessed: 1A, 3B, 5C, 9E	Outcomes Assessed: 2A, 4B, 6C, 7D
Text Type Focus: Poetry	Text Type Focus: Non-fiction	Text Type Focus: Drama	Text Type Focus: Fiction/Film
Assessment: Responding (15%) Composing (10%)	Assessment: Assessment Journal (10%) Multi-modal (15%)	Assessment: Assessment Journal (10%) Processed Writing: Assessment Published Writing (15%)	Assessment: Responding (15%) Composing (10%)
Responding = Term 1, Week 10 Composing = Term 1 Week 1	Assessment Journal to be completed throughout the term Multimodal = Term 2 Week 10	Assessment Journal to be completed throughout the term Published Writing = Term 3, Week 10	Responding Task = Term 4, Week 3 Composing Task = Term 4, Week 3

Syllabus link: http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) FACULTY

Human Society and its Environment

COURSE OUTLINE: A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments

YEAR 9 GEOGRAPHY ASSESSMENT GRID

Component	Task 1	Task 2	Task 3	Task 4
Unit	Sustainable Biomes Part 1	Sustainable Biomes Part 2:	Changing Places Part 1:	Changing Places Part 2:
Task description	Research tasks	Exam	Class tasks	Google quizzes
WEIGHT	35%	35%	10%	20%
Date	Term 1, Week 9	Term 2, Week 4	Ongoing	Ongoing
Outcomes Assessed	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8

HEAD TEACHER – A Mikulic

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/geography_710_syl.pdf

YEAR 9 GEOGRAPHY SCOPE AND SEQUENCE

Term 1	Topic	Subtopic	Weeks	Skills/tools assessed	Assessment task	Date	Weight
1 2023	Sustainable Biomes GES-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Biomes Changing Biomes Biomes produce food Challenges to food production Food security Concept: place, space, environment interconnection scale, sustainability change	1-2 3-4 5-6 7-8 9-10	Skills: acquiring processing and communicating geographical information. Tools: maps, graphs and statistics, spatial technologies, visual representations, fieldwork	Research task	Week 9	35%
2 2023	Changing Places GE5-2, GE5-3, GE5-5 GE5-7, GE5-8	Causes and consequences of urbanisation Urban settlement pattern Internal migration International migration Australia's urban future Concepts: place, space, environment, interconnection, scale, sustainability, change	1-2 3-4 5-6 7-8 9-10	Skills – acquiring, processing and communicating geographical information Tools: maps, graphs and statistics, spatial technologies	Half Yearly Exam	Week 4	35%
					Class tasks This is an ongoing assessment. It should include at least 2 class tasks or a sequence of class tasks		10%
					Google quiz This is an ongoing fortnightly homework task		20%

YEAR 9 HISTORY

COURSE OUTLINE:

A study of history builds students' knowledge and skills to inquire into the past so that students are able to explain how people, events and forces from the past have shaped our world.

HISTORY YEAR 9 ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Movement of peoples: Part 1	Movement of peoples: Part 2	Australians at War: WWI	Australians at War: WWI
TASK DESCRIPTION	Class tasks	Examination	Class tasks	Research task
DATE	Ongoing	Term 3, Week 9	Ongoing	Term 4, Week 5
OUTCOMES ASSESSED	HT5-2, HT5-4, HT5-6 HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9 HT5-10	HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/>

YEAR 9 HISTORY SCOPE AND SEQUENCE

Term	Topic	Subtopic	Weeks	Skills/tools assessed	Assessment task	Date	Weight
3 2023	Movement of Peoples HT5-2, HT5-4, HT5-6 HT5-9, HT5-10 HT5-1, HT5-3, HT5-4, HT5-5 HT5-7, HT5-9, HT5-10 WW1	The influence of the Industrial Revolution The experiences of slaves convict and free settlers Changes in the way of life of free settlers and convicts The short-term and long-term impacts of movement of peoples An overview of the causes of the WW1 Why men enlisted in WW1 and where Australians fought The scope and nature of warfare in WW1 Significant events and the experiences of Australians at war	1-2 3 4-5 6-7 8 9 9 10	Comprehension: Chronology, terms, and concepts Analysis and use of sources Perspectives and interpretation Empathetic understanding, Explanation, and communication.	Research task	Week 9	35%
4 2023	Australians At War HT5-1, HT5-3, HT5-4, HT5-5 HT5-7, HT5-9, HT5-10	Impact of WW1 on Australia Commemorations and the nature of the ANZAC Legend An overview of the causes of the WW2 Why men enlisted in WW1 and where Australians fought The scope and nature of war in WW2 Significant events and the experiences of Australians WW1 and WW2 Impact of WW2 on Australia Significance of the WW2 to Australian	1 2 4 5 6-7 8 9	Analysis and use of sources research Explanation and communication Perspective and interpretation.	Exam	Week 4	35%
					Class tasks This is an ongoing assessment. It should include at least 2 class tasks or a sequence of class tasks		10%
					Google quiz This is an ongoing fortnightly homework task		20%

YEAR 9 COMMERCE

COURSE OUTLINE: Studying commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

YEAR 9 COMMERCE ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Consumer and Financial Decision (CORE)	Running a Business Promoting and Selling	Employment and Work Futures (CORE)	Investing
TASK DESCRIPTION	Exam	Commerce Challenge	Research Task	Examination
DATE	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4
OUTCOMES ASSESSED	COM5-1, COM5-4, C OM5- 5, COM5-7, C OM5-8	COM5-1, COM5-4, COM5- 5, COM5-8	COM5-1, COM5-5, COM5- 6, COM5-8, COM5-9	COM5-1, COM5-4, COM5- 5, COM5-8

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/commerce_710_syllabus.pdf

YEAR 9 COMMERCE SCOPE AND SEQUENCE

Term	Weeks	Syllabus Topic	Assessment Task	Date	Weight
1	1 – 11	Consumer and Financial Decision - CORE	Task 1: Topic Test	T1 – W8	20%
2	1 – 4	Running a Business	Task 2: Part A: Commerce Challenge Teamwork (5%; Week 7) Part B: Report (20%; Week 8)	T2 – W5	30%
	4 – 10	Promoting and Selling			
3	1 – 10	Employment and Work Futures - CORE	Task 3: CV + Job Interview	T3 – W9	25%
4	1 – 10	Investing	Task 4: Yearly Examination	T4 – W 4	25%

YEAR 9 Elective History

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Topic 1: History, Heritage & Archaeology Ice man and bodies in the bog Seven wonders of the ancient world	Topic 2: Ancient, Medieval & Modern Societies Modern: French Revolution	Topic 3: Thematic Studies Ancient: Mythologies & the Mummification Process	Topic 3: Thematic Studies Jack the Ripper, September 11
TASK DESCRIPTION	In Class test	Portfolio submission	Research report	Examination
DATE	Term 1, Week 7	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4
OUTCOMES ASSESSED	E5.1 E5.2 E5.6 E5.8	E5.1 E5.5 E5.6 E5.8 E5.9 E5.10	E5.3 E5.4 E5.6 E5.9 E5.10	E5.1 E5.3 E5.4 E5.8 E5.10

YEAR 9 ELECTIVE HISTORY SCOPE AND SEQUENCE

Term	Topic	Assessment Task	Date	Weight	Outcomes
1	Topic 1: History, Heritage and Archaeology Ice man and bodies in the bog Seven wonders of the modern world	In class test	Week 7	25%	E5.1 E5.2 E5.6 E5.8
2	Topic 2: Ancient, Medieval and Modern Societies Modern: French Revolution	Week 9 Source analysis portfolio submission	Week 9	25%	E5.1 E5.5 E5.6 E5.8 E5.9 E5.10
3	Topic 3: Thematic Studies Ancient: Mythologies and the Mummification Process	Research report	Week 8	25%	E5.3 E5.4 E5.6 E5.9 E5.10
4	Topic 3: Thematic Studies Jack the Ripper, September 11	Yearly Exam	Week 4	25%	E5.1 E5.3 E5.4 E5.8 E5.10

NOTE: Year 9 Elective History has 7 lessons (50 minutes each) per fortnight

HOME ECONOMICS FACULTY

Home Economics faculty

YEAR 9 FOOD TECHNOLOGY

COURSE OUTLINE: The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

YEAR 9 FOOD TECHNOLOGY ASSESSMENT GRID

Semester 1

COMPONENT	TASK 1	TASK 2	TASK 3	
UNIT	Food in Australia	Half Yearly Exam	Food Selection and health	Practicals (1-6)
TASK DESCRIPTION	Research Task (20%)	Food in Australia Topic (20 %)	Nutrition research and meal planning task (20%)	Food in Australia and Food Selection and Health Practical (40%)
DATE	Term 1 Week 6	Term 1 Week 10	Term 2 Week 3	Term 1, Week 1-10 Term 2, Week 1-10
OUTCOMES ASSESSED	FT5-6, FT5-8, FT5-12, FT5-13	FT5-3, FT5-6, FT5-7, FT5-8 FT5-9	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11

Semester 2

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Food for Specific Needs	Yearly Exam	Practicals (7-12)
TASK DESCRIPTION	Meal Planning Task & Practical Task (30%)	Food Selection & Health & food for Specific Needs Topics (30%)	Food for Specific Needs & Food for Special Occasions Practical (40%)
DATE	Term 3, Week 8	Term 2, Week 1	Term 3, Week 1-10 Term 4, Week 1-5
OUTCOMES ASSESSED	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/food_tech_710_syl.pdf

YEAR 9 FOOD TECHNOLOGY SCOPE AND SEQUENCE

Topic	Outcomes	Duration	weeks
Food in Australia	FT5-1, FT5-2, , FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12,FT5-13	10 WEEKS	TERM 1, Week 1-10
Food Selection & Health	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12,FT5-13	10 WEEKS	TERM 2, Week 1-10
Food for Specific Needs	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12,FT5-13	10 WEEKS	TERM 3, Week 1-10
Food for Special Occasions	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12,FT5-13	10 WEEKS	TERM 4, Week 1-10

YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY

COURSE OUTLINE: The aim of the Information and Software Technology course is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY (IST) ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	Task 5
UNIT	Core Topics Design, Produce and Evaluate Data Handling Option 4 Digital Media	Core Topics Hardware and Software Option 6 Networking systems	Option 5 The Internet & Website Development	Design, Produce and Evaluate Hardware Software The internet & website development Robotics & Automated systems	Option 7 Robotics & Automated systems.
TASK DESCRIPTION	Task 1: Logo Design Project 20%	Group Project & report 25%	Website Project 25%	Yearly Examination 30%	Practical (Non-weighted)
DATE	Term 1, Week 10	Term 2, Week 4	Term 3, Week 6	Term 4, Week 3	Term 4, Week 9
OUTCOMES ASSESSED	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3	5.2.1, 5.2.2, 5.2.3,	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	5.2.1, 5.2.2, 5.2.3,

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/info_soft_tech_710_syl.pdf

YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY SCOPE AND SEQUENCES

Topic	Outcomes	Duration	Weeks
Core Topic 1: Design, Produce and Evaluate	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	3 Weeks	Term 1: Week 1 – 3
Core Topic 3: Data Handling	5.3.2	3 Weeks	Term 1: Week 4 – 6
Option Topic 4: Digital Media	5.2.1, 5.2.2, 5.2.3	4 Weeks	Term 1: Week 7 – 10
Core Topic 4: Hardware	5.1.2, 5.3.1	3 Weeks	Term 2: Week 1 – 3
Core Topic 7: Software	5.1.1, 5.2.2	3 Weeks	Term 2: Week 4 – 6
Option Topic: Networking systems	5.2.1, 5.2.2, 5.2.3	4 Weeks	Term 2: Week 7-10
Option 5: The internet and Website development	5.2.1, 5.2.2, 5.2.3	8 Weeks	Term 3: Week 1 - 8
Option Topic: robotics and automated systems	5.2.1, 5.2.2, 5.5.1	13 Weeks	Term 3 Week 9-10 Term 4 Week 1-10

YEAR 9 TEXTILES TECHNOLOGY

COURSE OUTLINE: The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Students will learn about Textiles through the study of the following focus areas.

- Apparel – clothing
- Furnishings – cushions, curtains, bed coverings
- Costume – for fancy dress, period of time
- Wall hangings, mobile, soft sculpture

YEAR 9 TEXTILES ASSESSMENT GRID

Semester 1

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	Task 5
UNIT	Furnishings	Furnishings	Apparel	Furnishings	Furnishings
TASK DESCRIPTION	Literacy task 10%	Bookwork 10%	Research project - current leisurewear trends 25%	Project 1-Cushion 30%	Folio 25%
DATE	T1, wk 7	T1, wk 1	T1, wk 9	T2, wk 4	T2, wk 4
OUTCOMES ASSESSED	5.1.2, 5.2.2	5.1.2, 5.2.2	5.1.2, 5.2.2, 5.2.3	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1

Semester 2

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Apparel	Apparel and Furnishings	Textile Arts	Apparel, Furnishings and Textile Arts
TASK DESCRIPTION	Project 2 and Folio 35%	Research Project Properties and Performance of Textiles 20%	Project 3 and Folio Progress Mark 20%	Yearly Exam 25%
DATE	T3 wk 7	T3, wk 3	T4, wk 4	T4, wk 1
OUTCOMES ASSESSED	5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.6.1	5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3	5.1.2, 5.2.2, 5.2.3

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/textiles-technology.html

YEAR 9 TEXTILES SCOPE AND SEQUENCE

UNIT 1 Focus area: furnishings/non-apparel	5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
UNIT 2 Focus area: apparel	5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
UNIT 3 Focus area: textile art	5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3

INDUSTRIAL ARTS FACULTY

INDUSTRIAL ARTS

INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY ENGINEERING

COURSE OUTLINE: The aim of the *Industrial Technology* is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY ENGINEERING ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	CORE MODULE: Engineering 1	ENGINEERED STRUCTURES	ENGINEERING MECHANICS
WEIGHTING	30%	30%	40%
TASK DESCRIPTION	Research on engineering materials & mechanics	Bridge design, build test and report	STEM Task (Open to various external programs)
DATE	Term 1 Week 8	Term 3 Week 9	Term 4 Week 8
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/industrial-technology.html

Stage 5 Scope and Sequence Plan-*Industrial Technology – Engineering*

Term 1	Year 9 Engineering 1 (structures) Engineering 2 (Mechanisms)	Year 10- Specialised Modules
1	Common content for Core Module & Engineered Structures (20 Weeks)	Alternative Energy (19 Weeks) CO2 Racer/Weathervane
2		
3	Common content for Core Module Engineered Mechanics (20 Weeks)	Transport – Hydrogen Fuel Cells (18 Weeks)
4		

INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT GRID

COURSE OUTLINE: The aim of the *Industrial Technology* is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Toolbox	Stool	Chopping board
DATE	Term 2 Week 10	Term 2 Week 5	Term 4 Week 8
WEIGHTING	30%	40%	30%
TOPICS	Woodworking materials (Timber, boards, fasteners, adhesives, finishes)	Timber joinery (Framing and carcasses)	Wood working hand tools (Marquetry and Parquetry)
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/industrial-technology.html

INDUSTRIAL TECHNOLOGY-TIMBER SCOPE AND SEQUENCE

Stage 5 Scope and Sequence Plan-Industrial Technology – Timber

Term	Year 9 Timber 1	Year 10- Specialised Modules
1	Toolbox (10 Weeks) <i>Assignment: Project & Research on materials</i>	Small Table (15 Weeks)
2	Stool (15 Weeks) <i>Assignment: Project & Product analysis</i>	
3		Links to industry (15 Weeks) <i>Assignment: Project & Hand tools research</i>
4		
		Cabinet Making (15 Weeks)

INDUSTRIAL ARTS - YEAR 9 GRAPHICS TECHNOLOGY ASSESSMENT GRID

COURSE OUTLINE: Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an every-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world. The study of Graphics Technology develops in students an understanding of the significance of graphical communication and the technologies used to convey technical and non –technical ideas and information. They learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Instrument Drawing	CAD	Architectural Drawing	Australian Architecture
TASK DESCRIPTION	3D Drawings and Rendering Techniques	LEGO Design	Studio Design	Research on the various Australian Architectural styles
DATE	T2 W2	T2 W10	T3 W9	T4 W8
OUTCOMES ASSESSED	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-7, GT5-9, GT5-10, GT5-12	GT5-1, GT5-3, GT5-4, GT5-5, GT5-7, GT5-12	GT5-1, GT5-2, GT5-5, GT5-7, GT5-10, GT5-12	GT5-2, GT5-4, GT5-5, GT5-7, GT5-9, GT5-11, GT5-12

Stage 5 Scope and Sequence Plan

Graphics Technology

Term	Year 9	Year 10
1	Core Module 1: Instrument drawing	Module 6: Engineering Drawing (Fusion 360)
2	Core Module 2: CAD (Fusion 360)	Module 7: Graphics Design and Communication <i>Posters/Banners/Cards/Digital Display Boards</i>
3	Module 1: Architectural Drawing	Module 9: Product and Technical Illustration <i>Product Presentation Technique</i>
4	Module 2: Australian Architecture	Module 5: Compute Animation <i>Various software</i>

LANGUAGES

FACULTY

LANGUAGES

LANGUAGES –YEAR 9 VIETNAMESE COURSE OUTLINE; SCOPE AND SEQUENCE

COURSE OUTLINE: Year 9 Vietnamese students will study a range of topics. Students will explore Vietnamese texts that give an insight into Vietnamese and Australian experiences. They will also study popular and youth culture as well as a range of social and cultural perspectives. They will study different types of texts and become conversant with the metalanguage required. They will also participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

LANGUAGES –YEAR 9 VIETNAMESE ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Speaking Writing Research	Listening Reading	Speaking Writing Research	Listening Reading
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	LVIE5-1C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVI5-7U	LVIE5-2C, LVIE5-3C, LVIE5-5U, LVIE5-6U	LVIE5-1C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVI5-7U	LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U LVIE5-6U, LVI5-7C

LANGUAGES –YEAR 9 VIETNAMESE SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
FOOD CULTURE <ul style="list-style-type: none"> Personal eating/drinking preference Vietnamese traditional foods/drinks International cuisine and recipes Eating/drinking etiquette Healthy diet 	HEALTHY LIVING <ul style="list-style-type: none"> Personal hygiene Common illnesses Healthy lifestyles Personal wellbeing Health care system 	SHOPPING <ul style="list-style-type: none"> Shopping places Prices and quality of goods Advertising and marketing Customer services 	LEISURE ACTIVITIES <ul style="list-style-type: none"> Personal interests Popular recreational activities in Vietnam and Australia Artistic entertainments Sport and arts legends

Syllabus Link <http://syllabus.bos.nsw.edu.au/languages/languages-k10/>

LANGUAGES – YEAR 9 KOREAN COURSE OUTLINE

COURSE OUTLINE: Year 9 Korean students will study a range of topics. Students will explore Korean texts that give an insight into Korean and Australian experiences. They will also study popular and youth culture as well as a range

of social and cultural perspectives. They will study different types of texts and become conversant with the metalanguage required. They will also participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

LANGUAGES – Year 9 KOREAN ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Listening Reading Research	Speaking Writing	Listening Reading Research	Speaking Writing
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	LKO5-2C, LKO5-3C, LKO5-5U, LKO5-6U	LKO5-1C, LKO4-4C, LKO5-5U, LKO5-6U, LKO5-7U	LKO5-2C, LKO5-3C, LKO5-5U, LKO5-6	LKO5-1C, LKO4-4C, LKO5-5U, LKO5-6U, LKO5-7U

Syllabus Link - <http://syllabus.bos.nsw.edu.au/-k10/>

LANGUAGES – Year 9 Korean Scope and Sequence

Term 1	Term 2	Term 3	Term 4
HANGEUL- KOREAN WRITING SYSTEM Korean alphabet Consonants and vowels Korean Names GETTING TO KNOW EACH OTHER Greetings and Introducing self	GETTING TO KNOW EACH OTHER Nationality Ages and Numbers MY FAMILY Family members Occupations	MY SCHOOL Classroom objects Time and School grades School Subjects Classroom instructions	SPORTS AND HOBBIES Personal interests Popular sports in Korea, Australia and around the world Likes / dislikes DAILY ROUTINE Daily schedule and Korean verbs

LITERACY



Year 9 Literacy– Scope and Sequence 2023

Term	Week	Topic	Outcomes	Assessments	Date
1	1-10	<i>NAPLAN Readiness Reading and viewing 3 Persuasive texts</i>	Area of focus: Reading and comprehension Outcomes: UnT10, GrA7, PuN7	In-class writing task	Term 1 Week 4-5
2	1-10	<i>Creating texts- Persuasive</i>	Area of focus: Writing Outcomes: CrT10, GrA7, PuN7	Hand-in writing task	Term 2 Week 5-6
3	1-10	<i>Language conventions 3 Informative texts</i>	Area of focus: Outcomes: UnT10, CrT10	In-class quiz	Term 3 Week 3-4
4	1-10	<i>Creating texts- Informative</i>	Area of focus: Multimodal Outcomes: UnT10, CrT10	In-class quiz	Term 4 Week 7-8

NOTE: Literacy lessons take place twice every fortnight. These lessons are aimed at developing students' skills in reading, language conventions and writing to improve their outcomes in all learning areas at school. Programs are also designed to develop students' readiness for: key standardised assessments such as NAPLAN and Minimum Standards; senior school; and work. Outcomes for learning are mapped to the National Literacy Learning Progressions and Australian Core Skills Framework.

Cabramatta High School Assessment Policy

Students must apply themselves with diligence and sustained effort in class. Failure to complete course work as set by the class teacher will result in a letter of concern being sent home. Students must attempt ALL tasks in the assessment schedule and submit them by the due date. Please refer to the student information booklet that outlines what to do in the event of students being absent on assessment due dates and requests for extensions.

Parent name: _____

Parent signature: _____

Date: _____

MATHEMATICS FACULTY

YEAR 9 MATHS ADVANCED AND STANDARD

Course Outline:

Students in Year 9 undertake three different pathways: Stage 5.3, Stage 5.2 and Stage 5.1. The Year 9 assessment is divided into 5 tasks.

MATHEMATICS YEAR 9 (STAGE 5.3) Pathway ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Name Of Task	Term 1 Test	Half yearly Examination	Take home Task	Term 3 Test	Yearly Examination
TOPICS	NAPLAN Exam	Financial Mathematics Algebraic Techniques	Rates and Ratios Numbers of Any Magnitude Trigonometry	Linear Relationships Area, Surface Area and Volume	All topics to date
DATE	TERM 1 WEEK 5	TERM 2 WEEK 1	TERM 2 WEEK 8	TERM 3 WEEK 5	TERM 4 WEEK 3
DESCRIPTION	Written test 45 Minutes	Written test 45 Minutes	Investigation	Written test 45 Minutes	Written test 45 Minutes
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA4-4NA, MA4-12MG, MA4-12MG MA4-15MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP	MA5.1-4NA, MA5.2-4NA, MA5.2-6NA, MA5.2-8NA, MA5.3-5NA	MA5.2-5NA, MA5.1-9NA, MA5.1-10M	MA5.1-6NA, MA5.2-9NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.3-14M	MA4-4NA, MA4-12MG, MA4-13MG, MA4-15MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP, MA5.14NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP

SYLLABUS LINK: <http://syllabus.bos.nsw.edu.au/mathematics/mathematics-k10/content/>

MATHEMATICS YEAR 9 (STAGE 5.2) Pathway ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Name Of Task	Term 1 Test	Half yearly Examination	Term 2 Test	Take home task	Yearly Examination
TOPICS	NAPLAN Exam	Financial Mathematics Linear Relationships	Numbers of Any Magnitude Non-Linear Relationships	Right-angled Triangles Properties of Geometrical Figures	All topics to date
DATE	TERM 1 WEEK 5	TERM 2 WEEK 1	TERM 2 WEEK 8	TERM 3 WEEK 5	TERM 4 WEEK 3
DESCRIPTION	Written test 45 Minutes	Written test 45 Minutes	Written test 45 Minutes	Investigation	Written test 45 Minutes
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA4-4NA, MA4-12MG, MA4-12MG MA4-15MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP	MA5.1-4NA, MA5.1-6NA	MA5.1-9MG, MA5.1-7NA	MA5.1-10MG, MA5.1-11M	MA5.14NA, MA5.1-5NA, MA5.1-6NA , MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP

MATHEMATICS YEAR 9 (STAGE 5.1) Pathway ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Name Of Task	Term 1 Test	Half yearly Examination	Term 2 Test	Take home task	Yearly Examination
TOPICS	NAPLAN Exam	Working with Numbers Indices	Indices Expressions and Equations	Linear Relationships Pythagoras' Theorem Trigonometry	All topics to date
DATE	TERM 1 WEEK 5	TERM 2 WEEK 1	TERM 2 WEEK 8	TERM 3 WEEK 5	TERM 4 WEEK 3
DESCRIPTION	Written test 45 Minutes	Written test 45 Minutes	Written test 45 Minutes	Investigation	Written test 45 Minutes
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA4-4NA, MA4-12MG, MA4-12MG MA4-15MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP	MA5.1-4NA, MA5.1-6NA	MA5.1-9MG, MA5.1-7NA	MA5.1-10MG, MA5.1-11M	MA5.14NA, MA5.1-5NA, MA5.1-6NA , MA5.1-7NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP

PDHPE FACULTY

YEAR 9 CHILD STUDIES

COURSE OUTLINE: Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. Areas of study include; preparing for parenthood, family interactions, conception to birth, newborn care, and growth and development.

YEAR 9 CHILD STUDIES ASSESSMENT GRID

Child Studies- Year 9 Yearly Assessment Schedule

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Preparing for parenthood	Term 1 Week 9	25%
Task 2	Conception to birth/ Newborn care	Term 2 Weeks 4	25%
Task 3	Family interactions	Term 3 Weeks 8	25%
Task 4	Growth and Development	Term 4 Week 2	25%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
	Theoretical and Practical Application	Practical Application	ICT Assessment Task	Practical Application	
	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 8	Term 4 Week 2	
Report Outcomes					
Marks	25	25	25	25	100

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/child-studies.html

PHYSICAL ACTIVITY AND SPORT IN SOCIETY YEAR 9

COURSE OUTLINE: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/physical-activity-sports-studies.html

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Unit	Fundamentals of Movement Skill Development	Coaching	Physical Activity and Sports for Specific Groups	Final Examination combined from Term 1 to Term 4
Task Description	In class evaluation on how principles of training can be applied to a selected sport	Theoretical assessment and practical assessment of principals of coaching and its application in sports	Research task on Physical activity for specific groups and their requirements for engagement	In class yearly examination covering all the topics from Term 1, Term 2, Term 3 and outcomes from Term 4 Option
Date	Term 4 (Week 8)	Term 2 (Week 8)	Term 3 (Week 6)	Term 4 (Weeks 5)
Outcomes Assessed	PASS 5-1 PASS 5-2 PASS 5-5 PASS 5-9	PASS 5-6 PASS 5-7 PASS 5-8 PASS 5-10	PASS 5-2 PASS 5-4 PASS 5-7	PASS 5-1 PASS 5-2 PASS 5-3 PASS 5-6
Weighting	25	25	25	25

YEAR 9 PASS SCOPE AND SEQUENCE

TERM	UNIT	DESCRIPTION	OUTCOMES
1	Fundamentals of Movement Skill Development	This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.	PASS 5-1, PASS 5-2, PASS 5-5, PASS 5-7, PASS 5-9, PASS 5-10
2	Coaching	This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students should have the opportunity to practically apply their coaching skills in real-life situations.	PASS 5-1, PASS 5-5, PASS 5-6, PASS 5-7, PASS 5-8, PASS 5-9, PASS 5-10
3	Physical Activity and Sports for Specific Groups	This module investigates physical activity and sport for a specific group from an historical perspective and the ways in which this group participates in physical activity and sport. Students examine current challenges facing this group and advocate ways this group can enhance their physical activity and sport participation.	PASS 5-3, PASS 5-4, PASS 5-5, PASS 5-6, PASS 5-7, PASS 5-8
4	Option – Physical Fitness	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.	PASS 5-1, PASS 5-2, PASS 5-6, PASS 5-7, PASS 5-8, PASS 5-9, PASS 5-10

PDHPE- Year 9 Yearly Assessment Schedule 2023

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Topic 1	Ongoing Term 1 Week 10	20%
Task 2	Topic 2	Term 2 Week 4	30%
Task 3	Topic 3	Term 3 Week 10	20%
Task 4	Final Exam	Term 4 Week 2	30%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
	Practical assessment	Oral presentation	Practical assessment & ICT presentation	Final Exam	
	Ongoing Term 1 Week 10	Term 2 Week 4	Term 3 Week 10	Term 4 Week 2	
Marks	20	30	20	30	100

YEAR 9 REPORT OUTCOMES – HALF YEARLY

A student:

- Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances (5.1.1)
- Demonstrates an understanding and application of aspects of performance quality and interpretation through performance (5.13)
- Explores the elements of dance as the basis of the communication of ideas (5.2.1)
- Composes and structures dance movement that communicates an idea (5.2.2)

YEAR 9 REPORT OUTCOMES – YEARLY

A student:

- Demonstrates enhanced dance technique by manipulating aspects of the elements of dance (5.1.2)
- Explores the elements of dance as the basis of the communication of ideas (5.2.1)
- Describes and analyses dance as the communication of ideas within a context (5.3.1)
- Identifies and analyses the link between their performances and compositions and dance works of art (5.3.2)

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdhpe.html

SCIENCE FACULTY

YEAR 9 SCIENCE

COURSE OUTLINE:

Studying science allows students to develop a distinctive view and understanding about the biological, physical and technological world. Areas of study include Waves, Atoms and their role in Chemical Reactions, Natural Disasters including Earthquakes and Volcanoes, Behaviours of Lights, Electrical Energy, the Human Coordination system and Global Patterns

Term 1	Term 2	Term 3	Term 4
Element of Surprise	Living Systems	Energy	Dynamic Earth & Working Scientifically

ASSESSMENT:

Assessment is based upon application to the course outcomes and performance in tests, assignments and activities.

SCIENCE YEAR 9 ASSESSMENT SCHEDULE:

TASK, DESCRIPTION, WEIGHTING	DATE	OUTCOMES
Topic Test (10%) Element of Surprise	TERM 1 Week 7	SC5-16CW
Research Assignment (30%) Living Systems	TERM 2 Week 9	SC5-14LW, SC5-15LW, SC5-8WS, SC5-9WS
Practical Test (30%) Living systems Waves and Currents	TERM 3 Week 7	SC5-14LW, SC5-15LW SC5-8WS, SC5-9WS,
Yearly Exam (30%) All topics	TERM 4 Week 3	SC5-16CW, SC5-14LW, SC5-15LW, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES

Syllabus Link - <http://syllabus.bos.nsw.edu.au/science/science-k10/>

Each unit takes 10 weeks (approx)

ASSESSMENT: Assessment is based upon application to the course outcomes and performance in tests, assignments and activities.