



Information Booklet
Assessment and Curriculum Outlines
Year 9 and 10
2019

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Introduction

This year, stage 5 students will complete learning in a range of key learning areas, including mathematics, English, science, history, geography, personal development health and physical education, and a range of electives. Outlined in the scope and sequences in this booklet is the learning students will undertake in each of their subjects, including the length of each unit of study. Teachers have also provided information about each assessment task for the year, including the week it is due, the nature of the task and the weighting the assessment carries in determining their grade each semester. This booklet will be a key tool for students and parents to use, in conjunction with their student diary, to plan and organise their study schedule and home learning routines.

As part of the professional learning teachers have undertaken over the past year, the pattern of study and assessment for students reflects the principles of cognitive science research. Assessment tasks that are spaced a strategic period after the learning has been completed lead to a greater retention of information in the long term and, for this reason, assessment schedules may reflect tasks being planned for considerable lengths of time after the unit of study has finished.

Students are also undertaking no-stakes testing this year, based on the research into the benefits of regular retrieval practice in aiding students accessing knowledge they have acquired. These quizzes are formative in nature and have not been included in the assessment schedules, as they do not carry weighting for students towards their final grades, however, they are an invaluable study tool. Student diaries have also been issued to all students and are an important resource that students should use to plan their study, home learning and assessment tasks. They are also an essential source of information for parents as they include staff lists, PBL matrices, uniform information and bullying referral forms. Students should have their diaries with them at all times to ensure they are used to their full potential.

It is an expectation that students will complete and submit all assessment tasks. If illness or misadventure prevents a student from completing a task, please contact the classroom teacher to discuss the options available. It is also an expectation that students will receive quality and timely feedback on all assessment tasks, enabling them to improve and develop the resilience necessary to achieve to their academic potential. If you or your child have concerns about assessment policy or practice in the secondary school at Barellan Central School, please contact me to discuss these concerns.

Ms Lauren Forner
Head Teacher Secondary Studies

Year 9/10 Agriculture Assessment Schedule

Teacher: Miss Robertson

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Horticulture Portfolio and Practical Examination: Horticulture (Plant Production Enterprise)	Term 1, Week 10	50%	5.3.1, 5.3.3, 5.4.2, 5.6.1, 5.6.2
Animal Production Topic Test: Poultry/Sheep/Pig (Animal Production Enterprise)	Term 2, Week 5	50%	5.3.4, 5.4.3, 5.6.2
Semester 2			
Wheat Report: Wheat (Plant Production Enterprise)	Term 3, Week 9	40%	5.1.1, 5.3.1, 5.3.2, 5.3.3, 5.4.1, 5.6.1
Yearly Examination- All Topics	Term 4, Week 5	60%	5.1., 5.2, 5.3, 5.4, 5.5, 5.6

Year 9/10 Agriculture Scope and Sequence

Teacher: Miss Robertson

Term 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<p>Unit Title: Plant It Out – Horticulture</p> <p>Unit Description: This eleven-week topic builds on both the fruit and vegetable topics. Our climate is warm enough at this time of year for success in plant establishment and propagation. Students will grow and monitor plants, identify pests and diseases relevant to horticultural plants.</p> <p>Syllabus Outcomes: 5.5.2, 5.6.1, 5.1.1, 5.1.2, 5.4.1, 5.4.2</p>											
Term 2											
<p>Unit Title: Introduction to Animal Production Poultry/Sheep/Pig (Animal Production Enterprise)</p> <p>Unit Description: The aim of this unit is to introduce students to the anatomy and physiology of animals, to give them a level of understanding of how an animal's body systems work together to maintain its health and wellbeing. It also aims at giving students an understanding of the various husbandry tasks that are involved in managing livestock for agricultural production, and why these tasks are important in terms of maintaining the health and wellbeing of livestock. Students will have opportunities throughout the year to learn and practice carrying out various husbandry tasks, including quiet handling of livestock, on the school poultry and community livestock.</p> <p>Syllabus Outcomes: 5.3.4, 5.4.3, 5.6.2</p>											
Term 3											
<p>Unit Title: You Reap What You Sow: Wheat (Plant Production Enterprise)</p> <p>Unit Description: Winter crops are an important part of agricultural production in this area. This unit will introduce students to a variety of wheat related issues including: types, varieties and uses, basic requirements, structure, function and reproduction, photosynthesis, production cycle, stages of growth, climate/limiting factors – distribution, soils, pests and diseases, calendar of operations, Aboriginal/European land use, sustainability, cultural influences including Aboriginal, markets and marketing – specifications and export, and OHS. Students will be involved in numerous practical activities including: growing and monitoring a wheat crop; collecting, pressing, presenting plants at different stages of growth; harvesting a wheat crop; soil testing: pH, texture, colour; identifying a range of cereal plants; seeds and fertilisers; identifying a range of weeds (plant collection); identifying machinery; hazard identification and risk assessment of tractor and machinery. Excursion: local machinery dealer (demo of machinery technologies)</p> <p>Syllabus Outcomes: 5.5.2, 5.6.1, 5.1.1, 5.1.2, 5.4.1, 5.4.2</p>											
Term 4											
<p>Unit Title: Eggcellent Opportunities: Layers (Animal Enterprise)</p> <p>Unit Description: 10 weeks on an intensive animal production system. The student's animal handling and husbandry skills are developed with a small animal with clearly measurable production in a short space of time. The theory side of the topic augments this and also introduces basic animal management, requirements and function. This is the time of year our pullets are coming in to lay</p> <p>Syllabus Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>											

Yr 9/10 STEM Assessment Schedule

Teacher: Mr Whytcross

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
AVC Design Challenge	Term 1, Week 10	100%	5.1.2, 5.6.1
Semester 2			
Crack the code project and folio	Term 3, Week 9	100%	5.4.1

STEM Year 9/10 Scope and Sequence

Teacher: Mr Whytcross

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: CAD</p> <p>Unit Description: Students will build on their experiences in the Technology (Mandatory) course to further enhance their CAD drawing skills using Fusion 360. Students will explore rendering, simulation, animation and assemblies as they complete a range of tutorials from the Autodesk academy</p> <p>Syllabus Outcomes: 5.1.1</p>					<p>Unit Title: AVC Skyrap/Aerodynamics</p> <p>Unit Description: The Skyrap project introduces students to flight theory and aeronautical engineering concepts and places these in the context of an experimental design process. This project challenges students to understand the concepts of flight through the design and experimentation of model aircraft. Making models is as much about trying to understand the problem as it is about solving the problem..</p> <p>Syllabus Outcomes: 5.2.1, 5.4.2</p>					
Term 2	<p>Unit Title: AVC Skyrap/Aerodynamics</p> <p>Unit Description: Students will enter the competition phase of the Skyrap project where they will compete in-school, regionally and state and Nationally if successful. The competition stage of the project involves students collecting and analysing data to prepare plans and strategies for competition scenarios.</p> <p>Syllabus Outcomes: 5.1.2, 5.6.1</p>					<p>Unit Title: CAM</p> <p>Unit Description: Building on the advanced CAD skills acquired in term 1, students will use CAM technologies to produce a range of projects/prototypes from their CAD drawn models. Students will explore G-Code, Stereolithographic and CAM paths whilst using the 3D printer, Vrnyl Cutter and CNC Router and CNC plasma technologies</p> <p>Syllabus Outcomes: 5.5.1</p>					
Term 3	<p>Unit Title: Crack the Code</p> <p>Unit Description: Students will gain knowledge and understanding of control technology systems used in everyday life. Students will also gain an understanding of coding and algorithms use within these systems through completion of coding challenges. Students will also investigate the role of a digital technology professional and their impact on the environment and society.</p> <p>Syllabus Outcomes: 5.4.1, TE4-7DI</p>					<p>Unit Title: GROK CODE QUEST</p> <p>Unit Description: Students develop knowledge and skills in the use of a general-purpose programming language to design, produce and evaluate a monitoring and alert system using a microcontroller. Students will document their skill-development tasks in a design and production folio.</p> <p>Syllabus Outcomes: 5.3.2, TE4-4DP</p>					
Term 4	<p>Unit Title: GROK CODE QUEST</p> <p>Unit Description: This unit of work provides the opportunity for students to collaboratively demonstrate their knowledge and skills in design while drawing on experiences from the previous units of work and competing against other students in an international coding challenge.</p> <p>Syllabus Outcomes: 5.4.2</p>					<p>Unit Title: GROK CODE QUEST</p> <p>Unit Description: This unit of work provides the opportunity for students to collaboratively demonstrate their knowledge and skills in design while drawing on experiences from the previous units of work and competing against other students in an international coding challenge.</p> <p>Syllabus Outcomes: 5.5.1</p>					

Year 9/10 Drama Assessment Schedule

Teacher: Ms Forner

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Reflection and log book submission	Term 1, Week 9	25%	5.1.2, 5.3.2, 5.3.3
Original Monologue and Reflection	Term 2, Week 5	75%	5.1.1, 5.2.1, 5.3.1, 5.3.3,
Semester 2			
Group performance and log book submission	Term 4, Week 2	50%	5.1.1, 5.2.1, 5.2.2, 5.1.4
Yearly Examination	Term 4, Week 5	50%	5.1.3, 5.2.2, 5.3.1, 5.3.2,

Drama Yr 9/10 Scope and Sequence

Teacher: Ms Forner

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Introduction to Drama Practices</p> <p>Unit Description: Students learn about the three dramatic practices: making, performing, appreciating, and the elements of drama. Students engage in the first making activity, improvisation, in response to a range of scenarios and stimuli, based on the political theatre of Bertolt Brecht and comedy (specifically satire). Students learn to reflect on their practical activities in their log book and learn about the function and intention of a log book.</p> <p>Syllabus Outcomes: 5.1.2, 5.3.2, 5.3.3</p>					<p>Unit Title: Playmaking – Anatomy of a Script</p> <p>Unit Description: Students are introduced to the key conventions of a script and explore how they can be used by actors, directors and dramaturgs to create an engaging theatrical work. Through workshop exercises in which students examine a variety of scripts, students gain an understanding of the importance of clear and consistent formatting and understand how to format scripted drama. Students read play script of ‘Jasper Jones’.</p> <p>Syllabus Outcomes: 5.3.1, 5.3.3</p>					
Term 2	<p>Unit Title: Writing Monologues</p> <p>Unit Description: Students examine monologues within <i>Jasper Jones</i> and practice writing and performing their own monologue for one of the characters. Students then focus on using the elements of drama (situation, time, place, character) to create an original scenario and monologue. They reflect on this process using their logbook.</p> <p>Syllabus Outcomes: 5.1.1, 5.2.1</p>					<p>Unit Title: Prop, Costume and Scene Design</p> <p>Unit Description: Students design and construct props, costume and scene backdrops for <i>Jasper Jones</i> based on their analysis of character, time, place and movement in scenes. Students then work with the cast and directors of the Barrallan Central School production to design and construct the props, costume and backdrops for the production.</p> <p>Syllabus Outcomes: 5.2.3, 5.2.2</p>					
Term 3	<p>Unit Title: Greek Theatre</p> <p>Unit Description: Students read about the dramatic convention of the chorus and through practical movement-based tasks, students are encouraged to develop ensemble skills, timing and rhythm. Through research they explore how Greek theatre provided the foundation of contemporary theatre. Students study the development of Greek theatre from ritual ceremonies in celebration of the God Dionysus to ancient Greek theatre, including: masked performance, song and dance. Students develop an understanding of the purpose of masks in ancient Greek theatre, an understanding of masks as a tool to amplify character and emotions and a foundational knowledge of the rules of masked performance. Students create their own mask and, in groups, script and perform a masked performance.</p> <p>Syllabus Outcomes: 5.2.2, 5.3.2</p>					<p>Unit Title: Genre – Melodrama</p> <p>Unit Description: Students are introduced and to this socio-cultural context of Melodrama, key terms and the structure of traditional melodramas. Through practical and theoretical tasks students write and devise a traditional melodrama within this sequence and begin to understand the role and function of asides and the manipulation of voice and movement to create character. Students examine contemporary melodrama series such as the <i>Bold and the Beautiful</i>, <i>Neighbours</i> and <i>Home and Away</i>. Students will explore and express a range of stock characters using vocal dynamics, exaggerated movement and gestures in the style of traditional Melodrama. Students examine how the gendered behaviours and roles in Melodrama have changed over time.</p> <p>Syllabus Outcomes: 5.1.1, 5.1.4, 5.2.1,</p>					
Term 4	<p>Unit Title: Introduction to Boal (theme-based theatre)</p> <p>Unit Description: Students are introduced to Boal’s notion of <i>Theatre of the Oppressed</i> and how image theatre can be used beyond the classroom to explore oppression. They will devise original scenes and create performances using ‘bullying’ as a stimulus. Through image theatre they will better understand the complex nature of socio-cultural and political issues. As an introduction to forum theatre, students will discuss how it highlights oppression and forces audiences to question their values and desires. Through workshops, the key techniques of forum theatre will be introduced, and students will create scenes practically applying their theoretical understanding. Through reflection they are guided to understand how the conflict resolution skills gained can extend beyond the classroom to have a real-world application.</p> <p>Syllabus Outcomes: 5.2.3, 5.3.2</p>					<p>Unit Title: Boal Theatre</p> <p>Unit Description: Students devise their own Boal-inspired performance and showcase their work to their peers and family through a performance at Presentation Night</p> <p>Syllabus Outcomes: 5.1.1, 5.2.1, 5.2.3, 5.3.2</p>					

Year 9/10 English Assessment Schedule

Teacher: Ms Forner

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Creative Composition and Reflection	Term 2, Week 2	50%	EN5-1A, EN5-6C, EN5-4B, EN5-9E
Multimedia Presentation – Interview	Term 2, Week 5	50%	EN5-7D, EN5-3B, EN5-2A, EN5-9E
Semester 2			
Original Soliloquy	Term 3 Week 7	25%	EN5-1A, EN5-2A
Listening and Viewing Task	Term, 4, Week 2	25%	EN5-8D, EN5-1A, EN5-2A
Yearly Examination	Term 4, Week 5	50%	EN2-8B, EN5-6C, EN5-2A, EN5-4B

English Yr 9/10 Scope and Sequence

Teacher: Ms Forner

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: The Detective (Genre; Intertextuality; Character) Unit Description: In this study of the evolution of the figure of the detective in fiction, students examine texts from different periods to understand the origins of this character type in Victorian English literature and how the detective figure and crime fiction as a genre has developed in more modern contexts, relying on and adapting the original figures in literature. These texts include a booklet of short stories (including by Arthur Conan Doyle, Agatha Christie and Edgar Allen Poe, 'Since you went away' by Frankie V Bailey, 'The Adventure of the Sealed Room' by Andy Weir, 'Killer Fudge' by Kathy Hogan Trocheck, Nancy Drew extracts, 'The Hardy Boys extracts, 'Tin Tin extracts) and short films ('In the Grass' by Rory Stewart, 'The Great Detective' by Andrew Young, 'The Gatherer' by Dustin Pegg, 'Straight down low' by Zach Wechter, 'Cul-de-sac' by Nick Flügge). Students also begin the wide reading element of the unit, choosing a novel from the selection provided and reading to build their understanding of the text and composer's context; the ideas the genre is concerned with, and the effective manipulation of language forms, features and narrative structure.</p> <p>Syllabus Outcomes: EN5-1A, EN5-6C</p>					<p>Unit Title: The Detective (Genre; Intertextuality; Character) Unit Description: In the second half of this unit, students apply their understanding of the forms and features of detective fiction to create their own detective character and compose their own narrative. Students are given time to experiment with their ideas, conference with their teacher, make connections to their own world, write and reflect and seek feedback from their peers and teacher. Students view extracts from various 'Sherlock Holmes' film representations, 'Scooby Doo', 'Priort', 'Miss Fisher's Murder Mysteries', 'Law and Order', 'CSI', 'Who Framed Roger Rabbit', 'In the Heat of the Night', 'Bladerunner', and considering how directors use visual elements to represent detectives and the detective process. Students adapt their original narrative into cinematic form, producing a movie poster and using a storyboard to storyboard a film trailer.</p> <p>Syllabus Outcomes: EN5-4B, EN5-9E</p>					
Term 2	<p>Unit Title: Resilience (Context; Perspective) Unit Description: This Area of Study requires students to formulate a personal understanding of the concept of Resilience by examining its representation in a range of texts, experiences, cultures and societies. Students examine a range of texts, including extracts from <i>Growing Up Asian in Australia</i>, <i>Growing Up Muslim in Australia</i>, <i>Growing Up Aboriginal</i>, picture books, poetry and non-fiction texts, such as interviews, feature articles, blog posts. Students research a figure who has demonstrated resilience and compose their own interview with this figure.</p> <p>Syllabus Outcomes: EN5-7D, EN5-3B</p>					<p>Unit Title: Resilience (Theme; Authority) Unit Description: In the second half of this unit, students build on their understanding of Resilience by closely studying documentaries about physical resilience ('Stranded', 'Touching the Void') and working in groups to develop a pitch for their own documentary about Resilience. Students make their own short documentaries and showcase them to the school.</p> <p>Syllabus Outcomes: EN5-2A, EN5-9E</p>					
Term 3	<p>Unit Title: Shakespearean Comedies (Code and Convention) Unit Description: Students examine the context of Shakespeare, including the role of drama in entertainment and the contemporary dramatic conventions of comedy. Students read and perform scenes from Merchant of Venice. Students compare and contrast modern comedy and that of Shakespeare's context.</p> <p>Syllabus Outcomes: EN5-8D</p>					<p>Unit Title: Shakespearean Comedies (Literary Value; Genre) Unit Description: Students choose a character and compose a soliloquy from their perspective. Students examine the language conventions, plot structure and characterisation as methods through which Shakespeare creates comedy. Students complete a practice viewing and listening test and receive feedback.</p> <p>Syllabus Outcomes: EN5-1A, EN5-2A</p>					
Term 4	<p>Unit Title: Old Made New (Literary Value, Code and Convention) Unit Description: Students examine the ways in which older texts are revitalised through transformations, adaptations and allusions. Students examine a range of classic prose texts and their film adaptations, depending on their abilities. Students may examine fairy tales or folk tales and modern filmic adaptations/transformations or they may examine classic texts (Jane Austen's <i>Emma</i> or <i>Pride and Prejudice</i>, Mary Shelley's <i>Frankenstein</i>) and their cinematic adaptations/transformations. Students examine the ideas in the text and how these are kept or transformed for a modern context, the plot and characters, the medium of production used and the values that are conveyed by the old and new texts. Through reflection they are guided to understand how the conflict resolution skills gained can extend beyond the classroom to have a real-world application.</p> <p>Syllabus Outcomes: EN2-8B, EN5-6C</p>					<p>Unit Title: Old Made New (Representation, Perspective) Unit Description: In groups, students choose their own text from a different context to their own (different culture or time period) and produce an adaptation into a different form (film to short story, novel to film trailer, poem to film trailer). Students use the skills they have gained in deconstructing different forms of texts throughout the year to compose an effective film/short story/suite of poetry. Students showcase their work to their peers and family through displays at Presentation Night.</p> <p>Syllabus Outcomes: EN5-2A, EN5-4B</p>					

Yr 9/10 Food Technology Assessment Schedule

Teacher: Miss Robertson

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Food Trends and Food Development: Freak Shakes Practical Assessment	Term 1, Week 10	40%	5.5.2, 5.6.1, 5.1.1, 5.1.2, 5.4.1, 5.4.2
Food Trends and Food Development: Food Product Development Task	Term 2, Week 5	60%	5.5.2, 5.6.1, 5.1.1, 5.1.2, 5.4.1, 5.4.2
Semester 2			
Food Equity & Food in Australia: Oz Identity Feature Article	Term 3, Week 8	40%	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1
Yearly Examination: All Topics	Term 4, Week 5	60%	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1

Food Technology Yr 9/10 Scope and Sequence

Teacher: Miss Robertson

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: On the Cutting Edge - Food Trends & Food Product Development</p> <p>Unit Description: Food is a major consideration in consumer spending and an important part of the Australian lifestyle. This unit focuses on current food trends and their acceptance of dining, food presentation and service over the last few years. Food Product Development is an important component of Food Technology. It is driven by consumer demand and market trends. Students will examine case studies and document the process of Food Product Development. In groups, students will be allocated a brief and asked to develop a food product and marketing campaign which addresses the particular food and lifestyle needs of a group.</p> <p>Syllabus Outcomes: 5.5.2, 5.6.1, 5.1.1, 5.1.2, 5.4.1, 5.4.2</p>										
Term 2	<p>Unit Title: On the Cutting Edge - Food Trends & Food Product Development</p> <p>Unit Description: Food is a major consideration in consumer spending and an important part of the Australian lifestyle. This unit focuses on current food trends and their acceptance of dining, food presentation and service over the last few years. Food Product Development is an important component of Food Technology. It is driven by consumer demand and market trends. Students will examine case studies and document the process of Food Product Development. In groups, students will be allocated a brief and asked to develop a food product and marketing campaign which addresses the particular food and lifestyle needs of a group.</p> <p>Syllabus Outcomes: 5.5.2, 5.6.1, 5.1.1, 5.1.2, 5.4.1, 5.4.2</p>										
Term 3	<p>Unit Title: The Oz Identity - Food Equity and Food in Australia</p> <p>Unit Description: Globally and locally not all people have equal access to food and basic living conditions. In this unit, students examine food equity issues and world food distribution patterns. They identify groups at risk of food equity and circumstances that contribute to this situation. They investigate aid agencies and their role in providing relief. The unit also examines factors influencing our distinct Australian cuisine. Students investigate the traditional use of bush foods by Aboriginal peoples and design contemporary foods using bush food ingredients. It also focuses on the European and multicultural influences on food selection and preparation. Students will plan & prepare a variety of meals to meet the nutritional needs of specific at-risk groups and cultural groups in Australia.</p> <p>Syllabus Outcomes: 5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1</p>										
Term 4	<p>Unit Title: The Oz Identity - Food Equity and Food in Australia</p> <p>Unit Description: Globally and locally not all people have equal access to food and basic living conditions. In this unit, students examine food equity issues and world food distribution patterns. They identify groups at risk of food equity and circumstances that contribute to this situation. They investigate aid agencies and their role in providing relief. The unit also examines factors influencing our distinct Australian cuisine. Students investigate the traditional use of bush foods by Aboriginal peoples and design contemporary foods using bush food ingredients. It also focuses on the European and multicultural influences on food selection and preparation. Students will plan & prepare a variety of meals to meet the nutritional needs of specific at-risk groups and cultural groups in Australia.</p> <p>Syllabus Outcomes: 5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1</p>										

Yr 9/10 Geography Assessment Schedule

Teacher: Mr Clough

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Design a Virtual Trip	Term 1, Week 10	50%	GE5-1, GE5-2, GE5-7, GE5-8 SC5-14LW
Skills Test	Term 2, Week 5	50%	GE5-7, GE5-
Semester 2			
Report Comparing Urbanisation Patterns	Term 3, Week 10	50%	GE5-2, GE5-3, GE5-7, GE5-8
Yearly Examination	Term 4, Week 5	50%	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 SC5-14LW

Geography Yr 9/10 Scope and Sequence

Teacher: Mr Clough

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Sustainable Biomes - Biomes Unit Description: The world can be divided into different biomes. Students will examine the different types of biomes and the general processes in each, such as energy flows and cycles of matter. Syllabus Outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8, SCS-14LW</p>						<p>Unit Title: Sustainable Biomes - Changing Biomes Unit Description: People use and alter biomes for food production. Environmental impacts can be minimised using a variety of strategies. These strategies will be assessed in this unit. Syllabus Outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8, SCS-14LW</p>				
Term 2	<p>Unit Title: Sustainable Biomes: Challenges to Food Production Unit Description: Biomes produce food, and there are a variety of factors that influence agricultural yields. There are a number of environmental challenges to food production in Australia and other areas of the world Syllabus Outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>						<p>Unit Title: Sustainable Biomes: Food Security Unit Description: With an increasing population, the world's biomes will need to provide larger quantities of food. Students will investigate the capacity of the world's biomes to achieve sustainable food security for Australia and the world. Syllabus Outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>				
Term 3	<p>Unit Title: Changing Places: Causes and Consequences of Urbanisation Unit Description: The world has become increasingly urbanised. This unit will examine the causes and consequences of this pattern. Syllabus Outcomes: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>						<p>Unit Title: Changing Places: Urban Settlement Patterns Unit Description: Urban settlement patterns differ between Australia and other countries. In this unit students will compare the urban settlement patterns of different countries, and examine the factors responsible for these differences. Syllabus Outcomes: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>				
Term 4	<p>Unit Title: Changing Places: Internal and International Migration Unit Description: There are a variety of reasons for internal and international migration. Students will survey populations to allow an analysis of migration patterns and examine the consequences of these patterns. Syllabus Outcomes: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>						<p>Unit Title: Changing Places: Australia's Urban Future Unit Description: Australia's increasing population provides a variety of challenges. This increase will need to be managed and planned for. Syllabus Outcomes: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>				

Year 9/10 History Assessment Schedule

Teacher: Mrs O'Keefe

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Empathy task – wartime experiences	Term 1, Week 10	50%	HT5-1; HT5-2; HT5-4; HT5-5; HT5-7; HT5-9; HT5-10
Differing perspectives on the ANZAC legend (Spatial retrieval) Persuasive argument	Term 2, Week 4	50%	HT5-1; HT5-2; HT5-4; HT5-5; HT5-7; HT5-9; HT5-10
Semester 2			
Events of WW2 – research task	Term 3, Week 3	30%	HT5-1; HT5-2; HT5-4; HT5-5; HT5-7; HT5-9; HT5-10
Site study investigation (spatial recovery/retrieval)	Term 3, Week 8	30%	HT5-1; HT5-2; HT5-4; HT5-5; HT5-7; HT5-9; HT5-10
Yearly Examination	Term 4, Week 5	40%	HT5-1; HT5-3; HT5-4; HT5-5; HT5-7; HT5-9; HT5-10

History Year 9/10 Scope and Sequence

Teacher: Mrs O'Keefe

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: the making of the modern world, background to Australia's involvement in WW1 Unit Description: An overview of the causes of WW1, why men enlisted and where Australians fought. Syllabus Outcomes: HTS-1; HTS-2</p>						<p>Unit Title: Depth study 3 Australia at war Part 1 – WW1 Gallipoli Unit Description: The scope and nature of warfare Syllabus Outcomes: HTS-1; HTS-2; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>				
Term 2	<p>Unit Title: Depth study 3 Australia at war Part 1 – WW1 Gallipoli (cont) Unit Description: An overview of WW2, why men enlisted and where Australians fought Syllabus Outcomes: HTS-1; HTS-2; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>						<p>Unit Title: Depth study 3 Australia at war Part 2 – WW2 The Pacific Unit Description: An overview of WW2, why men enlisted and where Australians fought. The scope and nature of warfare: outline and sequencing of the changing scope and nature of warfare from WW1 trenches to the Holocaust and the use of atomic bombs to end WW2. An outline of the Australian governments' control on the home front (conscription, propaganda, roles of women, enemy 'aliens', wartime controls censorship. Syllabus Outcomes: HTS-1; HTS-2; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>				
Term 3	<p>Unit Title: The Holocaust Unit Description: An overview of WW2, why men enlisted and where Australians fought. The scope and nature of warfare: outline and sequencing of the changing scope and nature of warfare from WW1 trenches to the Holocaust and the use of atomic bombs to end WW2. An outline of the Australian governments' control on the home front (conscription, propaganda, roles of women, enemy 'aliens', wartime controls censorship. Syllabus Outcomes: HTS-1; HTS-2; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>						<p>Unit Title: The Holocaust Unit Description: Background to anti-Semitism in Europe as a whole Rise of Hitler and the Nazi party – consolidation of power and growth of anti-Semitism – policy, regulations. Timeline of events leading to the Holocaust The Holocaust – stories of victims and survivors Reactions of other countries to the Holocaust after WW2 Syllabus Outcomes: HTS-1; HTS-2; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>				
Term 4	<p>Unit Title: The Holocaust Unit Description: Background to anti-Semitism in Europe as a whole Rise of Hitler and the Nazi party – consolidation of power and growth of anti-Semitism – policy, regulations. Timeline of events leading to the Holocaust The Holocaust – stories of victims and survivors Reactions of other countries to the Holocaust after WW2 Syllabus Outcomes: HTS-1; HTS-2; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>						<p>Unit Title: Popular Culture Unit Description: Identify the nature of popular culture in Australia at the end of WW2 – including music, film and sport. Assess the continuity and change in beliefs and values that have influenced the Australian way of life. Syllabus Outcomes: HTS-1; HTS-3; HTS-4; HTS-5; HTS-7; HTS-9; HTS-10</p>				

Year 9/10 Metals Assessment Schedule

Teacher: Mr Whytcross

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Mail Box Project and Folio	Term 2, Week 5	30%	5.2.1, 5.2.2
Semester 2			
Childrens Digger Project and Folio)	Term 3, Week 9	25%	5.3.1, 5.3.2
Safety Tests, blog and Theory Booklet	Term 4, Week 5	50%	5.4.2, 5.5.1

Metals Yr 9/10 Scope and Sequence

Teacher: Mr Whytcross

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Safety and Introduction to Industrial Technology Metals</p> <p>Unit Description: Students will build on their experiences in the Technology (Mandatory) course including general workshop safety and specific machine and tool safety. Students receive instruction in elementary first aid including alerting them to procedures to follow in the case of accidents in the workshop. Their knowledge of materials is enhanced through specific treatment of the properties and characteristics of a range of metals. Students will gain knowledge, understanding and skills in the responsible selection and safe use of materials, tools and techniques through the completion of mandatory safety tests and participation in safety demonstrations.</p> <p>Syllabus Outcomes: 5.1.1, 5.1.2</p>						<p>Unit Title: Mail box – Measuring/Marking/Cutting</p> <p>Unit Description: This project provides opportunities for the development of knowledge and skills in the use of a variety of elementary hand tools and power tools. It develops students' skills in the marking out, measuring, cutting, joining and finishing of metal. Through the use of mild steel, students are introduced to the importance of metals and sustainable resource use. An understanding of industrial processes and techniques is developed through teacher-led discussion of these practices and techniques as they relate to classroom experiences.</p> <p>Syllabus Outcomes: 5.2.1, 5.2.2</p>				
Term 2	<p>Unit Title: Mail box frame – Welding, Assembly and CAM</p> <p>Unit Description: Students will develop skills in MIG welding which will culminate in the assembly of their Camping BBQ project.</p> <p>Students have the opportunity to further enhance their knowledge of and skills in design through the modification of the BBQ plate, which will be CNC Plasma cut at a local engineering firm where students will gain an insight into the Metal Fabrication industry. Students will develop an understanding of the use of material lists in material preparation and they develop specific workplace communication skills through a focus on freehand sketching, CAD drawing, procedure text types and project-related industrial terminology.</p> <p>Syllabus Outcomes: 5.2.2, 5.4.1, 5.6.1, 5.7.1</p>						<p>Unit Title: Childrens Digger - Lathe</p> <p>Unit Description: This project introduces students to the metal lathe and associated fitting and turning skills and techniques. Skills in marking out, measuring, cutting, shaping, joining and finishing are further developed. Safe work practices are reinforced and students are introduced to the safety requirements for specific tools and equipment introduced in the unit. The selection and use of personal protective equipment for specific processes are emphasised. Students' knowledge of materials is developed through a study of tensile strength in different metals. Project modification deepens student understanding of design while specific focus is placed on the development of cutting lists, material estimation and project costing.</p> <p>Syllabus Outcomes: 5.3.1, 5.3.2</p>				
Term 3	<p>Unit Title: Childrens Digger-MMA Assembly</p> <p>Unit Description: The emphasis of this unit is on Manual Metal Arc Welding. It introduces students to the MMA welder and the associated skills and techniques. It develops specific skills in the selection and preparation of metal for welding, welding techniques and suitable finishing techniques for metal projects. OHS principles and practices are reinforced in this unit with a specific emphasis on machine safety. Students apply their knowledge of metals and its characteristics and features, developed in the previous units, to the design of individual projects. The development of individual designs requires students to apply skills in sketching and orthogonal drawing. They are also introduced to the development and use of templates to be used in the production of the final project. Through an accompanying folio students document the design development of their project.</p> <p>Syllabus Outcomes: 5.2.2</p>						<p>Unit Title: Childrens Digger-Testing and Evaluation</p> <p>Unit Description: Workplace communication skills are emphasised through the targeted areas of orthogonal drawing, recount text type and project-specific industrial terminology. Students learn about and use appropriate information and communication technologies (ICT) including word-processing and spreadsheets to develop and present aspects of their folio. Students undertake a full evaluation of their Childrens Digger in terms of functional(which will include a range of stress testing, economic, aesthetic and environmental qualities and quality of construction which is also communicated through their accompanying folio.</p> <p>Syllabus Outcomes: 5.6.1, 5.7.2</p>				
Term 4	<p>Unit Title: Collaborative school project</p> <p>Unit Description: This unit of work provides the opportunity for students to collaboratively demonstrate their knowledge and skills in design while drawing on experiences from the previous units of work. The design element of the unit requires students to consider the characteristics and working properties of metals and the use of related hardware (hinges, catches etc). Students need to analyse both the functional and aesthetic qualities of design ideas before deciding on a final concept. They are required to produce drawings of both a freehand and CAD engineering plans. OHS is reinforced throughout the unit with particular emphases on tools, equipment and processes specific to the project. Students will create a work method statement for the chosen project. Students employ a range of practical skills and techniques in the development and production of the School Improvement project. Students' knowledge of materials is broadened through the study and use of selected materials and a focus on the suitable finishing of metals for outdoor use</p> <p>Syllabus Outcomes: 5.4.2, 5.5.1</p>						<p>Unit Title: Collaborative School Project</p> <p>Unit Description: Students plan and create a short film documenting the processes undertaken within the collaborative school improvement project. This is presented along with all the accompanying documentation such as plans, cutting and costings lists, work method statements, CAD simulation analysis data to the Principal in an official handover of the completed project. Students will analyse how processes undertaken would differ when undertaken in industry and explore concepts such as Automation, Mechanisation and Specialisation and assess the impact of each on society and the environment.</p> <p>Syllabus Outcomes: 5.4.2, 5.5.1</p>				

Mathematics (Pathways 5.1) Assessment Schedule

Teacher: Mr Kandeepan

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Topic Test 1 - Numbers and Indices	Term 1, Week 8	30%	MA5.1-1WM, MA5.1-3WM, MA5.1-9MG MA5.1-5NA
Topic Test 2 - Algebra	Term 2, Week 2	30%	MA5.1-1 WM MA5.1-3 WM MA5.1-5 NA MA4-8NA
Yr. 9/10 Half Yearly Exam- All topics	Term 2, Week 5	40%	All outcomes above + MA4-10NA MA5.1-6NA
Semester 2			
Topic Test 3 - Data and Co-ordinate geometry	Term 3, Week 5	25%	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-12SP MA5.1-6 NA
Topic Test 4 - Trigonometry and Financial Maths	Term 3, Week 9	25%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM MA5.1-10MG MA5.1-4NA
Year 9 /10 Yearly Exam All Topics	Term 4, Week 5	50%	All outcomes above + MA5.1-8MG

Mathematics (Pathways 5.2 and 5.3) Assessment Schedule

Teacher: Mr Kandeepan

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Topic Test 1 - Numbers and Indices	Term 1, Week 8	30%	MA5.1-1WM, MA5.1-3WM, MA5.1-9MG MA5.1-5NA MA5.2-7NA MA5.3-6NA
Topic Test 2 - Algebra	Term 2, Week 2	30%	MA5.1-1 WM MA5.1-3 WM MA5.1-5 NA MA5.2-6 NA MA5.2-7 NA MA5.3-5NA
Year 9/10 Half Yearly Exam- All topics	Term 2, Week 5	40%	All outcomes above + MA5.3-2WM MA5.3-7NA
Semester 2			
Topic Test 3 - Data and Co- ordinate geometry	Term 3, Week 5	25%	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-12SP MA5.1-6 NA MA5.2-15SP
Topic Test 4 - Trigonometry and Financial Maths	Term 3, Week 9	25%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM MA5.1-10MG MA5.1-4NA MA5.2-13MG
Year 9 /10 Yearly Exam All Topics	Term 4, Week 5	50%	All outcomes above + MA5.1-8MG MA5.2-2 WM MA5.2-11 MG MA5.3-14 MG

Mathematics Year 9/10 Scope and Sequence

Teacher: Mr Kandeepan

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
Term 1	Unit Title: Approximations and Conversions (rounding with significant figures) Unit Description: S4 Fractions, Decimals and Percentages (rounding) Syllabus Outcomes: MA5.1-1WM, MA5.1-3WM, MA5.1-9MG			Unit Title: Indices and Scientific Notation Unit Description: S4 Indices Syllabus Outcomes: MA4-1WM, MA4-3WM, MA4-9NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-9MG, MA5.2-7NA, MA5.3-6NA		Unit Title: Algebra Unit Description: Algebraic Techniques Syllabus Outcomes: MA5.1-1 WM, MA5.1-3 WM, MA5.1-5 NA, MA5.2-1 WM, MA5.2-3 WM, MA5.2-6 NA, MA5.2-7 NA, MA5.3-5NA, MA4-1WM, MA4-3WM,						
	Unit Title: Further Linear Equations Unit Description: Equations and linear relationships. Syllabus Outcomes: MA5.1-1WM, MA5.1-3WM, MA5.1-6NA, MA5.2-9NA, MA5.3-1WM, MA5.3-2WM, MA5.3-7NA, MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA						Unit Title: Data Interpretation and Evaluation Unit Description: Data Collection and Representation and Single Variable Data Analysis. Syllabus Outcomes: MA4-1WM, MA4-3WM, MA4-19SP, MA4-20SP, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP, MA5.2-15SP			Unit Title: Coordinate Geometry Unit Description: Patterns and Algebra and Linear Relationships Syllabus Outcomes: MA5.1-6 NA, MA5.2-1 WM, MA5.2-3 WM, MA5.2-9 NA, MA5.3-1 WM, MA5.3-2 WM, MA5.3-3 WM, MA5.3-8 NA, MA3-1WM, MA3-2WM, MA3-3WM, MA3-8NA		
Term 2	Unit Title: Coordinate Geometry Unit Description: Patterns and Algebra and Linear Relationships Syllabus Outcomes: MA5.1-6 NA, MA5.2-1 WM, MA5.2-3 WM, MA5.2-9 NA, MA5.3-1 WM, MA5.3-2 WM, MA5.3-3 WM, MA5.3-8 NA, MA3-1WM, MA3-2WM, MA3-3WM, MA3-8NA						Unit Title: Right-angled Trigonometry Unit Description: Angles measured to the nearest minute/second and bearings Syllabus Outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.1-10MG, MA5.2-13MG			Unit Title: Earning Money and Taxation Unit Description: S4 Fractions, Decimals and Percentages (calculations with decimals and percentages) and Financial Maths. Syllabus Outcomes: MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA4-1WM, MA4-2WM, MA4-5NA		
	Unit Title: Area and Surface Area Unit Description: Use of Pythagoras; theorem and Area Formulas Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG, MA5.1-1WM, MA5.1-2WM, MA5.1-8MG, MA5.2-1 WM, MA5.2-1 WM, MA5.2-2 WM, MA5.2-11 MG, MA5.3-14 MG						Unit Title: Geometry and Congruence Unit Description: S4 Properties of Geometrical Figures 1 (p Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-11 MG, MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM					
Term 3	Unit Title: Area and Surface Area Unit Description: Use of Pythagoras; theorem and Area Formulas Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG, MA5.1-1WM, MA5.1-2WM, MA5.1-8MG, MA5.2-1 WM, MA5.2-1 WM, MA5.2-2 WM, MA5.2-11 MG, MA5.3-14 MG						Unit Title: Geometry and Congruence Unit Description: S4 Properties of Geometrical Figures 1 (p Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-11 MG, MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM					
Term 4	Unit Title: Area and Surface Area Unit Description: Use of Pythagoras; theorem and Area Formulas Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-12MG, MA4-13MG, MA5.1-1WM, MA5.1-2WM, MA5.1-8MG, MA5.2-1 WM, MA5.2-1 WM, MA5.2-2 WM, MA5.2-11 MG, MA5.3-14 MG						Unit Title: Geometry and Congruence Unit Description: S4 Properties of Geometrical Figures 1 (p Syllabus Outcomes: MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA5.1-1 WM, MA5.1-2 WM, MA5.1-3 WM, MA5.1-11 MG, MA5.2-1 WM, MA5.2-2 WM, MA5.2-3 WM					

Yr 9/10 PASS Assessment Schedule

Teacher: Mrs Conlan

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Create a risk assessment for a chosen sport: Foundations of Physical Activity	Term 1, Week 6	20%	1.1, 1.2, 4.1, 4.2, 4.3 & 4.4
Design a brochure promoting physical activity for people with disabilities: Foundations of a Physical Activity	Term 1, Week 10	30%	2.2, 4.1 & 4.4
Physical Fitness skills assessment: Australia's Sporting Identity – Lifestyle, leisure and recreation.	Term 2, Week 6	50%	1.1, 1.2, 4.1, 4.2, 4.3, 4.4
Semester 2			
Physical activity and sport in society: Home food/activity/screen time diary and interpret findings.	Term 3, Week 8	20%	3.1, 3.2 ,4.1, 4.2, 4.3 & 4.4
Written report – technology and impact on sport: Enhancing participation and performance - Technology, participation and performance.	Term 4, Week 3	20%	1.2, 2.1, 2.2, 4.1
Oral presentation – commercialisation of sport: Enhancing participation and performance - Technology, participation and performance	Term 4, Week 8	20%	1.2, 2.1, 2.2 & 4.4
Yearly Examination: All Topics		40%	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4

PASS Yr 9/10 Scope and Sequence

Teacher: Mrs Conlan

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Foundations of Physical activity – Physical activity for health and Physical fitness. Unit Description: Physical activity is a key contributor to a healthy life. However, participation can be enhanced as benefits such as personal enjoyment and social interaction are experienced. Also discussing ways of developing and measuring physical fitness. Syllabus Outcomes: 1.1, 1.2, 4.1, 4.2, 4.3 & 4.4</p>					<p>Unit Title: Foundations of physical activity – Fundamentals of skill development and participating with safety. Unit Description: Fundamental movement skills provide the basis for participation in all sports and physical activities, specialised movement skills are sport specific and are required for more advanced activities. Discuss risk environments and behaviours and outline the importance of risk assessment and risk management. Syllabus Outcomes: 1.1, 1.2, 4.1, 4.2, 4.3 & 4.4</p>					
Term 2	<p>Unit Title: Australia’s Sporting Identity – Lifestyle, leisure and recreation. Unit Description: The nature of participation in leisure and recreation in Australia is changing due to technology, working hours, domestic duties and other social and cultural factors. Syllabus Outcomes: 1.2, 2.2, 4.1, 4.2 & 4.4</p>					<p>Unit Title: Australia’s Sporting Identity – Physical activity for sport and specific groups. Unit Description: Many factors influence individuals’ and groups’ access to physical activity, including skill level, culture, self-esteem, geographic location and cost. Syllabus Outcomes: 2.2, 4.1 & 4.4</p>					
Term 3	<p>Unit Title: Physical activity and sport in society – Opportunities and pathways in physical activity and sport. Unit Description: The role and importance of volunteers and opportunities for people to have roles related to sports without physically participating. Syllabus Outcomes: 1.2 & 4.1</p>					<p>Unit Title: Physical activity and sport in society – Issues in physical activity and sport: Commercialisation. Unit Description: Commercialisation has provided financial rewards for some groups, particularly male athletes. This has raised equity issues for other groups. Syllabus Outcomes: 1.2, 2.1, 2.2 & 4.4</p>					
Term 4	<p>Unit Title: Enhancing participation and performance - Technology, participation and performance. Unit Description: What impact will technology have on physical activity and sport, will it get more people more active? Syllabus Outcomes: 3.1, 3.2, 4.1, 4.2, 4.3 & 4.4</p>					<p>Unit Title: Enhancing participation and performance - Technology, participation and performance. Unit Description: Will explore the issue of using technology and evaluating its impact, and how to manage technology use in physical activity and sport. Syllabus Outcomes: 3.1, 3.2, 4.1, 4.2, 4.3 & 4.4</p>					

Yr 9/10 PDHPE Assessment Schedule

Teacher: Miss Robertson

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Sporting Performance- Enhancing Drugs Oral Presentation: Influences, Decisions, Consequences	Term 1, Week 10	45%	PD5-6, PD5-7, PD5-9
Half-Yearly Exam	Term 2, Week 5	55%	PD5-9, PD-10
Semester 2			
Diversity Journal: Celebrating diversity	Term 3, Week 10	60%	PD5-2, PD5-3
Just Dance Assessment Task: Fit to dance	Term 4, Week 5	40%	PD5-4, PD5-5

PDHPE Yr 9/10 Scope and Sequence

Teacher: Miss Robertson

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Influences, Decisions, Consequences - Healthy, safe and active lifestyles</p> <p>Unit Description: Students are provided with learning experiences where they are required to critically evaluate and analyse a broad range of key health issues and factors that have the potential to have an impact on young people's health decisions, behaviours and actions. Students examine external influences that may impact on their own and other's ability to make healthy and safe choices. .</p> <p>Syllabus Outcomes: PD5-6, PD5-7, PD5-9</p>										
Term 2	<p>Unit Title: Making a difference: Health, wellbeing and relationships</p> <p>Unit Description: Students plan, rehearse and evaluate options for managing situations where their own and other's health, safety and wellbeing may be at short-term or long-term risk. Students evaluate the effectiveness of help and crisis services available to young people, examine and apply policies and processes for ensuring safe practices when participating in physical activities. Students will also plan and practice responses to emergencies by explaining priority actions and where they may be required to administer them.</p> <p>Syllabus Outcomes: PD5-2, PD5-7</p>					<p>Unit Title: Eat well, live well: Healthy, safe and active lifestyles</p> <p>Unit Description: Students investigate media strategies, marketing and influences associated with health issues affecting young people. Students will explore sources of nutritional information and investigate influences on food choices, diet and habits.</p> <p>Syllabus Outcomes: PD5-9, PD-10</p>					
Term 3	<p>Unit Title: Celebrating diversity: Health, wellbeing and relationships</p> <p>Unit Description: Students explore the importance of social and cultural practice on individual and community participation in physical activity. Investigate the varied perspectives held by Australians on sport and outdoor recreation and examine how diversity is represented in the sports we play today. Students examine how diversity and gender are represented in the media and communities, and investigate the influence these representations have on identity.</p> <p>Syllabus Outcomes: PD5-2, PD5-3</p>					<p>Unit Title: Celebrating diversity: Health, wellbeing and relationships</p> <p>Unit Description: Students investigate community action initiatives implemented by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their community. Critically analyse how individuals have an impact on the identity of others. Students will demonstrate an understanding of empathy and compassion to appreciate difference and diversity through an analysis of individuals and groups including Aboriginal and Torres Strait Islander Peoples.</p> <p>Syllabus Outcomes: PD5-2, PD5-3</p>					
Term 4	<p>Unit Title: Fit to dance – Skill Movement and Performance</p> <p>Unit Description: Dance and sport, Health-related fitness/dance for fitness and Counting, stretching</p> <p>Syllabus Outcomes: PD5-4, PD5-5</p>										

Yr 9/10 Science Assessment Schedule

Teacher: Mr Clough

Task title and type	Term, Week	Weighting	Syllabus outcomes
Semester 1			
Rocket Challenge	Term 1, Week 6	30%	SC5-8WS, SC5-10PW
Persuasive Essay - Radioisotopes	Term 1, Week 11	30%	SC5-7WS, SC5-9WS, SC5-16CW
Individual Research Project	Term 2, Week 5	40%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
Semester 2			
Presentation on a biotechnology	Term 3, Week 3	25%	SC5-14LW, SC5-15LW
Space telescope model	Term 3, Week 7	25%	SC5-9WS, SC5-12ES
Research Task - Evolution	Term 4, Week 1	25%	SC5-7WS, SC5-16CW
Yearly Examination	Term 4, Week 5	25%	All above outcomes

Science Yr 9/10 Scope and Sequence

Teacher: Mr Clough

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
Term 1	<p>Unit Title: Motion Unit Description: The motion of objects can be described and predicted using the laws of physics. Students will learn about Newton's Laws of Motion and use them to explain everyday observations. Syllabus Outcomes: SCS-6WS, SCS-7WS, SCS-8WS, SCS-10PW</p>						<p>Unit Title: Atoms and Radioactivity Unit Description: Scientific understanding changes and is refined over time through a process of review by the scientific community. The structure of atoms will be introduced to students. This will lead to a discussion of radioactivity and its impacts. Syllabus Outcomes: SCS-7WS, SCS-9WS, SCS-16CW</p>				
Term 2	<p>Unit Title: Individual Research Project Unit Description: Students will conduct an investigation into a topic of their own choice. Students will revise key concepts related to experimental design including validity, reliability and accuracy. Syllabus Outcomes: SCS-4WS, SCS-5WS, SCS-6WS, SCS-7WS, SCS-8WS, SCS-9WS</p>						<p>Unit Title: Genetics Unit Description: Advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries. Students will learn about genetics, including the structure of DNA and inheritance. Syllabus Outcomes: SCS-14LW, SCS-15LW</p>				
Term 3	<p>Unit Title: The Universe Unit Description: Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. Scientific ideas about the universe have changed over time due to a process of review by the scientific community. In this unit students will examine Big Bang theory and features of the universe. Syllabus Outcomes: SCS-9WS, SCS-12ES</p>						<p>Unit Title: Evolution Unit Description: The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. Students will use the theory of evolution to explain different observations and apply it to modern day scenarios. Syllabus Outcomes: SCS-7WS, SCS-9WS, SCS-14LW</p>				
Term 4	<p>Unit Title: Periodic Table Unit Description: The atomic structure and properties of elements are used to organise them in the periodic table. In this unit the development of the periodic table will be investigated and its uses in the study of chemistry. Syllabus Outcomes: SCS-6WS, SCS-7WS, SCS-16CW</p>						<p>Unit Title: Electricity Unit Description: Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity. In this unit students will learn about voltage, current and resistance, as well as different types of circuits. Syllabus Outcomes: SCS-6WS, SCS-10PW, SCS-11PW</p>				

Years 7-10 Wellbeing Scope and Sequence

Teacher: Ms Forner

7-10 Wellbeing										
SUBJECT/STAGE	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Term 1	<p>Focus: Resilience</p> <p>Students learn about what resilience is and how they can become resilient this term, through a range of activities including using the 10 week - FRIENDS Resilience program, learning about self-compassion and research-based practices to build self-compassion, such as mindfulness, getting to know their emotional selves and developing positive self-talk. Students will also learn about how to approach challenges, access support and build their support networks.</p>									
Term 2	<p>Focus: Respect</p> <p>Students examine and practice the different ways in which respect manifests, including respect for difference and inclusive behaviour and attitudes. Students participate in Anti-bullying activities to build their capacity to be proactive in preventing bullying and being confident in upstanding behaviour. Students learn how to form and maintain respectful relationships, including, dependent on their age, issues that may arise in intimate, family relationships and friendships.</p>									
Term 3	<p>Focus: Excellence</p> <p>Students set goals for their academic performance in the second semester after their first semester reports have been distributed, based on achieving a standard of excellence in a chosen domain. Students learn about effective methods to assist them in maintaining focus on short and long term goals and tracking progress towards goals. Students learn about the principles of cognitive science that maximise learning and learn how to apply these to study effectively for assessment tasks and exams.</p>									
Term 4	<p>Focus: Responsibility</p> <p>Students learn about aspects of their world they can and cannot control, and learn about the important correlative relationship between rights and responsibilities. Students learn about their responsibilities to their school, family and community, and participate in service to their school and community as part of this term's focus. Students develop and practice ways in which they can take on positions of leadership in the school and community. Through this focus area, students are part of the planning for the direction of Barrellan Central School's activities, events and structures in 2019.</p>									

Please note there are no assessment tasks for wellbeing lessons.