

2025

YEAR 9

STAGE 5

ASSESSMENT  
BOOKLET





CREATIVE  
ARTS FACULTY  
2025

## Course: Year 9 Visual Design (100 Hour Course)

**Course Description:** The study of visual design enables young people to develop an interest in and enjoyment of investigating the evolving practices, technologies and ideas of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the designed images, objects and ideas of others, by creatively developing their own ideas, designs and artworks.

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-design-7-10>

### Assessment Task Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
<b>Title</b>	Case Study	Design Folio	Case Study	Design Folio	
<b>Weight %</b>	15%	35%	15%	35%	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 2	
<b>Description</b>	Case study of a designer/ design company	Packaging and wearable piece	Case Study of Pui Wan Lim	Miniature Art Studio design and project	
<b>Outcomes</b>	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	<b>TOTAL</b>
<b>Component</b>					
Critical/ Historical	15	5	15	5	40
Making		30		30	60
<b>TOTAL</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>100</b>

### Scope and Sequence

Visual Design (100 hours)	Term 1 Week 1 - Term 2 Week 5				Term 2 Week 5 - Term 2 Week 10				Term 3 Week 1 - Term 4 Week 10			
<b>Practice Making, Critical and Historical Interpretation</b>	<b>Typography-Wearable-Packaging</b> An exploration of fonts, styles and packing designs. Students will create a brand that includes a business card and packaging for a wearable product.				<b>Micro Art</b> Students will create a series of micro artworks using figures that explore everyday objects.				<b>Art Studio Design</b> Students create an art studio in 1:12 scale that caters to their style of working and aesthetic environment.			
<b>Forms</b>	OBJECT – wearable piece/ packaging PRINT – business card/ packaging				OBJECT – photography				OBJECT – Diorama of art studio			
<b>Frames</b>	Subject-ive	Structural	Cultural	Post-modern	Subject-ive	Structural	Cultural	Post-modern	Subject-ive	Structural	Cultural	Post-modern
<b>Conceptual Framework</b>	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
<b>Key Artists/ Examples</b>	Dinosaur Jewellery Tetra Pak				Tatsuya Tanaka				Jeannie Baker			
<b>Outcomes</b>	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			

## Course: Year 9 Visual Arts

**Course Description:** The study of visual arts enables young people to develop an interest in and enjoyment of investigating the evolving practices, technologies and ideas of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the designed images, objects and ideas of others, by creatively developing their own ideas, designs and artworks.

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

### Assessment Task Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
<b>Title</b>	Insectopia/ printmaking	Skateboard Street Art	Surrealism Drawing	Steampunk 3D Sculptural	
<b>Weight %</b>	35	15	35	15	
<b>Due Date</b>	T1 W9	T4 W5	T3 W10	T2 W5	
<b>Description</b>	Artworks VAD Literacy Booklet	Artworks VAD	Artworks VAD notes Research	Artworks VAD	
<b>Outcomes</b>	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	<b>TOTAL</b>
<b>Component</b>					
Critical/ Historical	15		15		30
Making	20	15	20	15	70
<b>TOTAL</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>100</b>

### Scope and Sequence

Year 9	Term 1	Term2	Term 3	Term 4
<b>Practice Artmaking, Critical and Historical Studies</b>	<b>INSECTOPIA - PRINTMAKING</b> An investigation and exploration of Insects in Art. Students experiment with various printmaking techniques, lino, dry point and stencil.	<b>SKATEBOARD – STREET ART</b> Exploring the self and street art through art history. Creating a skateboard design.	<b>SURREALISM – 2D DRAWING</b> A series of 2D drawings using various drawing mediums, exploring Surrealism style reflective of social and political viewpoints.	<b>STEAMPUNK – 3D SCULPTURAL</b> Students explore Steampunk as a genre of artmaking. An investigation of the 3D sculptural form.
<b>Literacy</b>	Action Verbs, Evaluative Language, Temporal Connectives	Nominalisation, Complex nouns, Imperative mood		Descriptive report. Comparative report.
<b>Forms</b>	Printmaking	Design, 3D Skateboard	Series of 2D drawings	3D Sculpture
<b>Key Artists/ Examples</b>	Catherine Chalmers, Various Artists(contemporary)	Ed Templeton Neck Face Banksy	Salvadori Dali Surrealist Artists	Jules Verne and H. G. Wells Tim Power's The Anubis Gates
<b>Outcomes</b>	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

## Course: Year 9 Visual Arts - Ceramics

**Course Description:** The study of visual arts ceramics enables young people to develop an interest in and enjoyment of investigating the evolving practices, technologies and ideas of this art form. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the designed images, objects and ideas of others, by creatively developing their own ideas, designs and artworks.

**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

### Assessment Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
<b>Title</b>	Folio 1	Folio 2	Folio 3	Folio 2	
<b>Weight %</b>	20	30	40	10	
<b>Due Date</b>	T1 W10	T2 W5	T3 W10	T4 W5	
<b>Description</b>	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	
<b>Outcomes</b>	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	<b>TOTAL</b>
<b>Component</b>					
Critical/Historical		15	15		30
Making	20	15	25	10	70
<b>TOTAL</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>10</b>	<b>100</b>

### Scope and Sequence

Year 9	Term 1	Term2	Term 3	Term 4
<b>Practice Artmaking, Critical and Historical Studies</b>	<u>Module 1: Introduction to Ceramics</u> Pinch, coil, slab, clay properties <u>Module 2: WHS in Ceramics</u> Safe practices and procedures	<u>Module 3: Hand building</u> Coil, pinch, slab, templates <u>Module 9: Surfaces</u> Inlay, under-glaze, sculpted elements	<u>Module 3: Hand building</u> Coil, pinch, slab, templates <u>Module 9: Surfaces</u> Inlay, under-glaze, sculpted elements	<u>Module 4: Throwing</u> Begin practice – rotate through students <u>Module 8: Casting</u> Sprigg and slip molds
<b>Project</b>	Potters mark, 4 Mugs Clay Sample Tiles 3D Printer	Large Vessel, Narrative, Relief Tiles	Series of narrative structures	Chess Set
<b>Forms</b>	Structural, Cultural	Subjective, Structural, Cultural	Subjective, Structural, Postmodern	Subjective, Structural, Cultural, Postmodern
<b>Conceptual Framework</b>	Artwork	Artist, Artwork, World	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience
<b>Key Artists/ Examples</b>	Birdie Boone, Than Coupie, Clarissa Regan	Hermannsburg Potters	Saun Tan	Anna Barlow, Begido Pottery, Keith Brymer Jones
<b>Outcomes</b>	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

## Course: Year 9 Music

Teacher: Mr Lees, Mr Sandblom

**Course Description:** The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions and performances.

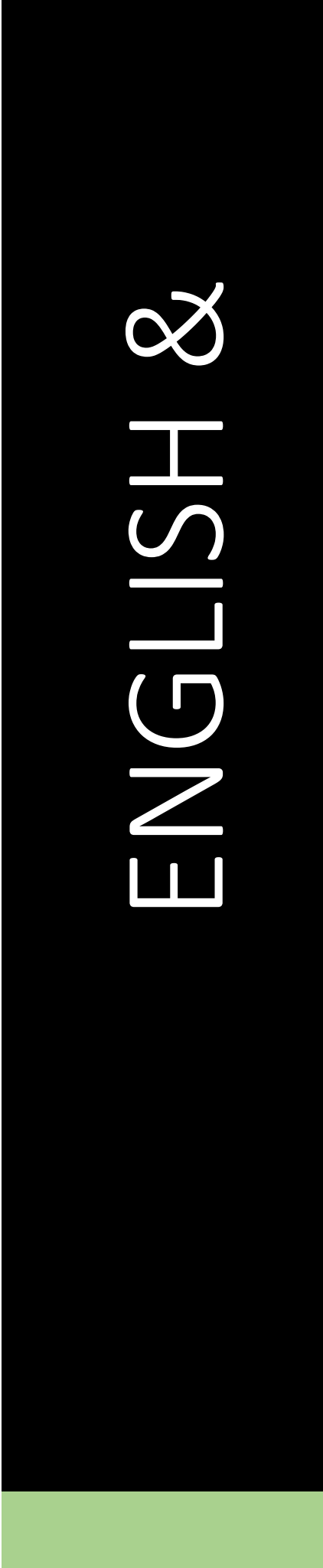
**Syllabus Link:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

### Assessment Task Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Class Performance	12 Bar Blues Composition	Research Task and Group Performance	Yearly Performance and Aural	
Weight %	15%	20%	30%	35%	
Due Date	<b>Term 1 Week 9</b>	<b>Term 2 Week 5</b>	<b>Term 3, Week 5</b>	<b>Term 4 Week 4</b>	
Description	Group Performance Australian Music	Composition	Music and Technology Group Performance	Yearly Examination Performance	
Outcomes Component	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.10, 5.11	5.1, 5.2, 5.3, 5.7, 5.8, 5.9	<b>TOTAL</b>
Performing	15		15	15	45
Composition		20			20
Aural			15	20	35
<b>TOTAL</b>	15	20	30	35	<b>100</b>

## Scope and Sequence

<b>TERM 1</b>	<b>UNIT TITLE:</b> <b>Popular Music (Australian Focused)</b> The aim of Popular Music (Australian Focused) course is to explore and appreciate the diverse landscape of popular music originating from Australia. Through critical listening, analysis, and contextual understanding, students will develop a deeper appreciation for the cultural, social, and historical influences that shape Australian popular music.
<b>TERM 2</b>	<b>UNIT TITLE:</b> <b>Blues Music</b> This course aims to acquaint students with various styles and genres of blues music. Through activities such as listening, performing, and composing, students will gain a thorough understanding of the characteristics and purposes of blues music. They will analyse a variety of blues music pieces using six key music concepts.
<b>TERM 3</b>	<b>UNIT TITLE:</b> <b>Blues Music</b> This course aims to acquaint students with various styles and genres of blues music. Through activities such as listening, performing, and composing, students will gain a thorough understanding of the characteristics and purposes of blues music. They will analyse a variety of blues music pieces using six key music concepts.
<b>TERM 4</b>	<b>UNIT TITLE:</b> <b>Rock Music</b> An exploration of a variety of Rock music repertoire, delving into its history and influences through composition, performance, aural listening, and musicology activities.



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2025



## YEAR 9 ASSESSMENT SCHEDULE 2025

Assessment in Year 9 builds on the skills developed in Stage 4 to support the growing knowledge, understanding and skills in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

COMPONENT	TASK 1	TASK 2	TASK 3
<b>Unit</b>	Australian Voices	Is Shakespeare Dead?	Imagined Futures (Equity)
<b>Task Description</b>	<ul style="list-style-type: none"> <li>● Responding 20%</li> <li>● Composing 20%</li> </ul>	Processed Writing <ul style="list-style-type: none"> <li>● Assessment Journal 10%</li> <li>● Published Writing Task (informative) 20%</li> </ul>	Multimodal Task <ul style="list-style-type: none"> <li>● Equity Booklet 10%</li> <li>● Multimodal Presentation (Persuasive) 20%</li> </ul>
<b>Date</b>	<ul style="list-style-type: none"> <li>● Responding = Term 1, Week 10</li> <li>● Composing = Term 1, Week 10</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment Journal to be completed in class throughout the term. Final entry = Term 2, Week 10</li> <li>● Published Writing Task = Term 2, Week 10</li> </ul>	<ul style="list-style-type: none"> <li>● Equity Booklet to be completed throughout the term. Final entry = Term 3, Week 10</li> <li>● Presentation = Term 3, Week 9</li> </ul>
<b>Outcomes</b>	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01

## Year 9 - Scope and Sequence 2025 - Student Version

Term 1 - Australian Voices	Term 2 - Is Shakespeare Dead?	Term 3 - Imagined Futures - <i>Equity Consortium</i>	Term 4 - Teen Spirit
<p><b>Learning Overview:</b> In this unit, you will explore Australian voices through poetry, songs, and digital texts, including perspectives from Anglo-Celtic, First Nations, and Migrant &amp; Refugee communities. You will investigate how <b>context</b> shapes diverse <b>perspectives</b> across different eras of Australian literature. By studying <b>connotation, imagery, and symbolism</b>, you will examine how composers convey meaning and use these techniques to develop your own voice.</p>	<p><b>Learning overview:</b> In this unit, you will explore the enduring relevance of Shakespeare by examining a Shakespearean play and its modern film adaptation. You will focus on how connections between texts (<b>intertextuality</b>) can deepen your understanding of literature, culture, and audience engagement. You will evaluate how texts are adapted and transformed for different contexts, how <b>themes</b> create cohesion and insight, and how aesthetic and thematic qualities shape a text's <b>literary value</b>.</p>	<p><b>Learning overview:</b> In this unit, you will work in partnership with Cabramatta High School and UNSW to explore your imagined futures, expectations, aspirations, and literacy skills. You will also consider options for further education and how these align with your goals.</p>	<p><b>Learning overview:</b> In this unit, you will explore the <b>genre</b> of young adult fiction through the study of a novel that examines common teenage themes. You will analyse how narrative conventions represent and shape personal and shared identities, values, and experiences.</p>
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● How do writers and creators develop a unique voice to share their perspective?</li> <li>● How do writers use specific techniques, structures, and features to create a strong and memorable voice?</li> <li>● How do spoken and poetic texts reflect personal, social, and cultural ideas depending on their purpose and context?</li> <li>● How do different languages and dialects influence the way cultural ideas are expressed in texts?</li> <li>● How do Aboriginal and Torres Strait Islander authors use figurative language and literary techniques to communicate meaning?</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● How does the modern film version of the play help you understand how ideas and values have changed over time?</li> <li>● What are the main themes in the play, and how do they stay the same or change in the modern film?</li> <li>● Why is Shakespeare's play considered important, and does the modern film keep that importance for today's audience?</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● How do your goals and values shape the way you imagine your future and the role you might have in society?</li> <li>● How can persuasive techniques help you share ideas about the future with different audiences, and how can you use these techniques effectively in your own writing?</li> <li>● How can reflecting on your strengths, weaknesses, and learning strategies help you make better choices about your education and future?</li> </ul>	<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>● How do the features of young adult fiction shape the way ideas, values, and teenage experiences are shown, and how can experimenting with these features help create new and meaningful stories?</li> <li>● How does the narrator's point of view, tone, and reliability shape how the audience understands the story, and how can changing the perspective change the meaning of the text?</li> <li>● How do authors create realistic and engaging characters that reflect or challenge values and attitudes, and how do these characters drive the story's events and themes?</li> </ul>

<p><b>Assessment:</b>          Responding - 20%          Composing - 20%</p> <p>Half Yearly Report (Term 1)</p>	<p><b>Assessment:</b>          Assessment Journal - 10%          Processed Writing (expository essay) - 20%</p>	<p><b>Assessment:</b>          Equity booklet/Assessment Journal - 10%          Multimodal (persuasive) - 20%</p>	<p><b>Assessment:</b>          Class Assessment (formative - not included in reports)           Yearly Report (Terms 2 to 4)</p>
<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>● <b>EN5-RVL-01</b> - uses a range of personal, creative and critical strategies to interpret complex texts</li> <li>● <b>EN5-URA-01</b> - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</li> <li>● <b>EN5-URB-01</b> - evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</li> <li>● <b>EN5-URC-01</b> - investigates and explains ways of valuing texts and the relationships between them</li> <li>● <b>EN5-ECA-01</b> - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</li> <li>● <b>EN5-ECB-01</b> - uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</li> </ul>			
<p><b>Text requirements</b></p> <ul style="list-style-type: none"> <li>● Poetry</li> <li>● Multimodal and digital texts</li> <li>● Speeches</li> </ul>	<p><b>Text requirements</b></p> <ul style="list-style-type: none"> <li>● Shakespearean drama</li> <li>● Shakespeare sonnet</li> <li>● Film</li> </ul>	<p><b>Text requirements</b></p> <ul style="list-style-type: none"> <li>● Non-fiction texts</li> <li>● Advertisements</li> <li>● Speeches</li> <li>● Equity Texts</li> </ul>	<p><b>Text requirements</b></p> <ul style="list-style-type: none"> <li>● Extended Prose (novel)</li> </ul>



HSIE

HUMAN  
SOCIETY &  
ITS  
ENVIRONMENT  
FACULTY

2025

# Human Society and its Environment-2025

**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
<b>UNIT</b>	Sustainable Biomes: Part 1	Sustainable Biomes: Part 2 and Changing Places	ALL TOPICS	ALL TOPICS
<b>TASK DESCRIPTION</b>	Research task	Half Yearly Exam	Class tasks	Google quizzes
<b>WEIGHT</b>	35%	35%	10%	20%
<b>DATE</b>	Term 1 Week 9	Term 2 Week 4	Ongoing	Ongoing
<b>OUTCOMES ASSESSED</b>	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

[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/geography\\_710\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/geography_710_syl.pdf)

## YEAR 9 GEOGRAPHY SCOPE AND SEQUENCE

Term	Topic	Weeks	Skills/tools assessed	Assessment task	Date	Weighting
1	<b>Sustainable Biomes</b> GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	<b>Week 1 – 2</b> Biomes <b>Week 3 – 4</b> Changing biomes <b>Week 5 – 6</b> Biomes produce food <b>Week 7 – 8</b> Challenges to food production <b>Week 9 – 10</b> Food security	<b>Skills:</b> acquiring, processing and communicating geographical information  <b>Tools -</b> maps, graphs and statistics, spatial technologies, visual representations, fieldwork	<b>Research task</b>	Week 9	35%
2	<b>Changing places</b> GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	<b>Week 1 – 2</b> Causes and consequences of urbanisation <b>Week 3 – 4</b> Urban settlement patterns <b>Week 5 – 6</b> Internal Migration <b>Week 7 – 8</b> International Migration <b>Week 9 – 10</b> Australia's urban future	<b>Skills -</b> acquiring, processing and communicating geographical information  <b>Tools -</b> maps, graphs and statistics, spatial technologies	<b>Half Yearly Exam</b>	Week 4	35%
1 & 2				<b>Class tasks</b> This is an ongoing assessment. It should include at least 2 class tasks or a sequence of class tasks	Ongoing	10%
				<b>Google Quiz</b> This is an ongoing fortnightly homework task.	Ongoing	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
<b>UNIT</b>	Movement of peoples: Part 1	Movement of peoples: Part 2 and Australians at War: WWI	ALL TOPICS	All TOPICS
<b>TASK DESCRIPTION</b>	Research writing task	Yealy Examination	Google Quizzes	Class tasks
<b>DATE</b>	Term 3-week 9	Term 4 Week 4	Ongoing	Ongoing
<b>OUTCOMES ASSESSED</b>	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/concepts/themes	Skills assessed	Assessment task	Date	Weight
3	<b>Movement of peoples</b> HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	<b>Week 1 – 2</b> The Influence of the Industrial Revolution <b>Week 3</b> The experiences of slaves, convicts and free settlers <b>Week 4 – 5</b> Changes in the way of life of free settlers and convicts <b>Week 6 – 7</b> The short-term and long-term impacts of movement of peoples	<b>Comprehension:</b> chronology, terms and concepts Analysis and use of sources Perspectives and interpretation Empathetic understanding, Explanation and communication	<b>Research task</b>	Week 9	35%
	<b>Australians At War - WWI</b> HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT59, HT5-10	<b>Week 8</b> An overview of the causes of the WW1, <b>Week 9</b> Why men enlisted in WW1 and where Australians fought + The scope and nature of warfare in WW1 <b>Week 10</b> Significant events and the experiences of Australians at war				
4	<b>Australians At War - WWI</b> HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT59, HT5-10	<b>Week 1</b> Impact of WW1 on Australia <b>Week 2 – 3</b> Commemorations and the nature of the ANZAC legend	<b>Historical skills:</b> Analysis and use of sources Research Explanation and communication Perspectives and interpretation	<b>Yearly exam</b>	Week 4	35%
	<b>Australians At War - WWII</b> HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT59, HT5-10	<b>Week 4</b> An overview of the causes of the WW2 <b>Week 5</b> Why men enlisted in WW2 and where Australians fought. <b>Week 6 – 7</b> The scope and nature of warfare in W2 <b>Week 8</b> Significant events and the experiences of Australians at WW1 and WW2 <b>Week 9 – 10</b> Impact of WW2 on Australia Significance of the WW2 to Australia		<b>Google Quiz</b> This is an ongoing fortnightly homework task.	Ongoing	20%
				<b>Class tasks</b> This is an ongoing assessment. It should include at least two class tasks or a sequence of class tasks.	Ongoing	10%

## 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
<b>UNIT</b>	Consumer and Financial Decision (CORE)	Running a Business Promoting and selling	Promoting and selling	Employment and Work Futures (CORE)
<b>TASK DESCRIPTION</b>	Exam	Commerce Challenge	Research Task	Examination
<b>DATE</b>	Term 1; Week 10	Term 2; Week 5	Term 3; Week 7-8	Term 4; Week 5
<b>OUTCOMES ASSESSED</b>	COM5-1, COM5-4, COM5-5, COM5-7, COM5-8	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](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 – 10	Consumer and Financial Decision - CORE	<b>Task 1:</b> Topic Test		20%
2	1 – 7	Running a Business	<b>Task 2:</b> Market Day		30%
	8 – 10	Promoting and selling			
3	1 – 3	Promoting and Selling	<b>Task 3:</b> Investment Portfolio		25%
	4-10	Investing			
4	1 – 10	Employment and Work Futures - CORE	<b>Task 4:</b> Yearly Examination		25%



# HOME ECONOMICS

2025



# 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

<b>COMPONENT</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>
<b>Task Description</b>	Topic: Food in Australia  Research task with an in-class report	Semester 1 Practicals	Topic: Food Selection and Health  Research task	Topic: Food For Specific Needs  Research Report and Practical	Topic: All  Yearly Examination	Semester 2 Practicals
<b>Weighting</b>	15%	15%	15%	20%	20%	15%
<b>Date</b>	Week 7 Term 1		Week 7 Term 2	Practical: Timetable dependent  Theory: Week 8, Term 3	Week 2 Term 4	
<b>Outcomes Assessed</b>	FT5-8, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11	FT5-6, FT5-7, FT5-9, FT5-8	FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-2, FT5-3, FT5-4, FT5-6, FT5-7	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11

## 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, Weeks 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, Weeks 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, Weeks 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, Weeks 1-10

### 2025 UNIT RESPONSIBILITIES

<b>Term 1</b>	Food in Australia + assignment + recipes	Kirkham
<b>Term 2</b>	Food selection & health + assignment + recipes	Lam
<b>Term 3</b>	Food for specific needs + assignment + recipes	Ackah
<b>Term 4</b>	Food for Special Occasions + recipes + yearly exam	Kaur



## Stage 5 Computing Technology 7-10 – Assessment schedule

### Year 9

Table 1 – Computing Technology 100-hour assessment schedule

No.	Task	Outcomes	Date	Weighting (%)
1	<b>Enterprise Computing:</b> Designing User Interface/for User Experience Project with Project Management Integration	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-DES-01	Term 1, Week 11	30
2	<b>Enterprise Information Systems:</b> Analysing and Visualising data project	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-DAT-01, CT5-DAT-02	Term 3, Week 3	40
3	<b>Software Development:</b> Mechatronic and automated systems project – research,	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-EVL-01, CT5-OPL-01, CT5-THI-01	Term 4, Week 8 6	30

No.	Task	Outcomes	Date	Weighting (%)
	model and documentation			

## Reporting outcomes

### Semester 1

- **CT5-SAF-01** selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
- **CT5-DPM-01** applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- **CT5-COL-01** manages, documents and explains individual and collaborative work practices
- **CT5-COM-01** communicates ideas, processes and solutions using appropriate media
- **CT5-DES-01** Applies principles of user experience (UX) and user interface (UI) design in the development of digital solutions.

### Semester 2

- **CT5-EVL-01** understands how innovation, enterprise and automation have inspired the evolution of computing technology
- **CT5-OPL-01** designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
- **CT5-THI-01** applies computational, design and systems thinking to the development of computing solutions
- **CT5-DAT-01** Explains how data is stored, transmitted, and secured in digital systems and how information is communicated in a range of contexts.
- **CT5-DAT-02** acquires, represents, analyses and visualises simple and structured data

Outcomes and other elements of syllabus references in this document are from the [Computing Technology 7-10 Syllabus](#) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/info\\_soft\\_tech\\_710\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/info_soft_tech_710_syl.pdf)

## 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
<b>UNIT</b>	Furnishings	Furnishings	Apparel	Furnishings	Furnishings
<b>TASK DESCRIPTION</b>	Literacy task 10%	Bookwork 10%	Research project - current leisurewear trends 25%	Project 1-Cushion 30%	Folio 25%
<b>DATE</b>	<b>T1, wk. 7</b>	<b>T1, wk 1</b>	<b>T1, wk 9</b>	<b>T2, wk 4</b>	<b>T2, wk 4</b>
<b>OUTCOMES ASSESSED</b>	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
<b>UNIT</b>	Apparel	Apparel and Furnishings	Textile Arts	Apparel, Furnishings and Textile Arts
<b>TASK DESCRIPTION</b>	Project 2 and Folio 35%	Research Project Properties and Performance of Textiles 20%	Project 3 and Folio Progress Mark 20%	Yearly Exam 25%
<b>DATE</b>	<b>T3 wk 7</b>	<b>T3, wk 3</b>	<b>T4, wk 4</b>	<b>T4, wk 1</b>
<b>OUTCOMES ASSESSED</b>	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](http://www.boardofstudies.nsw.edu.au/syllabus_sc/textiles-technology.html)

#### YEAR 9 TEXTILES SCOPE AND SEQUENCE

<b>UNIT 1</b> 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
<b>UNIT 2</b> Focus area: apparel	5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1
<b>UNIT 3</b> 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

INDUSTRIAL  
ARTS

2025

# INDUSTRIAL ARTS

## INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY ENGINEERING

### COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using various technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes while related knowledge and skills are developed through a specialized approach to the tools, materials, and techniques employed in planning, developing, constructing, and evaluating quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

## 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	T2 W2	T3 W8	T4 W6
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 -

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

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

# INDUSTRIAL ARTS

## INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER 1

### COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using various technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes while related knowledge and skills are developed through a specialized approach to the tools, materials, and techniques employed in the planning, development, construction, and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

### INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Toolbox	Stool	Chopping board
DATE	T1 W10	T2 W7	T4 W5
WEIGHTING	30%	40%	30%
TOPICS	Woodworking materials (Research Task on Timber, boards, fasteners, adhesives, and finishes)	Timber joinery (Assignment on Framing and carcasses)	Woodworking hand tools (Research on Marquetry, Parquetry and inlays)
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 -

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 &amp; Research on materials</i>	Small Table (15 Weeks)
2	Stool (15 Weeks) <i>Assignment: Project &amp; Product analysis</i>	
3	Links to industry (15 Weeks) <i>Assignment: Project &amp; Hand tools research</i>	Cabinet Making (15 Weeks)
4		



# INDUSTRIAL ARTS - YEAR 9 GRAPHICS TECHNOLOGY ASSESSMENT GRID

## COURSE OUTLINE:

Graphics Technology enables students to practice 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 ever-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 techniques and 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	Engineering Drawing	Graphics Design & Communication
WEIGHTING	30%	30%	25%	15%
TASK DESCRIPTION	3D Drawings and Rendering Techniques	Lego Design	Production Drawing Sets	Posters, Cards, Digital Signage & Banners
DATE	T2 W2	T2 7	T3 W8	T4 W5
OUTCOMES ASSESSED	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5	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 2: Australian Architecture
2	Core Module 2: CAD (Fusion360)	Module 1: Architectural Drawing
3	Module 6: Engineering Drawing (Fusion360)	Module 9: Product and Technical Illustration <i>Product Presentation Techniques</i>
4	Module 7: Graphics Design and Communication <i>Posters/Banners/Cards/Digital Display Boards)</i>	Module 5: Computer Animation <i>Various software</i>

LANGUAGES

LANGUAGES  
FACULTY

2025

# LANGUAGES 2025

## YEAR 9 VIETNAMESE

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

### ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
<b>SKILL</b>	Speaking Writing	Listening Reading	Speaking Writing	Listening Reading
<b>TASK DESCRIPTION</b>	<b>25%</b> <b>25%</b>	<b>25%</b> <b>25%</b>	<b>25%</b> <b>25%</b>	<b>25%</b> <b>25%</b>
<b>DATE</b>	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
<b>OUTCOMES ASSESSED</b>	ML5-INT-01 ML5-CRT-01 ML5-UND-01	ML5-UND-01	ML5-INT-01 ML5-CRT-01 ML5-UND-01	ML5-UND-01

**Syllabus link** - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

### SCOPE AND SEQUENCE

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

LITERACY

LITERACY  
2025



# Year 9 Literacy– Scope and Sequence 2025

Term	Week	Topic	Outcomes	Assessments	Date
1	2- 11	<i>Language Conventions 3</i> <i>Reading and Viewing 3</i> <i>(NAPLAN Readiness)</i> <i>Informative Texts</i>	<b>Area of focus:</b> Language Conventions / Reading and Comprehension  Outcomes: UnT10		
NAPLAN Test Window- Term 1 Weeks 7 and 8					
2	1-10	<i>Language Conventions 3</i> <i>Creating Texts- Informative</i>	<b>Area of focus:</b> Grammar and Punctuation / Creating Texts- Informative Multimodal  Outcomes: GrA7, PuN7	In-class Quiz	Term 2 Week 5-6
3	1-10	<i>Creating texts- Persuasive</i>	<b>Area of focus:</b> Persuasive Letters  Outcomes: CrT10		
4	1-11	<i>Creating texts- Persuasive</i>	<b>Area of focus:</b> Persuasive Reviews  Outcomes: CrT10	In-class Writing Task	Term 4 Week 4-5

**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 coursework 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.*

MATHEMATICS

MATHEMATICS  
FACULTY  
2025

## 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.

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

### Year 9 Core Advanced/Extension & Year 8 Accelerated

Task	Topics	Examiner	Date	Description	Weight
1	Computation and Financial Mathematics	H Wang	Term 1 Week 6	Written Test 45 minutes	10
2	Expressions, Equations and Inequalities Right-Angled Triangles (Partial)	L Cai	Term 2 Week 4	Written Test 45 minutes	20
3	Right-Angled Triangles (Remaining) Linear Relationships	H Wang	Term 2 Week 9	Written Test 45 minutes	20
4	Length, Area, Surface Area, and Volume Indices and Surds	L Cai	Term 3 Week 6	Written Test 45 minutes	20
5	<b><u>Yearly – All topics to date</u></b>	H Wang	Term 4 Week 4	Yearly 45 minutes	30

### Year 9 Core Standard

Task	Topics	Examiner	Date	Description	Weight
1	Financial Mathematics	L Kumar	Term 1 Week 6	Written Test 45 minutes	10
2	Expressions and Equations	T Nguyen	Term 2 Week 4	Written Test 45 minutes	20
3	Right-Angled Triangles Linear Relationships (Partial)	A Cladouhos	Term 2 Week 9	Written Test 45 minutes	20
4	Linear Relationships (Remaining) Length, Area, Surface Area, and Volume	L Kumar	Term 3 Week 6	Written Test 45 minutes	20
5	<b><u>Yearly – All topics to date</u></b>	L Cai	Term 4 Week 4	Yearly 45 minutes	30

### Year 10 Core Advanced/Extension & Year 9 Accelerated

Task	Topics	Examiner	Date	Description	Weight
1	Algebra, Equations and Linear Relationships	S Pham	Term 1 Week 6	Written Test 45 minutes	10
2	Properties of Geometrical Figures Indices, Exponentials and Logarithms (Partial)	L Kumar	Term 2 Week 4	Written Test 45 minutes	20
3	Indices, Exponentials and Logarithms (Remaining) Measurement and Surds (Partial)	L Kumar	Term 2 Week 9	Written Test 45 minutes	20

4	Measurement and Surds (Remaining) Quadratic Expressions and Equations	A Cladouhos	Term 3 Week 6	Written Test 45 minutes	20
5	<b><u>Yearly – All topics to date</u></b>	S Pham	Term 4 Week 4	Yearly 45 minutes	30

### Year 10 Core Standard

<i>Task</i>	<i>Topics</i>	<i>Examiner</i>	<i>Date</i>	<i>Description</i>	<i>Weight</i>
1	Financial Mathematics	L Cai	Term 1 Week 6	Written Test 45 minutes	10
2	Algebraic Expressions and Indices Probability	J Nguyen	Term 2 Week 4	Written Test 45 minutes	20
3	Measurement Trigonometry (Partial)	T Nguyen	Term 2 Week 9	Written Test 45 minutes	20
4	Trigonometry (Remaining) Linear Relationships, Hyperbolas, Parabolas, and Exponentials.	T Nguyen	Term 3 Week 6	Written Test 45 minutes	20
5	<b><u>Yearly – All topics to date</u></b>	P Constantinidis	Term 4 Week 4	Yearly 45 minutes	30





# Personal Development Health & Physical Education

2025



## YEAR 9 - PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**COURSE OUTLINE:** PDHPE provides opportunities for students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Syllabus link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	2- 11	Just the way we are	<b>Oral presentation (Video recording) based assessment.</b> Individual based task	PD5-3	Term 1 Week 9	20%
1	2-11	Invasion Games	<b>Outcomes based assessment.</b> Assessed in Yearly Examination.	PD5-9, PD5-10, PD5-11	Term 1 Week 11	
2	1-10	Commit to be fit (Fitness)	<b>Practical Assessment</b> Uniform, engagement in practical lessons, attitude, effort, co-operation in lessons and results in fitness testing unit.	PD5-9, PD5-10, PD5-11	Term 2 Week 10	20%
2	1-10	R U OK?	<b>Outcomes based assessment.</b> Assessed in Yearly Examination.	PD5-5, PD5-8	Term 2 Week 8	
3	1-10	Eat Well, Live Well	<b>Outcomes based assessment.</b> Assessed in Yearly Examination.	PD5-2, PD5-3, PD5-9	Term 2 Week 10	
3	1-10	On the Court	<b>Practical assessment</b> Uniform, engagement in practical lessons, skill technique and team work/communication skills	PD5-5, PD5-10, PD5-11	Term 3 Week 10	20%
4	1-10	Show Me Money	<b>Final Yearly Examination</b> Just the way we are, R U Ok? Eat well, live well, Invasion Strategies, Commit to be fit, On the court	PD5-2, PD5-3, PD5-5, PD5-6, PD5-10	Term 4 Week 2	40%

**NOTE:** There are 4 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change.

### 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.*



## Cabramatta High School -2025

### Physical Activity and Sport Studies 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:** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhp/physical-activity-sports-studies-7-10-2019>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	8	Fundamentals of Movement Skill Development	<b>ICT and Practical Assessment</b> Video Analysis of a fundamental movement skill. In class evaluation of a student's ability to perform fundamental skills.	PASS 5-1, PASS 5-2, PASS 5-5, PASS 5-9	Term 1 Week 8	25%
2	1-8	Australia's Sporting Identity	<b>Practical and engagement in learning assessment</b> Continuous practical assessment.	PASS 5-3, PASS 5-4 PASS 5-10	Term 2 Week 8	25%
3	8	Physical Activity and Sports Specific Groups	<b>Research Task</b> Take home assessment report on physical activity for specific groups and their requirements for engagement	PASS 5-2, PASS 5-4, PASS 5-7	Term 3 Week 8	25%
4	1-5	Physical fitness	<b>Final Yearly Examination</b> Fundamental movement skills, Australia's Sporting Identity, Physical activity and sport specific groups	PASS 5-1, PASS 5-2, PASS 5-3, PASS 5-6	Term 4 Week 4	25%

**NOTE:** There are 7 x 50 minutes periods per fortnight. Due dates for assessments are **indicative** and is subject to change.

<b>TERM</b>	<b>UNIT</b>	<b>DESCRIPTION</b>	<b>OUTCOMES</b>
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 recognize 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	Australia's Sporting Identity	This module examines the role of sport in shaping Australia's identity and reputation. Students investigate the factors influencing Australia's sporting identity and the implications these factors can have on players, spectators and Australia's identity. Students explore current and future perspectives and how these could impact on Australia's sporting identity	PASS 5-3, PASS 5-4, 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 5-10



# Science

## 2025



## 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, Behaviour of Light, 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.

### ASSESSMENT SCHEDULE:

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
<b>Topic Test (20%)</b> Element of Surprise	Term 1, Week 7B Monday 10/03, Period 5	SC5-16CW
<b>Skills Test (25%)</b> Living Systems	Term 2, Week 4B Monday 19/05, Period 5	SC5-14LW, SC5-15LW, SC5-8WS, SC5-9WS
<b>Research Task (25%)</b> Waves and Currents	Term 3, Week 8B Monday 08/09, Period 5	SC5-10PW, SC5-11PW SC5-7WS, SC5-8WS,
<b>Yearly Exam (30%)</b> All topics	Term 4, Week 4B Monday 03/11, Period 5	SC5-16CW, SC5-14LW, SC5-15LW, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES

## Year 9 Assessment Schedule Overview 2025

Semester 1				
Term 1		Term 2		
<b>1</b>				
<b>2</b>			Music Vietnamese- listening & reading	Graphics Technology Industrial Technology- Engineering
<b>3</b>			Vietnamese: listening & reading Science	
<b>4</b>			Vietnamese: listening & reading Geography Textiles technology	PASS Science Maths: Core/Adv/Ext/Acc
		Scan this code to access the full document.		
<b>5</b>		Visual arts Commerce Music Literacy	Visual Design-Design Folio VA-Ceramics	
<b>6</b>	Maths: Core/Adv/Ext/Acc		Literacy Industrial Tech- Engineering	
<b>7</b>	Science Food Technology Textiles Technology		Food Technology Industrial Technology-Timber Graphic Technology	
<b>8</b>	Vietnamese-Speaking & writing PASS Industrial Technology- Engineering		PASS PDHPE	
<b>9</b>	Languages-Speaking & writing Music Visual Arts-print making	Textiles Technology Visual Design- Case study	Geography PDHPE	
<b>10</b>	Vietnamese – speaking & writing VA-Ceramics	English/EAL/D Commerce	Industrial Tech- Timber	
<b>11</b>	Computing Technology PDHPE			
		Semester 1 practicals Google classroom quizzes: Semester 1 Geography-assessable items		
		Semester 2 Practicals Google classroom quizzes: Semester 2 Geography -assessable items		

Semester 2			
Term 3		Term 4	
<b>1</b>		Textiles Technology	
<b>2</b>		Vietnamese: Listening & Reading PDHPE	Visual Arts-Design folio Food technology
<b>3</b>	Computing Technology	Textiles Technology	Vietnamese: Listening & Reading
<b>4</b>		Vietnamese: Listening & Reading Music Textiles Technology	Maths: Core/Adv/Ext/Acc PASS Literacy History
<b>5</b>	Music	Music Industrial Tech- Timber Graphics Technology Commerce	Visual Arts-skateboard VA-Ceramics Literacy Science

6	Visual Design-case study Maths: Core/Adv/Ext/Acc	Industrial Technology - Engineering
7	Textiles technology Commerce	
8	Science PASS Industrial Technology- Engineering	Food Technology Vietnamese: Speaking & writing Graphic Technology Commerce
9	Vietnamese: Speaking & writing	History English/ EALD
10	Vietnamese: Speaking & writing English/ EALD	VA-Ceramics PDHPE Visual Arts
	Google classroom quizzes: assessable items Semester 3 practicals	Google classroom quizzes: assessable items Semester 4 practicals