

kurri kurri high school



# ASSESSMENT BOOKLET

YEAR 9 2025

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## YEARS 7-9 STUDENT ASSESSMENT INFORMATION

### ASSESSMENT PROCEDURES

#### Assessments

The overall mark on student's semester reports is based on the student's performance on each of the formal assessment task scheduled for completion during the semester. Each course has assessment tasks with varied weightings contributing to the overall mark. Years 7-9 assessment is designed to determine student achievement across in learning outcomes for any given course. This provides greater scope than is possible from a single task. It gives students the opportunity to demonstrate their knowledge, skills and understanding in a wider range of tasks such as oral, research and practical skills.

#### Notification of Assessment Tasks

Students will receive a written notification of an assessment task at least **two weeks** prior to the due date of the task. Students will complete a CANVAS quiz to date a register to acknowledge receipt of this assessment notification. If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers will upload a copy of the task notification onto CANVAS to ensure all students can access a copy throughout the assessment period.

#### Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via CANVAS or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When submitting an assessment task, tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course. Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher.

Students must sign to reflect that they have submitted their task. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and/or completion takes priority over school events such as: excursions, sporting or school representation. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts.

Tasks submitted after the due date without a successful Student Appeal Form will receive a 25% penalty. After 2 weeks the task will receive an automatic zero mark.



### **Late or Non-Submission of tasks:**

Tasks submitted after the due date without a successful Student Appeal Form, and a valid reason, will receive a 25% penalty. After 2 weeks the task will receive an automatic zero mark.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless a Student Appeal Form is submitted.

To meet the requirements of the Years 7-9 course, students must make a genuine attempt at assessment tasks including when submitting late or otherwise. Students will receive feedback about their response; however, the student would still have a penalised mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a failure to submit assessment task letter will be issued indicating the nature of the work not completed and the future action required of the student to resolve the situation. It is important that students complete this task to develop the skills required of the course.

Extensions may only be granted where there is a legitimate reason for absence approved by the Head Teacher or Deputy Principal. This will only occur after following the appeals process.

### **Non-Serious Attempts**

NESA expects students to attempt all assessment tasks that are set. Students who do not make a serious attempt at assessments may not receive a mark for the assessment concerned and parents will be contacted for a meeting. Any student identified as making a non-serious attempt or a non-attempt will be asked to justify their response with the teacher and Head Teacher of the subject.

**Non-serious attempts** include frivolous or objectionable material. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

**Non-attempts** include those where only multiple-choice questions are attempted.

### **Invalid or Unreliable Tasks**

All assessment tasks go through a rigorous compliance check to ensure that the tasks are deemed valid and reliable before they are issued to students. However, in the chance that an assessment task does not comply with the information outlined in the assessment schedule for the course, the Years 7-9 Deputy will work with the Head Teacher of the faculty to determine if an alternate task should be issued or if student marks will be modified. In extreme cases the task may be deemed invalid and may not count towards the final assessment mark.

Students will be informed of the decision at the outcome of the investigation and given ample opportunity to prepare or resubmit tasks.

## Appeals for Assessment Tasks

Students absent (due to illness or approved leave) from school on the day an assessment task, test or examination is due, must complete and submit a Student Appeal Form within **two days** after their return to school and **no longer than two weeks** after the initial due date of the task, test or examination. The Student Appeal Form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional circumstances (e.g., where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Deputy Principal should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date **must** be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

If the appeal is upheld, students will complete the task set for the assessment they have missed.

“Technological” breakdown (e.g., computer or printer problems) will **NOT** be accepted as reasons for an appeal.

If there is no valid reason for failing to complete an assessment task, the penalised mark must be recorded for that task.

## Malpractice

All work presented in assessment tasks (including submitted works and practical examinations) must be a student’s own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero and will impact their overall result in the course.

Malpractice includes (but is not restricted to) the following:

- copying someone else’s work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero mark may be awarded for the section of the task or for the whole task depending on the amount found to be plagiarised. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, an alternative assessment task may be given.

### **Marking of Assessment Tasks**

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do to improve their performance needs to be given to students as well as their rank and mark for the task. In the cases where there is more than one class for the subject, the task should be marked by one teacher, double marked or a process of corporate marking should be implemented, to maintain consistency of judgement. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept on SharePoint.

### **Submission of Projects, Major Works and Performances**

The development and selection of student projects, major works, exhibitions and performances **must satisfy health and safety requirements**. They must:

- be undertaken within the operating guidelines and directives of education authorities and/or schools
- recognise and reflect relevant state and national legislation, regulations and standards including those relating to workplace health and safety (WHS), animal welfare, dangerous goods, hazardous substances and weapons
- take account of the needs of students, teachers, markers and others, including the general public.

Any Years 7-9 project that might be considered dangerous to health or safety may not be marked.

### **Prohibited weapons, replicas and related articles**

Student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers before they begin their performance.

For many students, their performance or submitted works present an opportunity to explore an issue of personal interest and to express ideas and opinions. While it is understood some performances and submitted works challenge established views, work submitted should not cause offence. Marker should not be confronted by works and performances that the general community would find offensive. Teachers will report any responses or submitted works that contain frivolous or gratuitously objectionable material to Deputy Years 7-9.

## EXAMINATION RULES FOR STUDENTS

It is necessary to have set exam rules to ensure that our Examinations are fair for all students.

Read the following Kurri Kurri High School Examinations Rules very carefully so you are aware of your responsibilities.

1. Students are responsible for knowing their own exam timetable, for arriving on time for an exam and for ensuring they attempt the correct exam paper. A student who misses an exam as a result of misreading the exam timetable will receive a zero mark.
2. All students are to arrive at least 15 minutes before the starting time of the paper. No student will receive extra time if he/she arrives late for an examination.
3. Students will sit in rows as instructed by the supervising teacher.
4. Mobile phones are not permitted in the examination room (GYM). Mobile phones must be left in bags and must be turned off. Students who have a mobile phone in an exam will receive zero for that paper.
5. All bags, books etc. must be left outside the exam room (GYM) in the designated area. Food and drink are not permitted in the examination room.
6. Students should provide all the necessary equipment required for each exam. E.g.: pens, pencils, ruler, calculator, eraser etc. Borrowing of equipment is not permitted during the examination.
7. Pencil cases are not permitted in the exam room (GYM).
8. Behaviour during the exam must not disturb other students and must be in line with school expectations. Eating and drinking, talking, shuffling of papers, turning around, creating noises etc. is not permitted. A student who persists in causing a disruption of any kind may be removed from the exam and have his/her exam paper cancelled.
9. A student suspected of, or caught cheating during an exam will have his/her exam paper taken. Parents will be contacted and disciplinary action in accordance with the school's policy will occur.
10. You must see Stage 5 Deputy if you miss an exam for any reason. Examinations are to take priority over all other activities such as: sport, medical appointments and driving tests. In certain cases, special consideration may be given for students who have an exceptional reason to miss an exam paper. Such students will need to produce certain documentation. Except in the case of unexpected illness or misadventure, an Appeals Form must be completed before the examination. It is the student's responsibility to complete an Appeals Form If an exam is missed.
11. A student does not make a serious attempt in an examination may receive a zero. This includes answers that contain frivolous or objectionable material.
12. Students are not permitted to leave the examination room prior to the completion time of the paper. Students who complete their work early should spend their time checking through their paper and ensuring that they have done their best.
13. No examination material may be taken from the exam room (GYM) by any student.
14. It is the responsibility of each student to ensure that all exam answers are collected at the conclusion of the examination.
15. If a student does not attempt a question in an exam paper – he/she must still submit a response that states: e.g. Question X – Not Attempted.
16. Students are required to wear full school uniform for each examination.



Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Electives: Dance, Industrial Technology Timber, Industrial Technology Metal, Textiles Technology
Week 7	HSIE, PDHPE
Week 8	Science, Mathematics
Week 9	Electives: Child Studies, Commerce, Marine studies, Design & Technology

Term 3	
Week 1	PDHPE
Week 2	
Week 3	HSIE
Week 4	Electives: Dance, Design & Technology, Industrial Technology Metal, PASS
Week 5	
Week 6	Mathematics
Week 7	PDHPE
Week 8	Electives: Child Studies, Commerce, Food Technology, Music, Visual Design.
Week 9	English, Science
Week 10	PDHPE

Term 2	
Week 1	
Week 2	Electives: PASS
Week 3	Electives: Dance
Week 4	English, HSIE
Week 5	Mathematics
Week 6	Electives: Marine Studies
Week 7	
Week 8	Electives: Child Studies, Commerce, Food Technology, Industrial Technology Timber, Industrial Technology Metal, Music, Visual Arts
Week 9	Science

Term 4	
Week 1	
Week 2	HSIE
Week 3	Electives: Commerce, Dance, Design & Technology, Industrial Technology Timber, Marine studies, PASS, Textiles Technology, Visual Arts
Week 4	English, Science
Week 5	Mathematics
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

## **ADVICE TO STUDENTS IN MANAGING ASSESSMENT SCHEDULES**

- Be positive and optimistic.
- Ensure that you are familiar with the Assessment Schedules relevant to your pattern of study.
- As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment schedule for each term has been mapped out for you. Use the assessment calendar and a diary or electronic calendar to help with your organisation.
- Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty - the Classroom Teacher in the first instance, and then the Head Teacher of the subject concerned.
- If issues with your health and wellbeing are impacting your learning, contact your Teachers and Year Advisers so that guidance and support can be discussed.
- Inform your teacher if you know that you will be absent before a task is due and hand in the task before time.
- Submit an Illness/Misadventure Appeal Form if you are unable to submit the task as required on the due date due to illness or misadventure.



**SCOPE**

**& SEQUENCES**

**ASSESSMENT**

**SCHEDULES**

## 2025 - Year 9 Scope & Sequence

**Faculty: English**

**Subject: English**

**Year: 9**

**Core skills for Year 9:** Building upon Stage 4 foundational skills in reading, writing, viewing, listening, speaking and representing. Understanding and using common language devices across various forms as they experiment with texts to create their own. Building skill in the composition of analytical writing that is argument driven and substantiated with well chosen textual references.

	1	2	3	4	S	6	7	8	9	10	11
..... E {!!	<p><b>Project/Title/Unit:</b> Words cast in shadow... Reading in order to write</p> <p><b>Content Focus and Syllabus Skills:</b>  <i>Text requirements:</i> Drama, supplementary text (spoken), supplementary text (diverse perspective)  <i>Models:</i> Speaking, reading, writing  <i>Skills focus (including literacy):</i> Reading and performing drama, familiarisation with dramatic techniques, <b>appropriate form, using devices, reflection</b></p> <p><b>Outcomes:</b> Aspects of ENS-RVL-01, ENS-URB-01, ENS-ECA-01, ENS-ECB-01</p> <p><b>Numeracy:</b> Working mathematically through communicating reasoning, understanding and problem solving - ratios and rates,, probability (predicting outcomes within storytelling), data classification, visualisation and analysis (representing aspects of texts using mathematic visualisation tools)</p> <p><b>Portfolio Milestones:</b> Persuasive piece, discursive piece, imaginative piece and end of unit reflection</p>										

	1	2	3	4	S	6	7	8	9	10
N ci LJ	Project 1 cont.				<p><b>Project/Title/Unit:</b> What's the mystery OR what's the magic? Genre study</p> <p><b>Content Focus and Syllabus Skills:</b>  <i>Text requirements:</i> Supplementary text (short prose), extended prose, film  <i>Models:</i> Reading, writing  <i>Skills focus (including literacy):</i> Reading prose, language techniques, <b>argument, substantiating with evidence</b></p> <p><b>Outcomes:</b> Aspects of ENS-RVL-01, ENS-URA-01, ENS-URC-01, ENS-ECA-01</p> <p><b>Numeracy:</b> Working mathematically through communicating reasoning, understanding and problem solving - ratios and rates,, probability (predicting outcomes within storytelling), data classification, visualisation and analysis (representing aspects of texts using mathematic visualisation tools)</p>					
				AT1						

L J	1									10
	Project 2 cont.	2	3	4	S	6	7	8	9	Project/Title/Unit: We all have something we wish we could say - what's your message? Interpreting poetry
										AT2

st e L J	1	2	3	4	5	6	7	8	9	10
	Project/Title/Unit: We all have something we wish we could say - what's your message? Interpreting poetry									
	<b>Content Focus and Syllabus Skills:</b> <i>Text requirement/s:</i> Supplementary text (diverse perspective, may include disability), supplementary text (Aboriginal or Torres Strait Islander), collection of poetry, supplementary text (multimodal - shorter texts and video clips) <i>Mode/s:</i> Listening, speaking, reading, writing <i>Skills focus (including literacy):</i> Reading poetry, language techniques, <b>thinking critically about texts, links between texts, sophisticated writing</b>									
	<b>Outcomes:</b> Aspects of ENS-RVL-01, ENS-URA-01, ENS-URB-01, ENS-URC-01, ENS-ECA-01  <b>Numeracy:</b> Working mathematically through communicating reasoning, understanding and problem solving - ratios and rates,, data classification, visualisation and analysis (representing aspects of texts using mathematic visualisation tools)									
				AT3						

**Course: 9 English Kurri Kurri High School**  
**Year 9 English Assessment Schedule 2025**

**Head Teacher: S.Golding**

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
Topic	Words cast in shadow...	What's the mystery/magic?	We all have something we wish we could say - what's your message?
Name of Task	Portfolio	Planner+ Analytical Piece	Analytical Piece (in class - timed conditions)
Brief Description	Students have worked through a variety of written forms (informative, persuasive, imaginative, discursive, reflective) throughout this topic and examined a Drama text in detail, learning to respond in varied ways to build their confidence as English students.	Students will read and analyse a prose fiction text, learning to write longer analytical responses. In preparation for this, they will participate in planning with their classroom teacher where they can prepare their thinking and develop an essay plan.	Students will read and analyse a series of poems, learning to write longer analytical responses and analytical responses under timed conditions.
Components	Students <b>will</b> refine a portfolio of work that they have added to throughout the topic. They will select two pieces that they would like to edit and publish as part of this process.	Students will begin to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen textual references. They will come to understand that good writing comes from effective planning.	Students will continue to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen textual references. They <b>will</b> be supported with textual annotations to refer to when writing under timed conditions for the first time.
Syllabus Outcomes Assessed	EN5-ECA-01 EN5-ECB-01	EN5-URB-01 EN5-URC-01	EN5-RVL-01 EN5-URA-01
Weighting	40%	30%	30%
Appendix (Outcomes, Aols)	EN5-ECA-01 /20 (form and devices of refined piece) EN5-ECB-01 /10 (effort, drafting, overall application) EN5-ECB-01 /10 (reflection)	EN5-URB-01 /10 (planner) EN5-URC-01 /20 (overall argument, analysis, awareness of representation)	EN5-RVL-01 /15 (extended response - ideas and argument) EN5-URA-01 /15 (extended response - analysis)

**Course: 9 English    Kurri Kurri High School**  
**Year 9 English Assessment Schedule 2025 (HPGE)**

**Head Teacher: S.Golding**

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
Topic	Words cast in shadow...	What's the mystery/magic?	We all have something we wish we could say - what's your message?
Name of Task	Portfolio ( <i>nuanced use of language devices expected</i> )	Planner+ Analytical Piece ( <i>longer analytical response required</i> )	Analytical Piece (in class - timed conditions) ( <i>intertextuality required and longer analytical response</i> )
Brief Description	Students have worked through a variety of written forms (informative, persuasive, imaginative, discursive, reflective) throughout this topic and examined a Drama text in detail, learning to respond in varied ways to build their confidence as English students.	Students will read and analyse a prose fiction text, learning to write longer analytical responses. In preparation for this, they will participate in planning with their classroom teacher where they can prepare their thinking and develop an essay plan.	Students will read and analyse a series of poems, learning to write longer analytical responses and analytical responses under timed conditions.
Components	Students <b>will</b> refine a portfolio of work that they have added to throughout the topic. They will select two pieces that they would like to edit and publish as part of this process.	Students will begin to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen textual references. They will come to understand that good writing comes from effective planning.	Students will continue to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen textual references. They <b>will</b> be supported with textual annotations to refer to when writing under timed conditions for the first time.
Syllabus Outcomes Assessed	EN5-ECA-01 EN5-ECB-01	EN5-URB-01 EN5-URC-01	EN5-RVL-01 EN5-URA-01
Weighting	40%	30%	30%
Appendix (Outcomes, Aols)	EN5-ECA-01 /20 (form and devices of refined piece) EN5-ECB-01 /10 (effort, drafting, overall application) EN5-ECB-01 /10 (reflection)	EN5-URB-01 /10 (planner) EN5-URC-01 /20 (overall argument, analysis, awareness of representation)	EN5-RVL-01 /15 (extended response - ideas and argument) EN5-URA-01 /15 (extended response - analysis)

## 2025 - Scope & Sequence

Faculty: Mathematics Subject: Mathematics Year: 9

.... E..  LJ	1	2	3	4	5	6	7	8	9	10
	TRIGONOMETRY A MAS-TRG-C-01, MAO-WM-01  Applies trigonometric ratios to solve right angled triangle problems  Literacy: Maths specific terminology Numeracy: Understanding geometric properties, understanding units of measurement			EQUATIONS A MAS-EQU-C-01, MAO-WM-01  Solves linear equations of up to 3 steps, limited to one algebraic fraction  Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Number patterns and algebraic thinking			AREA AND SURFACE AREA A MAS-ARE-C-01, MAO-WM-01  Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids  Literacy: Maths specific terminology Numeracy: Understanding units of measurement			
							ATI = 20 %			

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## 2025 - Scope & Sequence

Faculty: Mathematics

Subject: Mathematics

Year: Nine

	1	2	3	4	5	6	7	8	9	10
LJ	<b>PROBABILITY A</b> <i>MAS-PRO-C-01, MAO-WM-01</i>  Solves problems involving probabilities in multistage chance experiments and simulations  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Understanding chance			<b>ALGEBRAIC TECHNIQUES A</b> <i>MAS-ALG-C-01, MAO-WM-01</i>  Simplifies algebraic fractions with numerical denominators and expands algebraic expressions  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Interpreting and representing data			<b>NON LINEAR RELATIONSHIPS A</b> <i>MAS-NLI-C-01, MAO-WM-01</i>  Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts  Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Number patterns and algebraic thinking			
						AT3 = 30 %				

	1	2	3	4	5	6	7	8	9	10
LJ	<b>FINANCIAL MATHEMATICS A</b> <i>MAS-F/N-C-01, MAO-WM-01</i>  Solves financial problems involving simple interest, earning and spending money  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: understanding money			<b>DATA ANALYSIS A</b> <i>MAS-DAT-C-01, MAO-WM-01</i>  Compares and analyses datasets using summary statistics and graphical representations  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Interpreting and representing data			<b>NUMBERS OF ANY MAGNITUDE</b> <i>MAS-MAG-C-01, MAO-WM-01</i>  Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures  Literacy: Spelling of maths specific terminology Numeracy: Quantifying numbers			
						AT4 = 20 %				

# Kurri Kurri High School

## Year 9 Assessment Schedule 2025

Course: **Mathematics**

Head Teacher: **Mrs J. O'Neill**

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	<b>Term 1, Week 10</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 6</b>	<b>Term 4, Week 5</b>
Topic	Trigonometry A+ Equations A	Area and Surface Area A+ Indices	Volume A, Linear Relationships A, Probability A	, Algebraic Techniques A, Non Linear Relationships A, Financial Mathematics A
Name of Task	<b>Term 1 Assignment</b>	<b>Canvas Quizzes</b>	<b>Year 9 Portfolio</b>	<b>Semester 2 Examination</b>
Brief Description	Students will be given a hard copy assignment to complete. Students will solve a range of problems from the first two topics, showing full working out for each solution. Students will be given class time at the end of each topic to complete some of their assignment, but students may also choose to complete additional work on this task at home.	Students will complete a series of quizzes using the CANVAS platform to assess their understanding of the Surface Area and Indices topics. These quizzes will be completed in class time. Students will be able to refer to their Mathematics book to assist them in complete each quiz.	Students will complete a series of mini quizzes throughout the topics being assessed. These lessons will be listed in the Canvas course. Students will complete each mini quiz in the first 15 minutes of the lesson in test conditions. Each class will also have one period of class time allocated complete any remaining quizzes in Week 6, Term 3.	Students will complete a formal examination in test conditions. Students will be provided with time in class to prepare a double-sided page of notes which they will be able to bring into the exam. The exam will be completed in the first lesson of Week 5, Term 4.
Components	Assignment consisting of Section 1, Section 2, Section 3	Canvas Quizzes	Portfolio consisting of 7 - 8 mini quizzes	Examination Notes Sheet
Syllabus Outcomes Assessed	MAS-TRG-C-01, MAS-EQU-C-01,	MAS-ARE-C-01, MAS-INC-C-01	MAS-VOL-C-01, MAS-LIN-C-01 MAS-PRO-C-01,	MAS-ALG-C-01, MAS-NLI-C-01 MAS-FIN-C-01
Skills Assessed	MA0-WM-01	MA0-WM-01	MA0-WM-01	MA0-WM-01
Weighting	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

## 2025 - Scope & Sequence

Faculty: Mathematics Subject: Mathematics – Enrichment Year: 9

	1	2	3	4	5	6	7	8	9	10
E	<b>TRIGONOMETRY</b> <i>MAS-TRG-C-01, MAS-TRG-C-02, MAO-WM-01</i>			<b>EQUATIONS A</b> <i>MAS-EQU-C-01, MAO-WM-01</i>			<b>AREA AND SURFACE AREA</b> <i>MAS-ARE-C-01, MAS-ARE-P-01, MAO-WM-01</i>			
	<p>Applies trigonometric ratios to solve right angled triangle problems</p> <p>Applies trigonometry to solve problems, including bearings and angles of elevation and depression</p> <p>Literacy: Maths specific terminology Numeracy: Understanding geometric properties, understanding units of measurement</p>			<p>Solves linear equations of up to 3 steps, limited to one algebraic fraction</p> <p>Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Number patterns and algebraic thinking</p>			<p>Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids</p> <p>Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems</p> <p>Literacy: Maths specific terminology Numeracy: Understanding units of measurement</p>			
LJ								All= 30%		

	1	2	3	4	5	6	7	8	9	10
N	<b>INDICES</b> <i>MAS-INO-C-01, MAS-INO-P-02, MAO-WM-01</i>			<b>VOLUME</b> <i>MAS-VOL-C-01, MAS-VOL-P-01, MAO-WM-01</i>			<b>LINEAR RELATIONSHIPS A</b> <i>MAS-L/N-C-01</i>			
	<p>Simplifies algebraic expressions involving positive integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>Applies the index laws to operate with algebraic expressions involving negative integer indices</p> <p>Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Quantifying numbers, number patterns and algebraic thinking</p>			<p>Solves problems involving the volume of composite solids consisting of right prisms and cylinders</p> <p>Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids</p> <p>Literacy: Maths specific terminology, Numeracy: Understanding units of measurement</p>			<p>Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools</p> <p>Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Number patterns and algebraic thinking</p>			
LJ					AT2 = 20 %					

		1	2	3	4	5	6	7	8	9	10
m E {.	LJ	<b>PROBABILITY A</b> <i>MAS-PRO-C-01, MAO-WM-01</i>  Solves problems involving probabilities in multistage chance experiments and simulations  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Understanding chance			<b>ALGEBRAIC TECHNIQUES</b> <i>MAS-ALG-C-01, MAS-ALG-P-01, MAO-WM-01</i>  Simplifies algebraic fractions with numerical denominators and expands algebraic expressions Simplifies algebraic involving indices, and expands and factorises algebraic expressions  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Interpreting and representing data				<b>NON LINEAR RELATIONSHIPS A</b> <i>MAS-NL/-C-01, MAO-WM-01</i>  Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts  Literacy: Spelling, punctuation, grammar, maths specific terminology Numeracy: Number patterns and algebraic thinking		
								AT3 = 30 %			

E	1	2	3	4	5	6	7	8	9	10
	<b>FINANCIAL MATHEMATICS A</b> <i>MAS-FIN-C-01, MAO-WM-01</i>  Solves financial problems involving simple interest, earning and spending money  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: understanding money			<b>DATA ANALYSIS</b> <i>MAS-DAT-C-01, MAS-DAT-C-02, MAO-WM-01</i>  Compares and analyses datasets using summary statistics and graphical representations Displays and interprets datasets involving bivariate data  Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Interpreting and representing data				<b>NUMBERS OF ANY MAGNITUDE</b> <i>MAS-MAG-C-01, MAO-WM-01</i>  Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures  Literacy: Spelling of maths specific terminology Numeracy: Quantifying numbers		
					AT4 = 20 %					

# Kurri Kurri High School

## Year 9 Assessment Schedule 2025

**Course: Mathematics - Enrichment**

**Head Teacher: Mrs J. O'Neill**

	Task 1	Task 2	Task 3	Task4
Due Date/ Date of Task	Term 1, Week 11	Term 2, Week 4	Term 3, Week 6	Term 4, Week 5
Topic	Trigonometry+ Equations A	Area and Surface Area + Indices	Volume, Linear Relationships A, Probability A	Algebraic Techniques, Non Linear Relationships A, Financial Mathematics A
Name of Task	Term 1 Assignment	Canvas Quizzes	Year 9 Portfolio	Semester 2 Examination
Brief Description	Students will be given a hard copy assignment to complete. Students will solve a range of problems from each of the Term 1 topics, showing full working out for each solution. Students will be given class time at the end of each topic to complete some of their assignment, but students may also choose to complete additional work on this task at home.	Students will complete a series of quizzes using the CANVAS platform to assess their understanding of the Surface Area & Indices topics. These quizzes will be completed in class time. Students will be able to refer to their Mathematics book to assist them in complete each quiz.	Students will complete a series of mini quizzes throughout the topics being assessed. These lessons will be listed in the Canvas course. Students will complete each mini quiz in the first 15 minutes of the lesson in test conditions. Each class will also have one period of class time allocated complete any remaining quizzes in Week 6, Term 3.	Students will complete a formal examination in test conditions. Students will be provided with time in class to prepare a double-sided page of notes which they will be able to bring into the exam. The exam will be completed in the first lesson of Week 5, Term 4.
Components	Assignment Section 1: Trigonometry Assignment Section 2: Equations	Canvas Quizzes	Portfolio consisting of 9 - 10 mini quizzes	Examination Notes Sheet
Syllabus Outcomes Assessed	<b>MAS-TRG-C-01, MAS-TRG-C-02, MAS-EQU-C-01</b>	<b>MAS-ARE-C-01, MAS-ARE-P-01 MAS-IND-C-01, MAS-IND-P-01</b>	<b>MAS-VOL-C-01, MAS-VOL-P-01, MAS-LIN-C-01, MAS-PRO-C-01,</b>	<b>MAS-ALG-C-01, MAS-ALG-P-01 MAS-NLI-C-01, MAS-FIN-C-01</b>
Skills Assessed	MA0-WM-01	MA0-WM-01	MA0-WM-01	MA0-WM-01
Weighting	<b>30%</b>	<b>20%</b>	<b>35%</b>	<b>15%</b>

## Year 9 Science Scope and Sequence 2025

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Topic 1: Energy</p> <p>Outcomes: SCS-EGY-01, SCS-WS-01, SCS-WS-04, SCS-WS-07</p> <p>Content focus: Law of conservation of energy Sources of energy Electrical energy Global future energy needs Energy in context</p> <p>Skills: selecting and using scientific tools for accurate observations, conducting investigations, problem solving.</p> <p>Literacy: SST</p> <p>Numeracy: data analysis, graphs, tables</p>									
								ATI: knowledge and data analysis task		
	1	2	3	4	5	6	7	8	9	10
TERM 2	<p>Topic 2: Resources</p> <p>Outcomes: SCS-MAT-01, SCS-WS-03, SCS-WS-07, SCS-WS-08</p> <p>Content focus: Resources Chemistry of organic compounds Polymers Materials in context</p> <p>Skills: planning investigations, problem-solving, communication skills</p> <p>Literacy: SST</p> <p>Numeracy: data analysis, graphs, tables</p>									
									AT2: knowledge and skills	
	1	2	3	4	5	6	7	8	9	10
TERM 3	<p>Topic 3: Disease (including depth study)</p> <p>Outcomes: SCS-DIS-01, SCS-WS-06, SCS-WS-08</p> <p>Content focus: Homeostasis Infectious Non-infectious disease Disease control and prevention Disease in context</p> <p>Skills: analysing data and information, communicating scientific arguments with evidence</p> <p>Literacy: verbs, grammar, SST</p> <p>Numeracy: data analysis, graphs, tables</p>									
									AT3: verb responses	
	1	2	3	4	5	6	7	8	9	10
TERM 4	<p>Topic 4: Environmental Sustainability</p> <p>Outcomes: SCS-ENV-01, SCS-WS-06, SCS-WS-07</p> <p>Content Focus: Sustainability Climate science Impacts of present-day climate change Alternative resource use and recycling Environmental sustainability</p> <p>Skills: analysing data and information, problem-solving</p> <p>Literacy: SST</p> <p>Numeracy: data analysis, graphs, tables</p>									
				AT4: knowledge and skills						

## Year 9 Science Assessment Schedule 2025

	Task 1	Task 2	Task 3	Task 4
<b>Due date / Task timing</b>	Term 1 Week8	Term 2 Week9	Term 3 Week9	Term4 Week4
<b>Topic</b>	Energy	Resources	Diseases	Environmental Sustainability
<b>Name of task</b>	Knowledge and Data Analysis Task	Knowledge and Skills	Verb Responses	Knowledge and Skills
<b>Brief Description</b>	Students will analyse data and information related to observations and investigations in the energy topic.	Students will complete a knowledge and skills task based on the content and skills learned during this topic.	Students will complete a series of short response questions on content related to disease and coordination systems. Students will need to be familiar with the verbs - identify, describe, explain, analyse, evaluate	Students will complete a knowledge and skills task based on the content and skills learned during this topic. Questions will include multiple choice, short answer and verb responses.
<b>Components</b>	Law of conservation of energy, sources of energy, electrical energy, global future energy needs, energy in context	Resources, chemistry of organic compounds, polymers, materials in context	Homeostasis, infectious and non-infectious disease, disease control and prevention, disease in context	Sustainability, climate science, impacts of present-day climate change, alternative resource use and recycling, environmental sustainability
<b>Syllabus Outcomes</b>	SCS-EGY-01 SCS-WS-01, SCS-WS-04	SCS-MAT-01 SCS-WS-07, SCS-WS-08	SCS-DIS-01 SCS-WS-08	SCS-ENV-01 SCS-WS-06, SC4-WS-07
<b>Skills assessed</b>	Analysing data and information from observations	Graphs and tables/ communicating Problem-solving	Responding to verbs (identify, describe, explain, analysis, evaluate) Communicating	Analysing data and information Problem-solving
<b>Weightings</b>	25%	25%	25%	25%

## 2025 - Year 9 Scope & Sequence

Faculty: HSIE

Subject: History & Geography

Head Teacher: A. Stewart

	1	2	3	4	5	6	7	8 Wellbeing Week	9	10
.t E..	<b>Title/ Unit: HISTORY- Depth Study 3- CORE STUDY- Australians at War: World War I (1914-1918)</b> <b>Content Focus:</b> An overview of the causes of WWI- why men enlisted and where Australians fought; the scope and nature of warfare; significant events and the experiences of Australians at war; roles and contributions of women, Aboriginals and Torres Strait Islanders; impact of the wars on Australia; significance of the wars to Australia; and commemorations and the nature of the ANZAC legend <b>Outcomes:</b> HTS-1, HTS-2, HTS-4, HTS-5, HTS-7, HTS-9, HTS-10 <b>Historical concepts:</b> Cause and effect, Perspectives, Significance, Contestability <b>Historical skills:</b> Comprehension: chronology, terms and concepts; Analysis and use of sources; Perspectives and interpretations; Empathetic understanding; Research; Explanation and communication <b>Literacy:</b> Reading- literal comprehension (RAP+ FoR strategies}, vocabulary- Tier 2 +3 (SST}; visual literacy; and academic writing strategies- passive voice, theme position; and subject-specific terminology <b>Numeracy:</b> Chronological sequencing of events; additive strategies; and interpreting, analysing and graphing historical statistical data (whole numbers, decimals and percentages} <b>Assessment Information:</b> Propaganda Source Analysis (Weighting- 25%} Term 1, Week 7						<b>GEOGRAPHY - Sustainable Biomes</b> <b>Outcomes:</b> GES-1, GES-2, GES-3, GES-5, GES-7, GES-8 <b>Content Focus:</b> biomes; changing biomes; biomes produce food; challenges to food production; and food security <b>Geographical concepts:</b> Place, Space, Environment, Sustainability <b>Geographical Inquiry skills:</b> Acquiring geographical information, Processing geographical information, Communicating geographical information			
							ATI			

	1	2	3	4	5	6	7	8 Wellbeing Week	9	10
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N E ..	<b>Title/ Unit: GEOGRAPHY- Sustainable Biomes</b> <b>Geographical Tools:</b> Maps, Fieldwork, Spatial Technologies <b>Literacy:</b> Summarising strategies; Academic Writing- Genre: structured informational report writing (common genre for Stage 6 HSIE subjects), Academic Writing strategies: consolidating academic writing strategies- passive voice, theme position, connective language, nominalisation, complex noun groups with subject-specific terminology and evaluative language, explicit teaching of multiple-choice skills <b>Numeracy:</b> Interpreting and analysing graphs and statistics; Using statistical evidence to support communication of geographical information; fieldwork- observing, measuring, collecting and recording data (could include surveys/interviews, use of instruments such as weather instruments, compasses, GPS)	<b>Title/ Unit: HISTORY- DEPTH STUDY 1- MAKING A BETTER WORLD?- Movement of Peoples (1750-1901)</b> <b>Content Focus:</b> The influence of the Industrial Revolution on the movement of peoples throughout the world, including the Transatlantic Slave Trade and convict transportation; the experiences of slaves, convicts and free settlers upon departure, their journey aboard, and their reactions on arrival, including the Australian experience; changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia; AND the short and long-term impacts of the movement of peoples during this period, culminating in the problematic question of whether these events made the world a better place. <b>Outcomes:</b> HTS-1, HTS-2, HTS-4, HTS-6, HTS-8, HTS- 9, HTS-10

LJ	<b>Assessment Information:</b> Fieldwork Investigation (Weighting- 25%) Term 2, Week 4							
				AT2				

m E {!.	1	2	3	4	5	6	7	8 Wellbeing Week	9	10
	<b>Historical concepts:</b> Continuity and change, Cause and effect, Empathetic understanding <b>Historical skills:</b> Comprehension: chronology, terms and concepts; Analysis and use of sources; Perspectives and interpretations; Empathetic understanding; Research; Explanation and communication <b>Literacy:</b> Identifying main idea & summarising; vocabulary-Tier 2 & 3 (SST); academic writing strategies- theme position, connectives; and complex noun groups with subject-specific terminology <b>Numeracy:</b> Chronological sequencing, interpretation of maps and statistical data- percentages (whole numbers and decimals) <b>Assessment Information:</b> Research & Extended Response (Weighting- 25%) Term 3, Week 3				<b>Title/ Unit: GEOGRAPHY- Changing Places</b> <b>Content Focus:</b> Causes and consequences of urbanisation; Urban settlement patterns; Internal migration; International migration; and Australia's urban future <b>Outcomes:</b> GES-2, GES-3, GES-5, GES-7, GES-8 <b>Geographical concepts:</b> Place, Interconnection, Scale, Change <b>Geographical Inquiry skills:</b> Acquiring geographical information, Processing geographical information, Communicating geographical information <b>Geographical Tools:</b> Graphs and Statistics, Visual Representations <b>Literacy:</b> Vocabulary- Tier 2 & 3 (SST); literal comprehension; identifying perspective in texts; and creating visual texts <b>Numeracy:</b> Interpreting and analysing geographical data using geographical tools- interpreting maps, graphs and statistics; and visual representations <b>Assessment Information:</b> Short Answer Test (Weighting- 25%) Term 4, Week 2					
LJ			AT3							

	1	2	3	4	5	6	7	8 Wellbeing Week	9	10
	GEOGRAPHY- Changing Places			<b>Title/ Unit: HISTORY- CORE: DEPTH STUDY 3: Australians at War- World War II (1939-1945)</b> <b>Outcomes:</b> HTS-1, HTS-2, HTS-4, HTS-5, HTS-7, HTS-9, HTS-10 <b>Content Focus:</b> An overview of the causes of WWII- where Australians fought; the scope and changing nature of warfare; significant events and the experiences of Australians at war; role and contributions of women, Aboriginal and Torres Strait						

LJ

## Year 9 HSIE (Mixed Ability) Assessment Schedule 2025

**Course: History & Geography**

**Head Teacher: A Stewart**

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1, Week 7	Term 2, Week 4	Term 3, Week 3	Term 4, Week 2
Topic	HISTORY- Australians at War (Core Study: Depth Study 3)	GEOGRAPHY- Sustainable Biomes	HISTORY- Movement of Peoples (Depth Study 1: Making a better world?)	GEOGRAPHY- Changing Places
Name of Task	Propaganda Source Analysis	Fieldwork Task	Extended Response	Short Answer Test
Brief Description	<p><b>In-class task: Part A- Multiple Choice-</b> Students analyse WWI enlistment propaganda sources (taught in class during the topic); and demonstrate their understanding in multiple choice questions.</p> <p><b>In-class task: Part B- Short answer response-</b> Students will select ONE WWI enlistment propaganda poster and draft a short answer response arguing why it would have been the most effective propaganda poster. Students will then write a final version during the in-class task.</p>	<p><b>Fieldwork:</b> Students will work in groups to collaboratively research and gather data and evidence about sustainability and the ways that biomes are altered for productivity.</p> <p><b>Report:</b> Students will independently write a report outlining their investigation methods, findings and the conclusions that can be drawn from them.</p>	<p><b>Research:</b> Students research and select relevant historical sources/ evidence to substantiate an extended response on slavery in the Trans-Atlantic Slave period.</p> <p><b>Extended Response:</b> Students integrate 2x examples of historical sources/ evidence into an Ext. TEEEC paragraph explaining the impact of slavery on a particular time period.</p>	<p><b>In-class test: Part A- Multiple Choice-</b> Students examine and interpret primary data and secondary sources (geographical tools) to demonstrate geographical skills in multiple choice questions.</p> <p><b>In-class test: Part B- Short answer responses-</b> Students write short answer responses to demonstrate their understanding.</p>
Components	Multiple choice questions Short answer response	Fieldwork Report	Research Extended Responses	Multiple Choice questions Short answer responses

<b>Syllabus Outcomes Assessed</b>	5-1, HTS-5, HTS-7, HTS-9, HTS-10	GES-1, GES-3, GES-5, GES-7, GES-8	HTS-4, HTS-6, HTS-8, HTS-9, HTS-10	GES-2, GES-3, GES-7, GES-8
<b>Skills Assessed</b>	Analysis & use of sources Explanation & Communication	Fieldwork Acquiring and processing geographical information	Research Explanation & Communication	Graphs and Statistics Communicating geographical information
<b>Weighting</b>	<b>25%</b> Aol 1-10%, Aol 2- 10%, Aol 4- 5%	<b>25%</b> Aol 1- 5%, Aol 2- 10%, Aol3 - 5% Aol 4- 5%	<b>25%</b> Aol1-5%,Aol2-5%,Aol3-5%, Aol 4-10%	<b>25%</b> Aol 1- 10%, Aol 2- 5%, Aol 4- 10%

## Year 9 HSIE (HPGE) Assessment Schedule 2025

**Course: History & Geography**

**Head Teacher: A Stewart**

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1, Week 7	Term 2, Week 4	Term 3, Week 3	Term 4, Week 2
Topic	HISTORY- Australians at War (Core Study: Depth Study 3)	GEOGRAPHY- Sustainable Biomes	HISTORY- Movement of Peoples (Depth Study 1: Making a better world?)	GEOGRAPHY- Changing Places
Name of Task	Propaganda Source Analysis	Fieldwork Task	Extended Response	Short Answer Test
Brief Description	<p><b>In-class task: Part A- Multiple Choice-</b> Students analyse WWI enlistment propaganda sources (taught in class during the topic); and demonstrate their understanding in multiple choice questions.</p> <p><b>In-class task: Part B- Extended Response</b> Students analyse WWI enlistment propaganda sources and select ONE to write an Ext. TEEEC paragraph response arguing why the propaganda source would have been the most effective in influencing enlistment in WWI.</p>	<p><b>Fieldwork:</b> Students will work in groups to collaboratively research and gather data and evidence about sustainability and the ways that biomes are altered for productivity.</p> <p><b>Report:</b> Students will independently write a report outlining their investigation methods, findings and the conclusions that can be drawn from them. They will reflect on the investigative methods they chose and make suggestions for further improvements.</p>	<p><b>Research:</b> Students research and select relevant historical sources/ evidence to substantiate an extended response on slavery in the Trans-Atlantic Slave period.</p> <p><b>Mini Essay:</b> Students integrate examples of historical sources/ evidence into a mini essay explaining the impact of slavery on a particular time period.</p>	<p><b>In-class test: Part A- Multiple Choice-</b> Students examine and interpret primary data and secondary sources (geographical tools) to demonstrate geographical skills in multiple choice questions.</p> <p><b>In-class test: Part B- Short answer responses-</b> Students write short answer responses to demonstrate their understanding.</p>
Components	Multiple choice questions Extended Response	Fieldwork Report	Research Mini Essay	Multiple Choice questions Short answer responses

<b>Syllabus Outcomes Assessed</b>	HTS-1, HTS-5, HTS-7, HTS-9, HTS-10	GES-1, GES-3, GES-5, GES-7, GES-8	HTS-4, HTS-6, HTS-8, HTS-9, HTS-10	GES-2, GES-3, GES-7, GES-8
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Skills Assessment	Analysis & use of sources Explanation & Communication	Fieldwork Acquiring and processing geographical information	Research Explanation & Communication	Graphs and Statistics Communicating geographical information
	<b>25%</b> Aol 1-10%, Aol 2- 10%, Aol 4- 5%	<b>25%</b> Aol 1- 5%, Aol 2- 10%, Aol3 - 5% Aol 4- 5%	<b>25%</b> Aol 1- 5%, Aol 2- 5%, Aol 3- 5%, Aol 4-10%	<b>25%</b> Aol 1- 10%, Aol 2- 5%, Aol 4- 10%

## **2025 - Year 9 Scope & Sequence**



**Faculty:**  
**PDHPE**

**Subject:**  
**PDHPE**

**Year: 9**

LJ N E..	1	2	3	4	5	6	7	8	9	10	11
	<b>Project Title / Unit: Modified Fitness Game</b> (Integrated project in both Theory and Practical lessons) <b>Content Focus:</b> This unit is an integrated theoretical and practical unit. Students will gain knowledge on the importance of lifestyle and how the many variables may affect your physical health across the lifespan. Students will work collaboratively to create a fitness based game for their peers. Students will also construct a text which relates the health related fitness components to their student created game. <b>Outcomes: PDS-5, PDS-8, PDS-9</b> <b>Syllabus Skills:</b> Health and fitness enhancing movement, Collaboration, <b>Literacy:</b> Subject specific Terminology, theme position, TEEC paragraph writing <b>Numeracy:</b> Scoring Systems										
							Modified Fitness Game Week 7 20%				

LJ N E..	1	2	3	4	5	6	7	8	9	10
	<b>Project Title / Unit: Marginalised Group</b> <b>Content Focus:</b> Students will explore the concept of diversity. They will analyse factors and strategies that enhance inclusivity and promote equality. <b>Outcomes: PDS-3, PDS-10 ,PDS-11</b> <b>Syllabus Skills:</b> Social awareness, empathy, communication and collaboration. <b>Literacy:</b> Subject specific terminology, summarising, perspectives and bias <b>Numeracy:</b> Interpreting data and statistics <b>Assessment :</b> Due Term 3 Week 1 20%									
	<b>Practical</b> <b>Unit of work:</b> Cultural games including Indigenous games <b>Outcomes: PDS-11</b> <b>Movement Skills:</b> Tactical and creative movement <b>Assessment data and weightings:</b> Ongoing 10%									

	1	2	3	4	5	6	7	8	9	10
m E..	<b>Project Title / Unit:</b> R U OK <b>Content Focus:</b> Mental Health Fitness Plan <b>Outcomes:</b> PDS-2, PDS-6, PDS-7 <b>Syllabus Skills:</b> Emotion and stress management, help seeking skills. <b>Literacy:</b> Monitoring, Summarising, Vocabulary, Visual literacy, Theme position, Comprehension <b>Numeracy:</b> Interpreting Data and Statistics  <b>Practical: Racquet Sports</b> <b>Outcomes PDS-1, PDS-4, PDS-11</b> <b>Syllabus skills: Movement Skills:</b> Fundamental and specialised movement skills and concepts, Tactical and creative movement. <b>Interpersonal:</b> Reflective practice									
	Assessment and Weightings Marginalised Group Assessment due Term 3 Week 1 20%						Assessment and weightings Racquet sports Term 3 Week 7 20%			Assessment data and weightings: RU OK: Term 3 Week 10 20%

	1	2	3	4	5	6	7	8	9	10
o:f E..	<b>Project Title / Unit:</b> Safe Partyng <b>Content Focus:</b> Alcohol, drug use, safe sexual practises <b>Outcomes:</b> PDS-1, PDS-9 <b>Syllabus Skills:</b> Strengthening personal identity, Self-awareness, decision-making and problem-solving. <b>Literacy:</b> Monitoring, Making connections, Summarising, Subject specific terminology. <b>Numeracy:</b> Interpreting data and statistics. <b>Assessment:</b> No assessment  <b>Practical:</b> <b>Title/Unit:</b> Recreational Games <b>Outcomes:</b> PDS-11 <b>Syllabus Skills:</b> Movement Skills: Tactical and creative movement, Health and fitness enhancing movement. <b>Assessment data and weightings:</b> Ongoing 10%									
			Ongoing prac assessment from term 2-4 Cultural and Rec games 20%							

# Kurri Kurri High School

## Year 9 PDHPE Assessment Schedule 2025

Course: **PDHPE**

	Task 1	Task 2	Task 3	Task 4	Task 5
Due Date/ Date of Task	Term 1 Week 7	Term 3 Week 1	Term 3 Week 7	Term 3 Week 10	Ongoing through Term 2 and Term 4
Topic	Lifelong Physical Activity	Celebrating Diversity	Racquet Sports	RU OK?	Practical
Name of Task	Modified Fitness Game	Marginalised Group Action Plan	Practical	Mental Health Fitness Plan	Cultural Games and Recreational Games
Brief Description	Students will work collaboratively to create a modified fitness games with direct links to the health-related fitness components. Student's individual submission will be a TEEEC paragraph justifying choice of fitness games in relation to health-related components of fitness.	Students will work collaboratively to create an action plan with the aim of improving inclusivity in the local community.  Students' individual submission will be the creation of a diversity prompt which represents the value of diversity.	Students will be assessed on their movement skills and tactical development during the Racquet Sports unit of work.  Assessment will include self-assessment and peer assessment.	Students work collaboratively to create a Mental Health Fitness Plan that propose and implement strategies and actions that influence KKHS students wellbeing.  Students individual submission will be a comprehension activity.	Students will be assessed on their ongoing movement skills demonstrated in practical lessons.

Components	Knowledge and understanding related to the importance of lifelong physical activity and the health-related fitness components.	Ability to analyse the contextual factors that have an impact on the health, safety, wellbeing of individuals and groups, including Aboriginal and Torres Strait Islander as well as other marginalised groups within our community.	Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations	Knowledge and understanding of Australia's Mental Health issues. Student will also evaluate current strategies and actions that support positive mental health in the local community.	Ability to adapt and improvise movement skills across a range of physical activity contexts.
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Syllabus Outcomes Assessed	PDS-5 PDS-8 PDS-9	PDS-3 PDS-10	PDS-1 PDS-4 PDS-11	PDS-2 PDS-6 PDS-7	PDS-11
Skills Assessed	Health and fitness enhancing movement,  Collaboration  Literacy: Subject specific Terminology, theme position, TEEC paragraph writing	Communication and collaboration.  Literacy: Subject specific terminology, summarising, visual literacy.	Fundamental and specialised movement. Tactical and creative movement.  Reflective practise	Emotion and stress management, help seeking skills.  Comprehension, Interpreting Data and Statistics	Fundamental and Specialised movement, tactical movement.
Weighting	20%	20%	20%	20%	20%

## 2025 Year 9 Child Studies Scope & Sequence

**Faculty:**

**PDHPE**

**Subject: Child Studies**

**Year: 9**

	1	2	3	4	5	6	7	8	9	10	11
<p> <b>Unit 1: Preparation and learning expectations</b>  <b>Project:</b> Dream Nursery/ Nursery Mobile  <b>Title/ Unit:</b> What to Expect When Your Expecting  <b>Modules-</b> Preparing for Parenthood &amp; Conception to Birth  <b>Timing:</b> 20 weeks  <b>Outcomes:</b> CSS-1, CSS-2, CSS-5, CSS-7, CSS-8, CSS-9, CSS-11, CSS-12  <b>Life Skills Outcomes:</b> CSLS-1, CSLS-2, CSLS-5, CSLS-7, CSLS-8, CSLS-9, CSLS-11, CSLS-12, CSLS-13  <b>Skills:</b> Researching, communicating, evaluating  <b>Literacy Focus:</b> Writing, subject specific terminology  <b>Numeracy Focus:</b> Family Budgeting, data  <b>Skills Consolidation from Stage 4:</b> Research, ICT, Collaboration, writing, creativity  <b>Content Focus:</b> This unit is an introduction to the Child Studies course. It begins with the reproductive systems and how these systems work to either enable or prevent pregnancy. Students will explore how the body changes and develops throughout the pregnancy trimesters and the physical and emotional changes that occur to the mother during this change of life. Students will explore the development for both the growing and developing baby as well as the mother. This unit focuses on learning outcomes from both the Preparing for Parenthood and Conception to Birth Modules.  <b>ATI Due: Term 1 Week 9</b>                      <b>AT2 Due : Term 2 Week 8</b> </p>											

	1	2	3	4	5	6	7	8	9	10
<p> <b>Unit 2: Newborn Care</b>  <b>Project:</b> Magazine Creation  <b>Title/ Unit:</b> Newborn Care  <b>Timing:</b> 10 weeks  <b>Modules:</b> Newborn Care  <b>Outcomes:</b> CSS-1, CSS-2, CSS-5, CSS-6, CSS-7, CSS-8, CSS-10, CSS-12  <b>Life Skills Outcomes:</b> CSLS-1, CSLS-2, CSLS-5, CSLS-6, CSLS-7, CSLS-8, CSLS-10, CSLS-12  <b>Skills:</b> Researching, group work, written communication  <b>Literacy Focus:</b> Writing skills, subject specific terminology  <b>Numeracy Focus:</b> percentages  <b>Skills Consolidation from Stage 4:</b> Research, ICT, Collaboration, writing, creativity  <b>Content Focus:</b> This will be a semesterized where students will learn how to care for and support a newborn, recognise the needs of a newborn, explore the range of equipment and resources available to assist in the care of a newborn and investigate the benefits of breastfeeding and the options available for mothers who have difficulty. Students will create a Maternity Magazine which to educate new parents on caring for a newborn. Students will extensively research a maternity issue and present their findings in the form of a magazine that will be printed. Students may also have the opportunity to explore content from other modules to enhance this unit.  <b>AT3 Due Term 3 Week 8</b> </p>										

a:EE4

1	2	3	4	5	6	7	8	9	10
<p><b>Optional Unit of Choice for Class</b> (Students have the option to select a module of choice to study in Term 4 which will be a student lead unit. Students will need to produce a portfolio of work no later than Week 8 of the Term. This can be run as a project Based Unit with Project planning being the starting base for the term. Students can be given a range of topics to study which they must select from.</p> <p><b>Alternative</b>  <b>Project:</b> Sibling Day Care/ Kids Educational Clip  <b>Timing:</b> 10 weeks  <b>Outcomes:</b> CSS-2 CSS-4 CSS-5 CSS-8 CSS-9  <b>Skills:</b> Practical skills, ICT  <b>Literacy Focus:</b> Subject specific terminology  <b>Skills Consolidation from Stage 4:</b> collaboration, ICT skills, self management, numeracy  <b>Content Focus:</b> Play and The Developing Child/ Module chosen by students            Play Based Learning-Students will explore the importance of play-based learning for positive growth and development. Students will be able to identify different opportunities to promote imagination, critical thinking and social skills through play-based opportunities through research and practical application. Throughout this term (and year) students will be given the opportunity to run a sibling day care for family members. Students will research and plan appropriate age-based games and learning activities to run as well as have the opportunity to explore opportunities for caring for young children in a play-based environment.</p>									





# **Kurri Kurri High School**

## **Year 9 Child Studies Assessment Schedule 2025**

Course: Child Studies

Head Teacher: T Gavenlock

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Due Date/ Date of Task	Week 9, Term 1	Week 8, Term 2	Week 8Term 3
Topic	What to Expect When Your Expecting	What To Expect When Your Expecting	Newborn Care
Name of Task	Research and Presentation Task	Dream Nursery/ Journal	Maternity Magazine
Brief Description	Students are assigned a pregnancy topic in small groups to complete a research and presentation project.	Students will create a Dream Nursery as well as complete a writing task on the pregnancy changes from each of the trimesters of pregnancy including preparing for birth and labour.	Students will research and create a magazine for new mothers educating them on caring for a newborn.
Components	Research Presentation	Nursery Creation Writing Task	Research Writing and Magazine creation
Syllabus Outcomes Assessed	CSS-2, CSS-8, CSS-12	CSS-1, CSS-7, CSS-11,	CSS-5, CS 5-6, CS 5-8, CS 5-12,
Skills Assessed	Researching Summarizing Presentation	Working with others Effective written communication Creative Thinking	Collecting, organizing and analyzing information Working with others
Weighting	30%	30%	40%

## 2025 - Stage 5 Year 9 - Scope & Sequence

Faculty: HSIE

Subject: Commerce

Head Teacher: A. Stewart

	1	2	3	4	5	6	7	8	9	10
LJ E a I	<b>Consumer and Financial Decisions (Core 1)</b> <b>25 hours</b> <b>Outcomes:</b> COMS-1, COMS-2, COMS-3, COMS-4, COMS-5, COMS-6, COMS-7, COMS-8, COMS-9 <b>Content Focus:</b> Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies. <b>Stage 5 Skills:</b> developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively. <b>Literacy:</b> Definitions -subject-specific language, academic writing strategies-passive voice, theme position; and subject-specific terminology, explicit teaching of writing structured short answer and extended responses <b>Numeracy:</b> create a budget, calculate and compare the total costs of different purchasing options, use unit pricing to determine the best-value option, calculate necessary spending cuts to meet essential financial obligations <b>Assessment:</b> Research Task and Digital Presentation									
									AT1	

Term 2	1	2	3	4	5	6	7	8	9	10
	<b>Employment and Work Futures (Core 3)</b> <b>20 hours</b> <b>Outcomes:</b> COMS-1, COMS-2, COMS-3, COMS-4, COMS-5, COMS-6, COMS-7, COMS-8, COMS-9 <b>Content Focus:</b> Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures. <b>Stage 5 Skills:</b> developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively. <b>Literacy:</b> Definitions - subject-specific language, academic writing strategies- passive voice, theme position and connectives, explicit teaching of writing structured expended responses, interpreting media - visual and written <b>Numeracy:</b> Evaluating fees, returns and features of various superannuation funds, using numerical data to assess the impact of government spending initiatives, using graphs and tables to identify trends over time, use ratios and percentages, determine net profit and net income <b>Assessment:</b> Media report & extended response								<b>Travel (Option 6)</b>	
								AT2		

T e r m 3	1	2	3	4	5	6	7	8	9	10
	<b>Travel (Option 6)</b> <b>20 hours</b> <b>Outcomes:</b> COMS-1, COMS-2, COMS-4, COMS-5, COMS-6, COMS-7, COMS-8, COMS-9 <b>Content Focus:</b> Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget. <b>Stages Skills:</b> developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively. <b>Literacy:</b> Inference and interpreting visual representations, explicit teaching of writing structured short answer responses, subject-specific language, academic writing strategies- passive voice, theme position and connectives, identifying perspective in texts, creating digital media <b>Numeracy:</b> create a budget, estimate expenses, compare advantages and disadvantages of different payment methods, interpret exchange rates, create an itinerary <b>Assessment:</b> Research & Video Resource						<b>The Economic and Business Environment (Core 2)</b> <b>20 hours</b> <b>Outcomes:</b> COMS-1, COMS-2, COMS-4, COMS-5, COMS-6, COMS-7, COMS-8, COMS-9 <b>Content Focus:</b> Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause and effect relationships in relation to a major economic event or development affecting Australian consumers and businesses. <b>Stage 5 Skills:</b> developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively. <b>Literacy:</b> explicit teaching of writing structured short answer & extended responses (under timed conditions), subject-specific language, <b>Numeracy:</b> understand how interest rates affect savings, loans and mortgages, comparing fees and charges for different banking products, identify patterns in economic indicators, graph interpretation, trend analysis, evaluate the financial impacts of government policies on households and businesses. <b>Assessment:</b> In Class Examination			
LJ								AT3		

T e r m 4	1	2	3	4	5	6	7	8	9	10
	<b>The Economic and Business Environment (Core 2)</b> <b>Continued</b>				<b>Our Economy (Option 1)</b> <b>15 hours</b> <b>Outcomes:</b> COMS-1, COMS-2, COMS-4, COMS-5, COMS-7, COMS-8, COMS-9 <b>Content Focus:</b> Students investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. They investigate global influences on Australia's economy. <b>Stages Skills:</b> developing questions, gathering and processing relevant information, analysing familiar and new situations, evaluating options, developing and implementing plans, developing evidence-based conclusions/decisions and reasoned arguments, working independently and collaboratively. <b>Literacy:</b> Definitions - subject-specific language, academic writing strategies- passive voice, theme position; and subject-specific terminology, writing evaluatively <b>Numeracy:</b> Interpreting data on income distribution, Comparing Australia's economic growth and income distribution to other nations, understanding how changes in taxes affect government revenue and individual disposable income, interpreting graphs and tables showing historical growth trends, Determining the cost of borrowing or returns on savings based on interest rates <b>Assessment:</b> N/A					
LJ			AT4							

## Year 9 Commerce Assessment Schedule 2025

**Course: Commerce**

**Head Teacher: A Stewart**

	Task 1	Task 2	Task 3	Task 4
<b>Due Date/ Date of Task</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8	Term 4, Week 3
<b>Topic</b>	Consumer and Financial Decisions	Employment and Work Futures	Travel	The Economic and Business Environment
<b>Name of Task</b>	<b>Research Task + Presentation</b>	<b>Media Report</b>	<b>Research + Video Resource</b>	<b>In class examination</b>
<b>Brief Description</b>	Students investigate a current issue and the impact that it is having on consumers and propose a solution in reference to a small business.	Students compile a media portfolio and write an extended response.	Students plan a travel itinerary and budget. Students use their research to create a video resource.	Students to sit a topic test consisting of multiple choice, short answer questions and an extended response.
<b>Components</b>	Research Report Digital Presentation	Media Portfolio Extended Response	Research - itinerary+ budget Video Resource	Multiple choice, short answer questions, extended response
<b>Syllabus Outcomes Assessed</b>	COMS-1, COMS-3, COMS-5, COMS-7, COMS-8	COMS-1, COMS-2, COMS-4, COMS-7, COMS-9	COMS-1, COMS-4, COMS-6, COMS-7, COMS-8, COMS-9	COMS-1, COMS-2, COMS-5, COMS-8
<b>Skills Assessed</b>	Research & Communication Problem Solving	Research & Communication	Decision Making & Problem Solving, Research & Communication	Problem Solving
<b>Weighting</b>	<b>20%</b> AOL-1 - 5% AOL-2 - 5% AOL-3 - 10%	<b>25%</b> AOL-1 - 10% AOL-2 - 5% AOL-3 - 5% AOL-4 - 5%	<b>30%</b> AOL-1 - 5% AOL-2 - 10% AOL-3 - 10% AOL-4 - 5%	<b>25%</b> AOL-1 - 10% AOL-2 - 5% AOL-3 - 10%

AOL	Outcome	Weighting (Yr 9)
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1 - Knowledge and understanding	5-1 (Concepts), 5-2, 5-3	30%
2 - Skills - Decision Making and Problem Solving	5-4, 5-5, 5-6	30%
3 - Research & Communication	5-7, 5-8, 5-1 (Terminology)	30%



4 - Working Independently and Collaboratively

5-9

10%

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## 2025 - Year 9 Scope & Sequence

Faculty: TAS

Subject: Design and Technology

Year: 9

	1	2	3	4	5	6	7	8	9	10	11
E a, I-	<b>Project Title:</b> Designing & Producing Design Project 1 Built Environment <b>Content Focus:</b> <ul style="list-style-type: none"><li>Students develop knowledge and understanding of design concepts and processes</li></ul> <b>Outcomes:</b> DT5-1, DT5-2 <b>Syllabus Skills:</b> <ul style="list-style-type: none"><li>knowledge and understanding of design concepts and processes</li><li>knowledge and understanding of and skills in innovation, creativity and enterprise</li><li>knowledge and understanding of and skills in managing resources and producing quality design solutions</li><li>appreciate the dynamic nature of design and how a process can be used to develop solutions to personal, social and global issues</li><li>appreciate the finite nature of some resources and the impact of their use on the environment and society</li><li>value the development of skills and gain satisfaction from their use to solve problems and create quality products</li></ul> <b>Literacy:</b> subject specific terminology, predicting, making connections <b>Numeracy:</b> comparing units (proportions), scale, using and interpreting spatial technologies.									For Designing & Producing Design Project 2 details, see Term 2 below.	
									AT1		

		1	2	3	4	5	6	7	8	9	10
N E cii I-	J	<b>Project Title:</b> Designing & Producing Design Project 2 System									
		<b>Content Focus:</b> <ul style="list-style-type: none"><li>• Students develop knowledge and understanding of and skills in creativity, innovation and enterprise</li><li>• Students develop skills in communicating design ideas and solutions</li></ul> <b>Outcomes:</b> DT5-6, DT5-7									
L	J	<b>Syllabus Skills:</b> <ul style="list-style-type: none"><li>• knowledge and understanding of design concepts and processes</li><li>• knowledge and understanding of and skills in innovation, creativity and enterprise</li><li>• knowledge and understanding of and skills in managing resources and producing quality design solutions</li><li>• appreciate the dynamic nature of design and how a process can be used to develop solutions to personal, social and global issues</li><li>• appreciate the finite nature of some resources and the impact of their use on the environment and society</li><li>• value the development of skills and gain satisfaction from their use to solve problems and create quality products</li></ul> <b>Literacy:</b> subject specific terminology, predicting, making connections									
		<b>Numeracy:</b> comparing units (proportions), scale, using and interpreting spatial technologies.									
											AT2

M E I- Q)	1	2	3	4	5	6	7	8	9	10
	<b>Project Title:</b> Innovation and Emerging Technologies Case Study <b>Content Focus:</b> <ul style="list-style-type: none"> <li>Students develop understanding of the impact of past, current and emerging technologies on the individual, society and environments</li> <li>Students develop knowledge and understanding of the work of designers and the issues and trends that influence their work</li> </ul> <b>Outcomes:</b> DT5-3, DT5-4, DT5-5 <b>Syllabus Skills:</b> <ul style="list-style-type: none"> <li>understanding of the impact of past, current and emerging technologies on the individual, society and environments</li> <li>knowledge and understanding of the work of designers and the issues and trends that influence their work</li> <li>appreciate the contribution of entrepreneurship and the impact of innovation and technologies now and in the future</li> </ul> <b>Literacy:</b> subject specific terminology, predicting, making connections <b>Numeracy:</b> comparing units (proportions), scale, using and <u>interpreting spatial technologies</u>				<b>Project Title:</b> Designing & Producing Design Project 3 Product <b>Content Focus:</b> Students develop knowledge and understanding of and skills in managing resources and producing quality design solutions  <b>Outcomes:</b> DT5-8, DT5-9, DT5-10 <b>Syllabus Skills:</b> <ul style="list-style-type: none"> <li>knowledge and understanding of design concepts and processes</li> <li>knowledge and understanding of and skills in innovation, creativity and enterprise</li> <li>knowledge and understanding of and skills in managing resources and producing quality design solutions</li> <li>appreciate the dynamic nature of design and how a process can be used to develop solutions to personal, social and global issues</li> <li>appreciate the finite nature of some resources and the impact of their use on the environment and society</li> <li>value the development of skills and gain satisfaction from their use to solve problems and create quality products</li> </ul> <b>Literacy:</b> subject specific terminology, predicting, making connections <b>Numeracy:</b> comparing units (proportions), scale, using and interpreting spatial technologies					
				AT3						

E I- Q)	1	2	3	4	5	6	7	8	9	10
	For Designing & Producing Design Project 3 details, see Term 3 above			<b>Unit Title:</b> 2D and 3D Printing <b>Content Focus:</b> <ul style="list-style-type: none"> <li>Students develop knowledge and understanding of and skills in creativity, innovation and enterprise</li> <li>Students develop skills in communicating design ideas and solutions</li> </ul> <b>Outcomes:</b> DT5-6, DT5-7 <b>Syllabus Skills:</b> <ul style="list-style-type: none"> <li>skills in communicating design ideas and solutions</li> </ul> <b>Literacy:</b> subject specific terminology, predicting, making connections <b>Numeracy:</b> comparing units (proportions), scale, using and interpreting spatial technologies.						
LJ			AT4							

# Kurri Kurri High School

## Year 9 Design & Technology Assessment Schedule 2025

	Task 1	Task2	Task3	Task4
<b>Due date</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4	Term 4 Week 3
<b>Topic</b>	Designing & Producing	Designing & Producing	Innovation and Emerging Technologies	Designing & Producing
<b>Task Name</b>	Design Project 1 Built Environment	Design Project 2 System	Case Study	Design Project 3 Product
<b>Brief Description</b>	Students are required to design a built environment using the design process.	Students are required to design a system using the design process.	Students are required to perform a case study on a recent Australian designer or company.	Students are required to design a product using the design process.
<b>Components</b>	<ul style="list-style-type: none"> <li>Suitable prototypes including 3D renders, fabric swatches, finishes, material samples, scale models</li> <li>Accompanying Folio</li> </ul>	<ul style="list-style-type: none"> <li>Suitable prototypes including wire framing, screenshots, samples of code</li> <li>Accompanying Folio</li> </ul>	Written essay addressing how the chosen undertakes entrepreneurial activity whilst creating innovation and/or emerging technologies.	<ul style="list-style-type: none"> <li>Suitable prototypes including 3D renders, scale models, production samples</li> <li>Accompanying Folio</li> </ul>
<b>Syllabus Outcomes</b>	DTS-1, DTS-2	DTS-6, DTS-7	DTS-3, DTS-4, DTS-5	DTS-8, DTS-9, DTS-10
<b>Skills Assessed</b>	Students develop knowledge and understanding of design concepts and processes	<ul style="list-style-type: none"> <li>Students develop knowledge and understanding of and skills in creativity, innovation and enterprise</li> <li>Students develop skills in communicating design ideas and solutions</li> </ul>	<ul style="list-style-type: none"> <li>Students develop understanding of the impact of past, current and emerging technologies on the individual, society and environments</li> <li>Students develop knowledge and understanding of the work of designers and the issues and trends that influence their work</li> </ul>	Students develop knowledge and understanding of and skills in managing resources and producing quality design solutions
<b>Weighting</b>	25%	25%	25%	25%

## 2024 – Year 9 Scope & Sequence

Faculty: CAPAL

Subject: Dance

Year: 2025

	1	2	3	4	5	6	7	8	9	10	11
Term 1	<b>Project Title / Unit:</b> Elements of Dance <b>Content Focus:</b> Students will gain the knowledge of the elements of dance through participation in a series of choreographic games and contemporary masterclasses. They will also learn subject specific terminology and how to apply the elements of dance to performance and composition activities. Students prepare and perform in a contemporary style within an artistic context as they learn the conventions of contemporary dance practice, including class. Protocols and responsibilities to self and others. They develop personal body awareness, dance technique and kinaesthetic awareness, engaging in reflection activities to improve their understanding of performance. <b>Outcomes:</b> DA5-PER-01, DA5-PER-02, DA5-COM-01, DA5-COM-02 <b>Syllabus Skills:</b> <u>Dance Performance:</u> Dance technique, Apply the elements of space, time and dynamics to enhance performance quality. <u>Dance Composition:</u> Generating movement relevant to concept/intent, applying the elements of dance to composition tasks <b>Literacy:</b> Subject Specific Terminology; Emphasising critical thinking through reading, reflecting and speaking about dance <b>Numeracy:</b> Spatial awareness, shape, direction, symmetry/asymmetry, patterns, pathways, time, area, size.						<b>Project Title / Unit:</b> Dance Through Time <b>Content Focus:</b> Students will study different dance styles from the 1920s-2000s and develop an understanding and appreciation of the context in which these styles were popular. They will apply this knowledge to compose a group video, then analyse and reflect on this performance in verbal and written forms <b>Outcomes:</b> DA5-PER-01, DA5-PER-02, DA5-COM-01, DA5-COM-02, DA5-APP-01, DA5-APP-02 <b>Syllabus Skills:</b> <u>Dance Performance:</u> Apply dance technique and performance quality to a dance that communicates an idea. Perform dances individually and with others in a variety of styles. <u>Dance Composition:</u> Processes, Elements of Construction, Choreographic Forms. Select and refine movement to communicate an idea. <u>Dance Appreciation:</u> The Elements of Movement – the dancing body, the elements of dance, relationships. Describe connections between dance works of art and their own dance performances and compositions.				
							AT1				

Te	1	2	3	4	5	6	7	8	9	10
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	<p><b>Literacy:</b> Subject Specific Terminology; Emphasising critical thinking through reading, writing, listening, reflecting and speaking about dance, and viewing and evaluating dance works; TEEEC Paragraphs; FOW - Expanded noun groups.</p> <p><b>Numeracy:</b> Spatial awareness, shape, direction, symmetry/asymmetry, patterns, pathways, time, area, size.</p>				<p><b>Project Title / Unit:</b> Globe Trotters</p> <p><b>Content Focus:</b> Students will study different cultural, folk and traditional styles of dance around the world. These may include Samba, Capoeira, Polynesian Dance, Bollywood, Croatian Dance, Indonesian Dance, Chinese Dragon Dance, Japanese Kabuki and Belly-dancing. Students will also consider the purpose and intent of Australia's Bangarra Dance Theatre through participation in and appreciation of Australian Indigenous Dance. Students will explore dance protocols related to context, including those from Aboriginal and Torres Strait Islander cultures. Students investigate how the social, cultural and historical factors have shaped Aboriginal and Torres Strait Islander dance in Australia over time. They learn about how A&amp;TSI dance protocols play a part in view response, the ethical processes for A &amp; TSI Dancers, including the protection of Indigenous Cultural and Intellectual Property (ICIP). Through experiences in dance analysis identifying elements of composition in dance works, students learn to apply the language of dance analysis to dance works. Students will also develop understanding of the ethics and conventions of choreographic practice related to movement generation.</p> <p><b>Outcomes:</b> DA5-COM-01, DA5-COM-02, DA5-APP-01, DA5-APP-02</p>				
	AT2								

Term 3	1	2	3	4	5	6	7	8	9	10
	<p><b>Syllabus Skills:</b></p> <p><u>Dance Composition:</u> Processes, Elements of Construction, Choreographic Forms. Links movements to create a sequence.</p> <p><u>Dance Appreciation:</u> The Elements of Movement – the dancing body, the elements of dance (space, time, dynamics), relationships (grouping, spatial relationships, interaction between and sensitivity to other dancers). Explore, reflect, discuss, analyse and refine movement sequences.</p> <p><b>Literacy:</b> Subject Specific Terminology; Emphasising critical thinking through reading, writing, listening, reflecting and speaking about dance, and viewing and evaluating dance works; Extended response structure; TEEEC Paragraphs; FOW - Expanded noun groups, given and new, authority.</p> <p><b>Numeracy:</b> Spatial awareness, shape, direction, symmetry/asymmetry, patterns, pathways, time, area, size.</p>					<p><b>Project Title/Unit:</b> Spin It</p> <p><b>Content Focus:</b> Students will be introduced to Contemporary Dance, safe dance practice and performance quality. They will develop their body skills, strength, stamina, endurance as well as performance quality. This knowledge and understanding will be applied to a performance of a contemporary dance work developed in class. Students will perform increasingly complex combinations of body skills, demonstrate kinaesthetic awareness of body placement and enhance their personal performance style.</p> <p><b>Outcomes:</b> DA5-PER-01, DA5-PER-02</p> <p><b>Syllabus Skills:</b> <u>Dance Performance:</u> Safe Dance Practice, Dance technique, Performance Quality. Students develop an articulate body as they perform non-locomotor and locomotor combinations, sequences and choreographed dances of increasing complexity. They perform turns, falls, balance and elevation with increasing control.</p>				
				AT3						

Te	1	2	3	4	5	6	7	8	9	10
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<p><b>Literacy:</b> Subject Specific Terminology; Emphasising critical thinking through reading, writing, listening, reflecting and speaking about dance, and viewing and evaluating dance works</p> <p><b>Numeracy:</b> Spatial awareness, shape, direction, symmetry/asymmetry, patterns, pathways, time, area, size.</p>	<p><b>Project Title / Unit:</b> Step into The Spotlight</p> <p><b>Content Focus:</b> Students will prepare and practice performance pieces for MADD Night. They have the opportunity to develop a second solo/group performance and/or composition in the genre of their choice.</p> <p><b>Outcomes:</b> DA5-PER-01, DA5-PER-02, DA5-COM-01, DA5-COM-02</p> <p><b>Syllabus Skills:</b> <u>Skills: Dance Performance:</u> Safe Dance Practice, Dance technique – combinations and sequences, Performance Quality. <u>Dance Composition:</u> Processes, Elements of Construction, Choreographic Forms</p> <p><b>Literacy:</b> Subject Specific Terminology; Emphasising critical thinking through reading, writing, listening, reflecting and speaking about dance, and viewing and evaluating dance works.</p> <p><b>Numeracy:</b> Spatial awareness, shape, direction, symmetry/asymmetry, patterns, pathways, time, area, size.</p>
<p>AT4</p>	



# Kurri Kurri High School

## Year 9 Dance Assessment Schedule 2025

Course: Dance

Head Teacher: A. Harris

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1, Week 6	Term 2, Week 3	Term 3, Week 4	Term 4, Week 3
Topic	The Elements of Dance	Dance Through Time	Globe Trotters	Spin It
Name of Task	Class Performance	Dance Through Time Video and TEEEC Paragraphs	Group Composition, Elaboration and Extended Response	Performance and Conversation
Brief Description	Class Performance in either Jazz or Contemporary Dance Style	Edited video of group composition showing styles of dance from the 1920s-2000s. Written response using TEEEC paragraph format.	Composition using a stimulus, logbook showing composition process and conversation about development of composition. An extended response which analyses a Bangarra Dance Theatre performance.	Performance in contemporary dance style exhibiting dance technique and performance quality. Conversation about Safe Dance Practice
Components	Performance	Composition + Appreciation	Composition + Appreciation	Performance
Syllabus Outcomes Assessed	DA5-PER-01 DA5-PER-02	DA5-COM-01, DA5-COM-02 DA5-APP-01, DA5-APP-02	DA5-COM-01, DA5-COM-02 DA5-APP-01, DA5-APP-02	DA5-PER-01 DA5-PER-02
Skills Assessed	Dance Technique Safe Dance Practice Performance Quality	Generation of Movement in Relation to Concept/Intent Organisation of the Dance Dance Analysis	Generation of movement in relation to concept/intent Organisation of movement (motif) Organisation of the Dance Oral communication skills Dance Analysis	Dance Technique Safe Dance Practice Performance Quality Oral communication skills

Weighting	20%	25%	35%	20%
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## 2025 - Year 9 Scope & Sequence

Faculty: TAS

Subject: Food

Year: 9

	1	2	3	4	5	6	7	8	9	10	11
T e r m 1	<b>Project Title / Unit:</b> Foodie Adventures- Cultural Research Task/ Food in Australia										
	<b>Content Focus:</b> Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.										
	<b>Outcomes:</b> FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13										
	<b>Syllabus Skills:</b> Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food, skills in researching, evaluating and communicating issues in relation to food.										
	<b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts										
	<b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.										
										AT1	

	1	2	3	4	5	6	7	8	9	10
T e r m 2	<b>Project Title / Unit:</b> Snack Happy/ Food Product Development									
	<b>Content Focus:</b> An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.									
	<b>Outcomes:</b> FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13									
	<b>Syllabus Skills:</b> Skills in designing, producing and evaluating solutions for specific food purposes, knowledge, understanding and skills related to food hygiene, safety and the provision of quality food, skills in researching, evaluating and communicating issues in relation to food.									
	<b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts									
	<b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis.									
								AT2		

	1	2	3	4	5	6	7	8	9	10
T e r m 3	<b>Project Title / Unit:</b> Fresh/ Food Selection and Health <b>Content Focus:</b> The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides. <b>Outcomes:</b> FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13 <b>Syllabus Skills:</b> Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food, skills in researching, evaluating and communicating issues in relation to food. <b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts, visualising, predicting, questioning, making connections, connectives. <b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis.									
	1	2	3	4	5	6	7	8	9	10
T e r m 4	<b>Project Title / Unit:</b> The Hunger Case/ Food Equity <b>Content Focus:</b> Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations. <b>Outcomes:</b> FT5-2, FT5-5, FT5-6, FT5-11, FT5-13 <b>Syllabus Skills:</b> Skills in designing, producing and evaluating solutions for specific food purposes, knowledge, understanding and skills related to food hygiene, safety and the provision of quality food, skills in researching, evaluating and communicating issues in relation to food. <b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts, visualising, predicting, questioning, making connections, connectives. <b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis.									
	1	2	3	4	5	6	7	8	9	10

# Kurri Kurri High School

## Year 9 Food Technology Assessment Schedule 2025

Course: Food Technology

Head Teacher: M.Skinner

	Task 1	Task 2	Task 3
<b>Due Date/ Date of Task</b>	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8
<b>Topic</b>	Food in Australia	Food Product Development	Food Selection and Health
<b>Name of Task</b>	Foodie Adventure - Theory	Snack Founder	Fresh Eats
<b>Brief Description</b>	Students will complete a research task that investigates the various cultures and countries that influence food in Australia. Students will choose a country, answer a selection of research questions, and present their work in digital form.	Students will be given a food company and a movie to research to design and produce a recipe and packaging for an original movie snack. This task will be submitted as a scaffolded portfolio. Students will develop the recipe in a practical lesson.	Students will complete questions that focus on identifying the nutritional value of a range of foods and food consumption patterns in Australia. Students will design and produce a healthy meal to reflect the learning of nutrition and consumption patterns.
<b>Component</b>	Folio	Part A: Portfolio Part B: Recipe and practical	Part A: Nutritional Information Part B: Healthy Meal Recipe and Practical
<b>Syllabus Outcomes Assessed</b>	FTS-7, FTS-8, FTS-12, FTS-13	FTS-1, FTS-2, FTS-5, FTS-9, FTS-10, FTS-11	FTS-1, FTS-2, FTS-3, FTS-4, FTS-5, FTS-6, FTS-10

<b>Skills Assessed</b>	<ul style="list-style-type: none"> <li>- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food,</li> <li>- skills in researching, evaluating and communicating issues in relation to food.</li> </ul>	<ul style="list-style-type: none"> <li>-skills related to food hygiene, safety and the provision of quality food</li> <li>-skills in researching, evaluating and communicating issues in relation to food</li> <li>-skills in designing, producing and evaluating solutions for specific food purposes</li> </ul>	<ul style="list-style-type: none"> <li>-skills related to food hygiene, safety and the provision of quality food</li> <li>-skills in designing, producing and evaluating solutions for specific food purposes</li> </ul>
<b>Weighting</b>	20%	40%	40%

## 2025 - Year 9 Scope & Sequence

**Faculty: TAS**

**Subject: Industrial Technology Metal**

**Year: 9**

	1	2	3	4	5	6	7	8	9	10
E (!)	<b>Project:</b> Toolbox Construction Project & Design Folio <b>Title/ Unit: (Metal 1)</b> WHS and Risk Management/ Design/ Materials/ Tools and Equipment <b>Content Focus:</b> Students will design and construct a metal storage box. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in Workplace Health and Safety, Sheetmetal basics, design concepts, tech drawing, using drawing templates, using the Magna bend, skills in spot welding and pop riveting. <b>Outcomes:</b> INDS-1, INDS-2, INDS-3, INDS-5, INDS-6, INDS-7 <b>Subject Specific Skills:</b> knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices; knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer <b>Literacy:</b> subject specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> understanding units of measurement, geometric properties - identifying shape, objects and patterns, size and proportion									
						AT-1				

E a, L	1	2	3	4	5	6	7	8	9	10
	<p><b>Project:</b> Decorative Wall Frame Project &amp; Design Folio</p> <p><b>Title/ Unit: (Metal 1)</b> Design/ Materials/ Tools and Equipment/ Workplace Communication</p> <p><b>Content Focus:</b> Students will design and construct a Decorative Wall Frame. They will document their process through creating elements of a portfolio outlining the design and construction of their project. In doing so they will develop skills in design concepts, filing, riveting, bending, threading, lathe turning and heat treatment.</p> <p><b>Outcomes:</b> INDS-2, INDS-3, INDS-4, INDS-5, INDS-7</p> <p><b>Subject Specific Skills:</b> knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer</p> <p><b>Literacy:</b> subject-specific terminology, interpreting and creating procedural and informative texts</p> <p><b>Numeracy:</b> understanding units of measurement, geometric properties - identifying shape, objects and patterns, size and proportion</p>									
								AT-2		

m E J	1	2	3	4	5	6	7	8	9	10
	<b>Project:</b> Nutcracker Project & Design Folio <b>Title/ Unit: (Metal 1)</b> Tools and Equipment/ Workplace Communication <b>Content Focus:</b> Students will design and construct a Nutcracker for opening macadamia nuts. They will document their process through creating elements of a portfolio outlining the design and construction of their project. In doing so they will develop skills in design concepts, filing, riveting, bending, threading, lathe turning and heat treatment. <b>Outcomes:</b> INDS-1, INDS-2, INDS-3, INDS-5, INDS-6, INDS-7, INDS-8, INDS-9, INDS-10 <b>Subject Specific Skills:</b> knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer <b>Literacy:</b> subject-specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> understanding units of measurement, geometric properties - identifying shape, objects and patterns, size and proportion									
				AT-3						

E L a, J	1	2	3	4	5	6	7	8	9	10
	<b>Project:</b> Minor design project and CAD drawings <b>Title/ Unit: (Metal 1)</b> Design/ Tools and Equipment/ Societal and Environmental Impact/ Links to Industry <b>Content Focus:</b> Students will design and construct a minor design project and develop working drawings. They will develop skills in design concepts, CAD drawing, shaping and finishing. Students will identify renewable and non-renewable resources, recognise the importance of conservation of materials and recycling in metal, identify issues relating to the sustainability of resources in metal, identify the benefits and associated costs of recycling, discuss the effects of metal industry activities and processes on society and the environment and compare industrial production processes to those used in the classroom. <b>Outcomes:</b> INDS-2, INDS-3, INDS-5, INDS-7, INDS-8, INDS-9, INDS-10 <b>Subject Specific Skills:</b> knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer. <b>Literacy:</b> subject-specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> understanding units of measurement, geometric properties - identifying shape, objects and patterns, size and proportion									



# Kurri Kurri High School

## Year 9 Assessment Schedule 2025

**Course:** Industrial Technology Metal

**Head Teacher:** M. Skinner

	Task 1	Task 2	Task 3
<b>Due Date/ Date of Task</b>	Term 1 Week 6	Term 2 Week 8	Term 3 Week 4
<b>Topics</b>	WHS and Risk Management/ Design	Materials/ Tools and Equipment/ Workplace Communication	Tools and Equipment/ Workplace Communication
<b>Name of Task</b>	<b>Toolbox Construction Project &amp; Design Folio</b>	<b>Decorative Wall Frame Project &amp; Design Folio</b>	<b>Nutcracker Project &amp; Design Folio</b>
<b>Brief Description</b>	Students will design and construct a sheet metal toolbox and complete a portfolio outlining the design and construction process.	Students will design and construct a decorative wall frame and complete a portfolio outlining the design and construction process.	Students will design and construct a nutcracker practical project and complete a portfolio outlining the design and construction process.
<b>Components</b>	Part A: Design and Development Portfolio Part B: Toolbox Construction Practical Project	Part A: Design Portfolio Part B: Decorative Wall Frame Practical Project	Part A: Design Portfolio Part B: Nutcracker Practical Project
<b>Syllabus Outcomes Assessed</b>	<b>INDS-1, INDS-2, INDS-6</b>	<b>INDS-3, INDS-4, INDS-5</b>	<b>INDS-7, INDS-8, INDS-9, INDS-10</b>
<b>Skills Assessed</b>	<ul style="list-style-type: none"> <li>Knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices</li> <li>Knowledge and skills in the design and production of practical projects</li> <li>Communicating ideas, processes and technical information with a range of audiences</li> <li>Understanding to transfer knowledge and skills to other experiences</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and skills in the design and production of practical projects</li> <li>Communicating ideas, processes and technical information with a range of audiences</li> <li>Understanding to transfer knowledge and skills to other experiences</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and skills in the design and production of practical projects</li> <li>Knowledge and understanding of the relationship between the properties of materials and their applications</li> <li>Communicating ideas, processes and technical information with a range of audiences</li> <li>Transfer knowledge and skills to other experiences</li> </ul>
<b>Weighting</b>	40%	30%	30%

## 2025 - Year 9 Scope & Sequence

Faculty: TAS

Subject: Industrial Technology Timber

Year: 9

	1	2	3	4	5	6	7	8	9	10
E L a, I -1	<b>Project:</b> In class task <b>Title/ Unit:</b> Work, Health+ Safety, Tools, equipment+ techniques <b>Content Focus:</b> Students complete an in-class task answering multiple choice questions and short answer responses on Work, Health and Safety scenarios. Students will also demonstrate knowledge and understanding of tools and equipment and their purpose. <b>Outcomes:</b> , INDS-4, INDS-5, INDS-8, INDS-9, <b>Subject-Specific Skills:</b> knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices; understanding to transfer knowledge and skills to other experiences; research skills and knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer. <b>Skills consolidation from Stage 4:</b> Practical skills with tools, materials, and processes while working safely. Applying skills in project management, incorporating ICT and research, and evaluation when producing solutions.									
						AT1				

	1	2	3	4	5	6	7	8	9	10
E L a, I N	<b>Project:</b> What is the purpose of a mallet? <b>Title/ Unit:</b> Production Processes 1 <b>Content Focus:</b> Students will design and construct toolbox mallets. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in design concepts, hand tools, measuring, marking out, power tools, and CAD drawing. <b>Outcomes:</b> INDS-1, INDS-2, INDS-3, INDS-4, INDS-6, INDS-7, <b>Subject-Specific Skills:</b> knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes, and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer. <b>Skills consolidation from Stage 4:</b> Practical skills with tools, materials, and processes while working safely, independently, and collaboratively on design projects. Thinking skills when designing and producing digital and non-digital solutions. Applying skills in project management, incorporating ICT and research, and evaluation when designing and producing solutions.									

en E ...	1	2	3	4	5	6	7	8	9	10
	<p><b>Project:</b> How can I design and make my toolbox/wall shelf?</p> <p><b>Title/ Unit:</b> Production Processes 2</p> <p><b>Content Focus:</b> Students will design and construct a toolbox. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in design concepts, hand tools, measuring, wood turning, power tools, CAD drawing, and laser cutting.</p> <p><b>Outcomes:</b> INDS-1, INDS-2, INDS-3, INDS-4, INDS-9, INDS-10</p> <p><b>Subject-Specific Skills:</b> knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes, and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer.</p> <p><b>Skills consolidation from Stage 4:</b> Practical skills with tools, materials, and processes while working safely, independently, and collaboratively on design projects. Thinking skills when designing and producing digital and non-digital solutions. Applying skills in project management, incorporating ICT and research, and evaluation when designing and producing solutions.</p>									
LJ										

en E ...	1	2	3	4	5	6	7	8	9	10
	<p><b>Project:</b> How can I design and make my wall-hung shelf?</p> <p><b>Title/ Unit:</b> Production Process 3</p> <p><b>Content Focus:</b> Students will design and construct a wall-hung shelf. They will document their process through creating elements of a portfolio describing the design and construction of their project. In doing so they will develop skills in design concepts, CAD drawing, hand tools, power tools, and finishing.</p> <p><b>Outcomes:</b> INDS-1, INDS-2, INDS-3, INDS-4, INDS-5, INDS-6, INDS-7, INDS-8, INDS-9, INDS-10</p> <p><b>Subject-Specific Skills:</b> knowledge and skills in the design and production of practical projects; skills in communicating ideas, processes, and technical information with a range of audiences; understanding to transfer knowledge and skills to other experiences; knowledge and understanding to critically evaluate manufactured products to become a discriminating consumer.</p> <p><b>Skills consolidation from Stage 4:</b> Practical skills with tools, materials, and processes while working safely, independently, and collaboratively on design projects. Thinking skills when designing and producing digital and non-digital solutions. Applying skills in project management, incorporating ICT and research, and evaluation when designing and producing solutions.</p>									
LJ			AT3							

# Kurri Kurri High School

## Year 9 Assessment Schedule 2025

Course: Industrial Technology Timber

Head Teacher: M Skinner

	Task 1	Task 2	Task 3
<b>Due Date/ Date of Task</b>	Term 1 Week 6	Term 2 Week 8	Term 4 Week 3
<b>Topic</b>	Timber Materials	Production Process 1	Production Processes 2
<b>Name of Task</b>	Research Task	Mallet Portfolio (1x turned, 1x hand skills)	Toolbox/Wall Shelf Portfolio
<b>Brief Description</b>	Students will undertake a research task to investigate the different aspects of timber. For example, tree structure, hard or soft wood, and working characteristics of solid timber.	Students will design and construct toolbox mallets and compile aspects of a portfolio describing the design and construction.	Students will design and construct a toolbox and compile a portfolio describing the design and construction.
<b>Components</b>	<ul style="list-style-type: none"> <li>Skills in communicating ideas, processes, and technical information with a range of audiences</li> <li>Understanding to transfer knowledge and skills to other experiences</li> <li>Knowledge and understanding of the relationship between the properties of materials and their applications</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices</li> <li>Knowledge and skills in the design and production of practical projects</li> <li>Skills in communicating ideas, processes, and technical information with a range of audiences</li> <li>Understanding to transfer knowledge and skills to other experiences</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices</li> <li>Knowledge and skills in the design and production of practical projects</li> <li>Skills in communicating ideas, processes, and technical information with a range of audiences</li> <li>Understanding to transfer knowledge and skills to other experiences</li> </ul>
<b>Syllabus Outcomes Assessed</b>	INDS-4, INDS-5, INDS-8, INDS-9	INDS-1, INDS-2, INDS-3, INDS-4, INDS-6, INDS-7	INDS-1, INDS-2, INDS-3, INDS-4, INDS-9, INDS-10
<b>Weighting</b>	30%	35%	35%

# Year 9 Marine and Aquaculture Technology Scope & Sequence 2025

	2	3	4	5	6	7	8	9	10	11
LJ	<b>Topic 1:</b> Core 1 - Introduction to Marine and Aquaculture Technology <b>Content focus:</b> Core 1 outlines the structure of the course for students. It is a practical unit covering the nature of the marine environment and the impacts it can have on humans and equipment. It teaches the basic skills needed to work safely in this environment. <b>Outcomes:</b> MARS-1, MARS-2, MARS-3, MARS-7, MARS-9, MARS-10, MARS-11, MARS-13, MARS-14 <b>Skills:</b> researching, communicating, data analysis, safety. <b>Literacy:</b> SST, grammar. <b>Numeracy:</b> data analysis, graphs and tables					<b>Topic 2:</b> Module 5 - Marine Mammals <b>Content focus:</b> This module introduces the biology of marine mammals. Students explore the anatomical and physiological features of a range of marine mammals and have the opportunity to complete a 'case study' of a mammal of interest to them. <b>Outcomes:</b> MARS-2, MARS-3, MARS-7, MARS-8, MARS-9, MARS-13, MAR-14 <b>Skills:</b> researching, communicating, data analysis, safety. <b>Literacy:</b> SST, grammar, spelling <b>Numeracy:</b> data analysis, graphs and tables				
								AT1: knowledge and data analysis		
LJ	<b>Topic 2:</b> Module 5-Marine Mammals continued				<b>Topic 3:</b> Module 8 -Rock platforms <b>Content focus:</b> This module introduces rock platforms and the animals and plants that commonly live there. Students investigate the harshness of the rock platform habitat and the adaptations that organisms living on it need for survival. <b>Outcomes:</b> MARS-1, MARS-2, MARS-7, MARS-13, MAR-14 <b>Skills:</b> researching, communicating, data analysis, safety. <b>Literacy:</b> SST, grammar. <b>Numeracy:</b> data analysis, graphs and tables					
						AT2: Research Project				
LJ	<b>Topic 4:</b> Module 6-Dangerous Marine Creatures <b>Content focus:</b> This module explores the characteristics and behaviour of a range of dangerous marine creatures to assist students to avoid contact with them. Students investigate historical and societal perspectives of dangerous marine creatures and the impact this has on human activity in marine environments. <b>Outcomes:</b> MARS-3, MARS-7, MARS-9, MARS-8, MARS-10, MAR-14 <b>Skills:</b> researching, communicating, data analysis, safety. <b>Literacy:</b> SST, grammar. <b>Numeracy:</b> data analysis, graphs and tables							<b>Topic 5:</b> Module 29 -Fish Biology		

<b>Content focus:</b> This module introduces the anatomy and physiology of fish. <b>Outcomes:</b> MAR5-1, MAR5-9, MARS-10, MARS-13, MAR-14 <b>Skills:</b> researching, communicating, data analysis <b>Literacy:</b> SST, grammar. <b>Numeracy:</b> data analysis, graphs and tables					<b>Content focus:</b> This module investigates the relationships between organisms living together in the sea. It provides an ideal context in which to examine a range of relationships, both beneficial and harmful, between marine creatures. <b>Outcomes:</b> MARS-1, MAR-14 <b>Skills:</b> researching, communicating, data analysis <b>Literacy:</b> SST, grammar. <b>Numeracy:</b> data analysis, graphs and tables				
		AT3: Knowledge and Data Analysis Canvas Quiz							

## Year 9 - Marine & Aquaculture Technology- Assessment Schedule 2025

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Timing of Task</b>	Term 1 Week9	Term 2 Week6	Term 4 Week3
<b>Topic</b>	Introduction to Marine and Aquaculture Technology	Marine Mammals	Rock Platforms, Dangerous Marine Creatures, Fish Biology
<b>Type of Task</b>	Knowledge and Data Analysis	Research Project	Knowledge and Data Analysis Canvas Quiz
<b>Brief Description</b>	Students will complete a knowledge and data analysis task on Introduction to Marine and Aquaculture Technology. This will be on Canvas.	Students will research and present relevant information on a chosen marine mammal.	Students will answer multiple choice, short response and long response questions.
<b>Components</b>	Knowledge and understanding of Marine and Aquaculture technology introduction.	Marine mammal features	<ul style="list-style-type: none"> <li>• Rock platforms</li> <li>• Dangerous Marine Creatures</li> <li>• Fish <b>Biology</b>.</li> </ul>
<b>Syllabus outcomes</b>	Knowledge and understanding of marine and aquatic environments. MARS-1 Knowledge and understanding of the economic sustainability of aquaculture. MARS-3 Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts. MARS-13, MARS-14	Knowledge and understanding of marine and aquatic environments. MARS-2 Knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment. MARS-7, MARS-8 Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts. MARS-13	Knowledge and understanding of marine and aquatic environments. MARS-1 Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts. MARS-13, MARS-14
<b>Skills assessed</b>	Analysing data and information	Research and communicating	Analysing data and information
<b>Weightings</b>	30%	30%	40%

## 2025 - Year 9 Scope & Sequence

**Faculty: CAPAL**

**Subject: Music**

**Year: 9**

	1	2	3	4	5	6	7	8	9	10	11
Term 1	<p><b>Project Title: Music of Today – Popular Music</b></p> <p><b>Content Focus:</b> In this unit, students will study Popular Music from the 1950's to today through a variety of listening and performance learning experiences. In this unit, students will continue developing their performance skills through individual and ensemble opportunities leading to a solo or ensemble performance cover of a popular band.</p> <p><b>Outcomes:</b> 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.12</p> <p><b>Syllabus Skills:</b> Performing - Students will have experiences in:</p> <ul style="list-style-type: none"> <li>• Singing* (*If student selected)</li> <li>• Playing instruments and other sound sources both melodic and non-melodic</li> <li>• Improvising</li> <li>• Accompanying*</li> <li>• Interpreting different forms of notation</li> </ul> <p>Listening - Students will have experiences in:</p> <ul style="list-style-type: none"> <li>• listening, observing, discussing and responding in oral and written form to a range of repertoire</li> <li>• listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works</li> <li>• reading and interpreting simple musical scores</li> <li>• identifying and investigating the role technology has played in music throughout the ages</li> </ul> <p><b>Literacy:</b> Subject Specific Terminology</p> <p><b>Numeracy:</b> Length of musical phrases, number patterns and algebraic thinking, measuring time</p>										
										AT1	
Term 2	1	2	3	4	5	6	7	8	9	10	



**Project Title: Music of Other Places – Music of a Culture**

**Content Focus:** In this unit, students will study music of various cultures throughout the world through a variety of listening and research opportunities. In this unit, students will choose their own culture to research in depth to develop their understanding and present a viva voce on their selected culture and their music.

**Outcomes:** 5.1, 5.7, 5.8, 5.9, 5.10

**Syllabus Skills:** Performing - Students will have experiences in:

- Playing instruments and other sound sources both melodic and non-melodic
- Interpreting different forms of notation

Listening - Students will have experiences in:

- listening, observing, discussing and responding in oral and written form to a range of repertoire
- listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works
- reading and interpreting simple musical scores
- identifying and investigating the role technology has played in music throughout the ages

**Literacy:** Subject specific terminology, read around the page

**Numeracy:** Number patterns and algebraic thinking

	AT2	
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	1	2	3	4	5	6	7	8	9	10
Term 3	<b>Project Title: Music of Our Place – Australian Music (Aboriginal and Folk Focus)</b> <b>Content Focus:</b> In this unit, students will study music of our place through a variety of performance and composition activities. They will create their own Australian Music focused song with their own set of lyrics. Students will then perform their composition or another piece of music representative of Australian Music for a final performance. <b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 <b>Syllabus Skills:</b> Performing - Students will have experiences in: <ul style="list-style-type: none"> <li>• Singing*</li> <li>• Playing instruments and other sound sources both melodic and non-melodic</li> <li>• Improvising</li> <li>• Accompanying*</li> <li>• Interpreting different forms of notation</li> </ul> Composition - Students will have experiences in: <ul style="list-style-type: none"> <li>• exploring, experimenting, improvising, organising, arranging and composing using a variety of sound sources and movement activities</li> <li>• experience with computer-based technologies to create compositions</li> <li>• notating compositions using non-traditional notation, which may be self-devised</li> <li>• notating compositions using traditional notation</li> </ul> Listening - Students will have experiences in: <ul style="list-style-type: none"> <li>• listening, observing, discussing and responding in oral and written form to a range of repertoire</li> <li>• listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works</li> </ul> <b>Literacy:</b> Subject specific terminology, read around the page <b>Numeracy:</b> Length of musical phrases, how to structure a song, number patterns and algebraic thinking, measuring time									
								AT3		
Term 4	1	2	3	4	5	6	7	8	9	10
	<b>Project Title: Let's Get MADD – Rock Music</b> <b>Content Focus:</b> Students will create a set for MADD Night. Students will apply all the skills and knowledge learnt throughout the year to perform at their own Kurri Kurri High School gig. <b>Outcomes:</b> 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10 <b>Syllabus Skills:</b> Performing - Students will have experiences in: <ul style="list-style-type: none"> <li>• Singing*</li> <li>• Playing instruments and other sound sources both melodic and non-melodic</li> <li>• Improvising*</li> <li>• Accompanying*</li> <li>• Interpreting different forms of notation</li> <li>• Using different types of technology</li> </ul> Listening - Students will have experiences in: <ul style="list-style-type: none"> <li>• listening, observing, discussing and responding in oral and written form to a range of repertoire</li> <li>• listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works</li> <li>• reading and interpreting simple musical scores</li> </ul> <b>Literacy:</b> Subject specific terminology <b>Numeracy:</b> Measuring time, length of musical phrases, how to structure a song									

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# Kurri Kurri High School

## Year 9 Music Assessment Schedule 2025

Course: Music

Head Teacher: A. Harris

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
Topic	Popular Music - Music of Today	Music of a Culture - Music of Other Places	Australian Music - Music of Our Place
Name of Task	Popular Music Performance and Listening	Music of a Culture Performance and Presentation	Australian Music Composition
Brief Description	Students will work individually or as part of an ensemble to learn and perform a piece of Popular Music representative of the topic. They will also complete a listening analysis based on theory content learnt in class throughout term 1.	Students will work individually or in pairs to research and create a presentation on the music of a chosen culture. Students are provided with a scaffold as a basis for their presentation which requires a deep analysis of the culture and their music.	Students will work individually or in groups to compose their own piece of Australian Music with lyrics. They will write two verses and a chorus and perform their composition or another representative of Australian Music for a final performance.
Components	Knowledge and understanding related to the concepts of music and performance skills.	Knowledge and understanding related to music of another culture through in-depth analysis related to musical concepts.	Composition skills including the creation of lyrics and selection of harmonic features and melodic creation.
Syllabus Outcomes Assessed	Performance (15%) 5.1, 5.3, 5.12 Listening (10%) 5.7, 5.8	Performance (15%) 5.1, 5.3, 5.12 Listening (20%) 5.7, 5.8, 5.9, 5.10	Performance (20%) 5.2, 5.3, 5.11 Composition (20%) 5.4, 5.5, 5.6
Skills Assessed	<b>Performing</b> <ul style="list-style-type: none"> <li>Playing instruments and other sound sources both melodic and non-melodic</li> <li>Singing*</li> <li>Accompanying*</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>listening, observing, discussing and responding in oral and written form to a range of repertoire</li> <li>listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works</li> </ul> *If student selected	<b>Listening</b> <ul style="list-style-type: none"> <li>listening, observing, discussing and responding in oral and written form to a range of repertoire</li> <li>listening, observing, discussing and responding in oral and written form to how composers have used the concepts of music in their works</li> <li>identifying and investigating the role technology has played in music throughout the ages.</li> </ul>	<b>Performance</b> <ul style="list-style-type: none"> <li>Playing instruments and other sound sources both melodic and non-melodic</li> <li>Singing*</li> <li>Accompanying*</li> <li>Interpreting different forms of notation</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>exploring, experimenting, improvising, organising, arranging and composing using a variety of sound sources and movement activities</li> <li>notating compositions using non-traditional notation, which may be self-devised*</li> <li>notating compositions using traditional notation*</li> </ul> *If student selected

Weighting	25%	35%	40%
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## 2025 - Year 9 Scope & Sequence

Faculty: PDHPE

Subject: PASS

Year: 9

	1	2	3	4	5	6	7	8	9	10	11
<b>E</b>	<p><b>Project Title / Unit: Project:</b> Shark tank - Students examine the role of muscular, skeletal, circulatory and respiratory systems that contribute to movement and the impact of energy and hydration on movement and Physical Activity.</p> <p><b>Title / Unit: Foundations of Physical Activity</b> - Body Systems and energy for physical activity/<b>Enhancing Participation and performance</b> - Promoting Active lifestyles (information, products and organisations)</p> <p><b>Timing:</b> 13 weeks</p> <p><b>Outcomes:</b> PASSS-1, PASSS-2, PASSS-5, PASSS-7, PASSS-9, PASSS-10</p> <p><b>Skills:</b> Critical and creative thinking, ICT capability, Personal and social capability</p> <p><b>Literacy Focus: FoW</b> - Informative Writing, <b>FoR</b> - RAP,</p> <p><b>Numeracy Focus:</b> Measurement and geometry, Statistics and Probability, Multiplicative strategies, Operating with decimals, Comparing units</p> <p><b>Assessment data and weightings:</b> 25% Due: Term 2 Week 2</p> <p><b>Content Focus:</b> work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport</p>										
<b>LJ</b>											

	1	2	3	4	5	6	7	8	9	10
<b>N E ..</b>	Body Systems and Energy for Physical Activity - continued			<p><b>Project Title / Unit: Project:</b> Am I capable of becoming a Sports Conditioner? Design a training program that Aims to develop health and skill related components of fitness to specific context. Eg upper body strength for Wheel chair athletes.</p> <p><b>Title / Unit:</b> Physical Fitness and Fundamentals of Movement Skill Development</p> <p><b>Timing:</b> 10 weeks</p> <p><b>Outcomes:</b> PASSS-1, PASSS-2, PASSS-5, PASSS-6, PASSS-7, PASSS-8, PASSS-9, PASSS-10</p> <p><b>Skills:</b> ICT, Critical and creative thinking, Personal and social, Literacy, Numeracy</p> <p><b>Literacy Focus:</b> FoW - Information report, Summarising FoR - RAP, Monitoring</p> <p><b>Numeracy Focus:</b> Measurement and geometry, Operating with percentages, Comparing units, Additive strategies</p> <p><b>Content Focus:</b> display management and planning skills to achieve personal and group goals in physical activities.</p>						
<b>LJ</b>		ATI Due								

	1	2	3	4	5	6	7	8	9	10
m E ..  LJ	Physical Fitness and Fundamentals of Movement Skills Development - continued			<b>Project Title / Unit: Project:</b> Sports In Action <b>Title/ Unit:</b> Enhancing Participation and Performance - Event Management, Participating with Safety <b>Timing:</b> 10 weeks <b>Outcomes:</b> PASSS-5, PASSS-7, PASSS-8, PASSS-10 <b>Skills:</b> Numeracy, Critical and creative thinking, personal and social capability, ICT capability <b>Literacy Focus:</b> Information reports, Summarising, Visualising <b>Numeracy Focus:</b> Quantifying Numbers, Additive strategies, Operating with percentages, Understanding money, Number patterns and algebraic thinking <b>Assessment data and weightings:</b> 30% <b>Due:</b> Term 4 Week 3 <b>Content Focus:</b> perform movement skills with increasing proficiency						
				AT2 Due						

	1	2	3	4	5	6	7	8	9	10
m E ..  LJ	<b>Project:</b> Sports In Action (Continued) <b>Title / Unit:</b> Enhancing Participation and Performance - Event Management, Participating with Safety <b>Timing:</b> 10 weeks <b>Outcomes:</b> PASSS-5, PASSS-7, PASSS-8, PASSS-10 <b>Skills:</b> Numeracy, Critical and creative thinking, personal and social capability, ICT capability <b>Literacy Focus:</b> Information reports, Summarising, Visualising, <b>Numeracy Focus:</b> Quantifying Numbers, Additive strategies, Operating with percentages, Understanding money, Number patterns and algebraic thinking <b>Assessment data and weightings:</b> 30% <b>Due:</b> Term 4 Week 3 <b>Project Title / Unit: Project: Leisure, Lifestyle and Recreation</b> - Practical: develop and demonstrate the following: <ol style="list-style-type: none"> <li>1. Independent and collaborative participation.</li> <li>2. Participate in physical activities of low, medium and high intensities.</li> <li>3. Demonstrate initiative to modify physical activities to suit different needs.</li> <li>4. Water Safety/ Swimming Activities at Kurri Kurri Aquatic Centre</li> </ol> <b>Title / Unit: Physical Activity and Sport in Society</b> - Lifestyle, Leisure and Recreation <b>Timing:</b> 6 Weeks <b>Outcomes:</b> PASSS-3, PASSS-4, PASSS-5, PASSS-7, PASSS-9, PASSS-10 <b>Skills:</b> ICT, Intercultural Understanding, literacy, numeracy, personal and social <b>Literacy Focus:</b> Summarising, Visualising <b>Numeracy Focus:</b> Interpreting graphs, operating with percentages, additive strategies <b>Assessment data and weightings:</b> 0%  <b>Content Focus:</b> analyse and appraise information, opinions and observations to inform physical activity and sport decisions.									
			AT3 Due							

# Kurri Kurri High School

## Year 9 PASS Assessment Schedule 2025

**Course: PASS**

**Head Teacher: T. Gavenlock**

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 2 Week 2	Term 2 Week 2	Term 3 Week 4	Term 4 Week 3
Topic	Body Systems and energy for physical activity / Promoting Active lifestyles	Body Systems and energy for physical activity (Practical)	Physical Fitness and Fundamentals of Movement Skill Development	Event Management
Name of Task	PASS Tank	Net Sports	Am I capable of becoming a Sports Conditioner?	Sports In Action
Brief Description	Students examine the role of cardiovascular, respiratory, muscular, skeletal and energy systems that contribute to movement then, create and 'pitch' a fitness/nutritional product.	Students will complete a series of practical performance tasks based on the skills utilised in Racquet Sports- (Skills assessment and Peer - Reflection (identifying muscles in movement)	Students will participate in a range of health and skill related fitness tests. Students will design a training program that aims to develop Health and Skill related components of fitness to a specific context. Eg upper body strength for wheelchair athletes.	Students take ownership of a sport competition by demonstrating self-management skills to effectively fulfil specific duties to develop an inclusive tournament. It will include teams and coaches and a presentation to celebrate the success of all the work applied by students during the Competition.
Components	Knowledge and understanding of Muscular, skeletal systems and energy, Marketing and products and organisations. Skills in Critical and creative thinking, ICT, Personal and social capabilities	Knowledge and understanding of muscles/skeleton required to attempt specific movement. Recognise the benefits of participating in a variety of net games. Positively influence others to be safe, inclusive and respectful. Engage and challenge oneself to improve on their own personal ability Demonstrates an understanding of rules and tactics of the chosen Net Sport	Knowledge and understanding of Health and Skill related fitness components. Demonstrate personal fitness levels related to the fitness components. Skills in Critical and Creative thinking, ICT. FoW - Information report, Summarising FoR - RAP, Monitoring Numeracy - Measurement and geometry, Operating with percentages, Comparing units, Additive strategies	Collaboration Communication Creativity Critical Thinking Physical Literacy Continuum Markers - Personal and Social Attributes, Tactical Movement, Motivation and Behaviour, Movement Competencies.



<b>Syllabus Outcomes Assessed</b>	<b>PASSS-7</b> Works collaboratively with others to enhance participation, enjoyment and performance <b>PASSS-8</b> Displays management and planning skills to achieve personal and group goals	<b>PASSS-5</b> Demonstrates actions and strategies that contribute to active participation and skilful performance <b>PASSS-7</b> Works collaboratively with others to enhance participation, enjoyment and performance	<b>PASSS-1</b> Discusses factors that limit and enhance the capacity to move and perform <b>PASSS-2</b> Analyses the benefits of participation and performance in physical activity and sport	<b>PASSS-5</b> Demonstrates actions and strategies that contribute to active participation and skillful performance <b>PASSS-7</b> Works collaboratively with others to enhance participation, enjoyment and performance.
	<b>PASSS-10</b> Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	<b>PASSS-1</b> Discusses factors that limit and enhance the capacity to move and perform	<b>PASSS-10</b> Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	<b>PASSS-8</b> Displays management and planning skills to achieve personal and group goals <b>PASSS-10</b> Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>	<b>30%</b>

## 2025 - Year 9 Scope & Sequence

Faculty: TAS

Subject: Textiles

Year: 9

	1	2	3	4	5	6	7	8	9	10	11
T e r m 1	<b>Project Title/ Unit:</b> Properties and Performance of Textiles - Experimental Portfolio <b>Content Focus:</b> Students explore the unique properties of a range of textiles and the ways in which they perform. By deconstructing a textile item, students gain a broad understanding of how textile items are made. <b>Outcomes:</b> TEX5-1, TEX5-2, TEX5-8, TEX5-10, TEX5-12. <b>Syllabus Skills:</b> knowledge and understanding of the properties and performance of textiles. knowledge and understanding of, and skills in design for a range of textile applications. knowledge and skills to evaluate quality in the design and construction of textile items <b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.										
						AT1					

	1	2	3	4	5	6	7	8	9	10
T e r m 2	<b>Project Title/ Unit:</b> Design - Purrfect Paws									
	<b>Content Focus:</b> This course explores the intersection of design, compassion, and functionality by tasking students with the creation of a textile item that provides comfort or enrichment to animals residing in shelters or rescue facilities. Through research and practical application, students will analyse the needs of animals in care, investigate the practices of textile designers, and apply these insights to produce thoughtful, purpose-driven designs that enhance the well-being of animals in transitional environments.									
	<b>Outcomes:</b> TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9.									
	<b>Syllabus Skills:</b> skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items. skills in the creative documentation, communication and presentation of design ideas.									
	<b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts									
LJ	<b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.									
										AT2

	1	2	3	4	5	6	7	8	9	10
T e r ;	<b>Project Title/ Unit:</b> Textiles and Society - Decade Dance <b>Content Focus:</b> Successful textile designers bring together aspects of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Understanding these perspectives will inform students for their own design practice in textile project work. <b>Outcomes:</b> TEX5-6, TEX5-7, TEX5-8, TEX5-10, TEX5-11. <b>Syllabus Skills:</b> knowledge and understanding of, and skills in design for a range of textile applications. knowledge and understanding of the significant role of textiles for the individual consumer and for society. skills in the creative documentation, communication and presentation of design ideas. <b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.									

	1	2	3	4	5	6	7	8	9	10
T e r m 4	<b>Project Title/ Unit:</b> Textiles and Society <b>Content Focus:</b> Successful textile designers bring together aspects of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Understanding these perspectives will inform students for their own design practice in textile project work. <b>Outcomes:</b> TEX5-6, TEX5-7, TEX5-8, TEX5-10, TEX5-11. <b>Syllabus Skills:</b> knowledge and understanding of, and skills in design for a range of textile applications. knowledge and understanding of the significant role of textiles for the individual consumer and for society. skills in the creative documentation, communication and presentation of design ideas			<b>Project Title/ Unit:</b> Textiles skills workshop <b>Content Focus:</b> This workshop introduces students to three innovative textile techniques: <b>fabric manipulation, surface embellishment, and sustainable dyeing methods</b> . Students will engage in hands-on practice, creating unique samples and incorporating their learning into a final mini-project. <b>Outcomes:</b> TEX5-9, TEX5-10, TEX5-11, TEX5-12. <b>Syllabus Skills:</b> knowledge and understanding of the properties and performance of textiles. knowledge and understanding of, and skills in design for a range of textile applications. knowledge and skills to evaluate quality in the design and construction of textile items. <b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.						

	<b>Literacy:</b> Subject specific terminology, interpreting and creating procedural and informative texts <b>Numeracy:</b> Understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.								
		AT3							

# Kurri Kurri High School

Year 9 Textiles Technology Assessment Schedule 2025

Course: Textiles Technology

Head Teacher: M.Skinner

	Task 1	Task 2	Task 3
<b>Due Date/ Date of Task</b>	Term 1 wk6	Term2 wk10	Term4wk3
<b>Topic</b>	Properties and Performance of Textiles	Design	Textiles and Society
<b>Name of Task</b>	Textiles Experimental Portfolio	Purrfect paws	Decade Dance
<b>Brief Description</b>	Students explore the unique properties of a range of textiles and the ways in which they perform. By building a portfolio demonstrating the construction techniques of textile items, students gain a broad understanding of how textile items are made.	Students will design and create a textile item, inspired by professional textile design practices, that provides comfort or joy to animals in care facilities, addressing the practical and emotional needs of shelter animals while exploring creative design solutions.	Students will research a chosen decade's historical and cultural fashion influences on design and create an item of clothing that could be worn to a dance, showcasing how past and contemporary perspectives shape textile design.
<b>Component</b>	Process Portfolio	Part A: Textile Item Part B: Portfolio	Part A: Textile Item Part B: Portfolio
<b>Syllabus Outcomes Assessed</b>	TEXS-1, TEXS-2, TEXS-8, TEXS-10, TEXS-12.	TEXS-3, TEXS-4, TEXS-5, TEXS-8, TEXS-9.	TEXS-6, TEXS-7, TEXS-8, TEXS-10, TEXS-11.

<b>Skills Assessed</b>	knowledge and understanding of the properties and performance of textiles. knowledge and understanding of, and skills in design for a range of textile applications. knowledge and skills to evaluate quality in the design and construction of textile items	skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items. skills in the creative documentation, communication and presentation of design ideas.	knowledge and understanding of, and skills in design for a range of textile applications. knowledge and understanding of the significant role of textiles for the individual consumer and for society. skills in the creative documentation, communication and presentation of design ideas.
<b>Weighting</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

## 2025 - Year 9 Scope & Sequence

**Faculty:** CAPA

**Subject:** Visual Arts

**Year:** 9

	1	2	3	4	5	6	7	8	9	10	11
Term 1	<b>Project Title / Unit:</b> Back to Basics										
	<b>Content Focus:</b> Students develop artistic skills using 2-Dimensional media and techniques. They engage in imaginative and observational drawing tasks focusing on the elements and principles of art. Students will create a portfolio of 2D artwork and write an analysis of specific artworks using the structural, subjective and cultural frames. (Practice, The Structural Frame, Representation).										
	<b>Outcomes:</b> 5.3, 5.6, 5.7, 5.9										
	<b>Syllabus Skills:</b>										
	Artmaking - 2D forms, drawing techniques, representation, use of mixed media										
	Critical and historical studies - citations, artists' practice, analysis and interpretation of artworks using the frames, the elements of art.										
	<b>Literacy:</b> Subject-specific terminology; writing artwork citations; developing descriptive language with packed noun groups.										
	<b>Numeracy:</b> Symmetry; drawing geometric forms; estimation of length, size and angles to create visual representations.										
										AT1	

	1	2	3	4	5	6	7	8	9	10
Term 2	<b>Project Title / Unit:</b> The Place to Be <b>Content Focus:</b> Students learn about composition and the principles of art. They investigate iconic artworks which depict a figure in a landscape. They practise specific painting and mixed media techniques linked to historical art movements. Students create a painting of person in a place, drawing inspiration from specific artists (Practice, The Structural, Subjective and Postmodern Frames, The Conceptual Framework). <b>Outcomes:</b> 5.1, 5.4, 5.8, 5.10 <b>Syllabus Skills:</b> Artmaking - 2D forms, painting techniques, composition. Critical and Historical Studies – citations, artists' practice, conceptual framework (artist/artwork/world), the principles of art. <b>Literacy:</b> Subject-specific terminology; TEEEC paragraphs. <b>Numeracy:</b> Scaling proportions using ratios; linear perspective; rule of thirds.									
									AT2	

Te	1	2	3	4	5	6	7	8	9	10
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	<b>Project Title / Unit:</b> Regal Creatures <b>Content Focus:</b> Students will explore the practice of contemporary ceramicists and develop their 3D artmaking skills using clay. Students will hand-build a sculpture inspired by the four classical elements of water, fire, earth and air and recognise the importance of these elements in ceramic construction, drying and firing processes (Practice, The Cultural Frame, The Conceptual Framework, Conceptual Strength and Meaning). <b>Outcomes:</b> 5.2, 5.5, 5.7, 5.8 <b>Syllabus Skills:</b> Artmaking - 3D forms, ceramic hand-building techniques, conceptual strength and meaning Critical and Historical Studies – citations, artists' practice, conceptual framework (artist/artwork/world), the elements and principles of art <b>Literacy:</b> Subject-specific terminology; monitoring <b>Numeracy:</b> Geometry nets for slab-building; measurement; volume									

Term 4	1	2	3	4	5	6	7	8	9	10
	<b>Project Title / Unit:</b> Our Strengths <b>Content Focus:</b> Students will create artworks inspired by “My Strengths”. They will have the opportunity to work collaboratively on large scale mural artworks that celebrate their strengths. Students will also work individually on a smaller artwork which celebrates their personal strengths, using 2D media of the students’ choice. (Practice, The Structural and Subjective Frames, Representation, Conceptual Strength and Meaning). <b>Outcomes:</b> 5.1, 5.2, 5.5, 5.6, 5.7 <b>Syllabus Skills:</b> Artmaking - 2D/3D/4D forms, conceptual strength and meaning, representation, resolution Critical and historical studies – structural and subjective frames, the elements and principles of art <b>Literacy:</b> Subject-specific terminology; synonyms <b>Numeracy:</b> Scaling proportions using grids and ratios; measurement									
			AT3							



# Kurri Kurri High School

## Year 9 Visual Arts Assessment Schedule 2025

Course: Visual Arts

Head Teacher: A. Harris

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Due Date/ Date of Task</b>	Term 1 Week 10	Term 2 Week 8	Term 4 Week 3
<b>Topic</b>	Back to Basics	The Place to Be	Regal Creatures
<b>Name of Task</b>	2D Artwork Portfolio + Artwork Analysis	Appropriation Artwork + Artist Research Task	Anthropomorphic Ceramic Figurine & 2D Portrait + Ceramics Quiz
<b>Brief Description</b>	Students develop artistic skills using 2-Dimensional media and techniques. They engage in imaginative and observational drawing tasks focusing on the elements and principles of art. Students will create a portfolio of 2D artwork and write an analysis of specific artworks using the structural, subjective and cultural frames.	Students learn about composition and investigate iconic artworks featuring figures in landscapes. They practice specific painting and mixed media techniques linked to historical art movements. Students create a 2D artwork of a person in a place, drawing inspiration from specific artists.	Students will explore the practice of contemporary ceramicists and develop their 3D artmaking skills using clay. Students will hand-build a ceramic figurine of an animal in royal clothing. They will also create a portrait of their figurine. Students demonstrate their knowledge of ceramic construction, drying and firing processes in a quiz.
<b>Components</b>	Artmaking – 20% Critical & Historical Studies - 15%	Artmaking – 15% Critical & Historical Studies - 10%	Artmaking – 25% Critical & Historical Studies - 15%
<b>Syllabus Outcomes Assessed</b>	5.3, 5.6, 5.7, 5.9	5.1, 5.4, 5.8, 5.10	5.2, 5.5, 5.7, 5.8
<b>Skills Assessed</b>	Artmaking: 2D media and techniques Critical and historical studies: Analysis of artworks using the Frames Literacy: Subject-specific terminology Numeracy: Symmetry	Artmaking: 2D media and techniques Critical and historical studies: Discuss links between artist/world/artwork/audience Literacy: Subject-specific terminology Numeracy: Scale and proportion	Artmaking: 3D media and techniques Critical and historical studies: Identify and describe artists' practice Literacy: Subject-specific terminology Numeracy: Geometry nets

Weighting	35%	25%	40%
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## 2025 - Year 9 Scope & Sequence

**Faculty:** CAPAL

**Subject:** Visual Design **Year:** 9

T E R M 1	1	2	3	4	5	6	7	8	9	10	11
	<p><b>Project Title/Unit:</b> A Picture Speaks 1000 words</p> <p><b>Content Focus:</b> Students explore foundational techniques in drawing and collage to support their development of an illustration style. They explore and layer a variety of 2D materials and techniques during making activities and learn about different styles of representation. Students investigate the practice of a variety of famous illustrators and incorporate elements of these into their own work. Introduction of key elements and principles of design including line, tone/value, proportion, space, and emphasis. Students complete the course with a portfolio of illustrations which communicate visual narratives, convey particular moods, and include a character of their own creation.</p> <p><b>Outcomes:</b> 5.1, 5.3, 5.5, 5.6, 5.7, 5.9, 5.10</p> <p><b>Syllabus Skills:</b> Make design choices, analyse, and interprets the work of an illustrator of their choice, apply 2D media using a variety of techniques.</p> <p><b>Literacy:</b> Subject-specific terminology, visualising</p> <p><b>Numeracy:</b> Scale and proportions</p>										
										AT1	
T E R M 2	1	2	3	4	5	6	7	8	9	10	
	<p><b>Project Title/Unit:</b> Celebrate Good Times</p> <p><b>Content Focus:</b> Students are introduced to the fundamentals of time-space design and object design in relation to a specific event. They develop an understanding of the collaborative relationship between the client and the designer, and the role of the design brief. Emphasis is placed on the importance of an integrated approach to style, branding, visuals, and typography. Students consider symbolic and thematic representation and 3D construction techniques. Industry resources and information are accessed to enhance student knowledge of design practice and technical information.</p> <p><b>Outcomes:</b> 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.10</p> <p><b>Syllabus Skills:</b> Making designs for a specific purpose and audience, interpret and create citations and annotations, integrating 2D and 3D works to create unity, use of elements and principles of design.</p> <p><b>Literacy:</b> <b>Literacy:</b> Subject-specific terminology and making connections.</p> <p><b>Numeracy:</b> Scale and proportion</p>										
										AT2	

T E R M 3	1	2	3	4	5	6	7	8	9	10
	<p><b>Project Title/ Unit:</b> You've Got a Friend in Me</p> <p><b>Content Focus:</b> Students create a 3D soft toy. Students will receive a sketch from their "client" and work with them to develop a design brief. Students will utilise digital drawing tools to create a professional 2D design/plan of the toy, then choose appropriate materials and construction techniques to create a finished product. Students explore pattern making, stitching and fabric painting to produce a soft toy which meets their design brief. Extension tasks include producing a logo, swing tag or additional item for their soft toy line.</p> <p><b>Outcomes:</b> 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.10</p> <p><b>Syllabus Skills:</b> Applying skills in creating 3D forms, develop an understanding of how-to problem solve while working with textiles, express personal experiences and connection to place through design.</p> <p><b>Literacy:</b> Theme position, subject-specific terminology</p> <p><b>Numeracy:</b> Scale and proportion, units of measurement, Comparison - pattern making working using comparison to known objects – finger width, size of palm etc</p>									
								AT3		

T E R M 4	1	2	3	4	5	6	7	8	9	10
	<p><b>Project Title/Unit:</b> Hot Off the Press</p> <p><b>Content Focus:</b> Students consider the historical importance of printmaking and its cultural impact. They are provided with opportunities to develop skills in a range of relief and stencil printmaking processes. Students explore graphic design for print media and textiles and are introduced to block printing and silkscreen techniques. Their design and making practice is informed by critical and historical studies of artists who work with printmaking, and designers with expertise in wearable design. Students also consider the environmental impacts of certain printing and dyeing practices within the textiles industry. Extension tasks may include kitchen lithography, cyanotypes and/or collagraph intaglio printing.</p> <p><b>Outcomes:</b> 5.1, 5.3, 5.4, 5.7, 5.8, 5.9</p> <p><b>Syllabus Skills:</b> Apply media, techniques, and procedures to create 2D design artworks, organisation, and representation of the principles of design, visual problem solving through printmaking skills.</p> <p><b>Literacy:</b> Subject-specific terminology, making connections - reflect and interpret their own practice and the work of designers.</p> <p><b>Numeracy:</b> Identifies and describes features of shapes, objects, and patterns to create printmaking designs.</p>									

# Kurri Kurri High School

## Year 9 Visual Design Assessment Schedule 2025


Course: Visual Design

Head Teacher: A.Harris

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
Topic	A Picture Speaks 1000 Words	Celebrate Good Times	You've Got a Friend in Me
Name of Task	Illustrations Portfolio and Illustrator Case Study	Event Design Plan & Prototype and Visual Design Journal	Soft Toy and Visual Design Journal
Brief Description	Students use the elements and principles of design, and a variety of 2D materials and techniques, to develop a portfolio of illustrations. Illustrations will communicate visual narratives and include characters of students' own design. Students will also investigate the practice of famous illustrators and produce a case study which analyses and interprets the work of an illustrator.	Students explore the process of designing an event for a client. They produce a design brief, mood board, event plan, and bespoke product design for a specific event. Emphasis is placed on the importance of an integrated approach to style, branding, visuals and typography.	Students create a 3D soft toy and will receive a sketch from their "client" and work with them to develop a design brief. Students will utilise digital drawing tools to create a design/plan of the toy, then choose appropriate materials and construction techniques to create a finished product.
Components	Knowledge and understanding related to illustration. Skills in working with 2D media	Knowledge and understanding related to space and object design. Skills in working with 2D, 3D and 4D media.	Knowledge and understanding related to 2D digital design and object design using textiles. Skills in working with 2D, 3D and 4D media.
Syllabus Outcomes Assessed	Illustrations Portfolio <i>Making: 5.1, 5.3, 5.5</i>  Illustrator Case Study <i>Critical and historical studies: 5.7, 5.9</i>	Event Design Plan and Prototype <i>Making: 5.1, 5.2, 5.4</i>  Visual Design Journal (incl. mood board and design brief) <i>Critical and historical studies: 5.8, 5.10</i>	Soft Toy <i>Making: 5.1, 5.4, 5.6</i>  Visual Design Journal (incl. design brief and planning) <i>Critical and historical studies: 5.8, 5.10</i>

Skills Assessed	<p>Making: make design choices, applying 2D media using a variety of techniques</p> <p>Critical and historical study: assess the nature and effect of the conceptual, symbolic, material and technological choices made by the visual designer.</p> <p>Literacy: subject-specific terminology and visualising</p> <p>Numeracy: scale and proportions</p>	<p>Making: develop knowledge of techniques and procedures when working with different mediums, make artworks that appropriate the style or theme of an event.</p> <p>Literacy: subject-specific terminology and making connections</p> <p>Numeracy: scale and proportion</p>	<p>Making: object and print design skills - including selection and application of appropriate textile materials.</p> <p>Critical and historical study: express personal experiences through clarity of ideas for an intended audience.</p> <p>Literacy: theme position, subject-specific terminology</p> <p>Numeracy: scale and proportion, units of measurement, comparison</p>
Weighting	<p>Making: 20%</p> <p>Critical &amp; Historical: 10%</p> <p>Total: 30%</p>	<p>Making: 20%</p> <p>Critical &amp; Historical: 10%</p> <p>Total: 30%</p>	<p>Making: 20%</p> <p>Critical &amp; Historical: 20%</p> <p>Total: 40%</p>

## Appendix: Illness and Misadventure Appeal form

 <p><b>KURRI KURRI</b> HIGH SCHOOL <small>Creativity: Futures</small></p>	<h1 style="margin: 0;">Illness, Accident and Misadventure Appeal</h1>
Student Name: .....	Year: .....
Course: .....	Assessment Task name: .....
Due Date: .....	Date of submitting this form: .....
<p><b>Supporting Evidence:</b> Please give your reasons for failing to meet the assessment requirements and give details to support your case.</p> <p>This form should be handed to your teacher or the head teacher of the subject immediately after missing the task, or where possible, before the task is due.</p>	
<p>Signed: ..... (Parent) ..... (Student).....</p> <p>(Please attach a medical certificate if available)</p>	
<p><b>Teacher's Recommendation/Comment:</b></p>	

**Student asking for:**

- ☐ Student handed in the task and asking for consideration upon completion of next task.
- ☐ Student did not complete task - zero.
- ☐ Student did not submit task- similar task submitted.

Executive Decision:

**Student return slip:**

- ☐ Consideration based on completion of all tasks.
- ☐ Similar task to be completed.
- ☐ Zero mark - appeal not upheld.