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**General Information**

## INTRODUCTION

The purpose of this booklet is to outline the assessment policy of Kingsgrove North High School for Year 9. This document is developed to help students plan and prepare for assessments. Please read it carefully and ask your teachers if you have any concerns.

The Kingsgrove North High School Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

**What is Assessment?**

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Stage 5 course those purposes include:

* assisting student learning
* evaluating and improving teaching and learning programs
* providing evidence of satisfactory achievement and completion of a course
* providing information on student learning and progress in a course in relation to the syllabus outcomes
* report on the achievement by each student at the end of a course

# School Assessment Policy

## INTRODUCTION

**Rationale**

Kingsgrove North High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **New South Wales Educational Standards (NESA)** requirements.

**Aim:**

* Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks
* Consistent practices will be embedded across the school when formally assessing students.

**Procedures**

* All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied
* Students will receive a formal ‘Notification of Assessment Task’ at least **2 weeks** prior to the submission date
* Students are expected to submit tasks **by 8:50am** on the due date with the Assessment Cover Sheet attached to the front of the task, unless otherwise specified on the task
* Upon submission of a task, a student **must sign a register**, which is to be retained as proof of submission
* All students are expected to submit or sit for all assessment tasks by the due date
* An assessment task not submitted on time will be marked on a sliding scale:
	+ **1st day late:** minus 10%
	+ **2nd day late:** minus 20%
	+ **3rd day late:** minus 30%; then 0 after three days (weekends count as
	one day).
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation such as a doctor’s certificate. *Technological issues, family holidays and other non-emergencies are not justifiable reasons* for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
* All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
* If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least **one week** before the due date of the assessment.
* When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.
* Students who are deemed to make a **non-serious attempt** at any assessment task will be awarded **zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* If a student fails to complete an assessment task then contact will be made with the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
* Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a **zero mark** and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
* For all in-class tests, mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
* If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process in writing via the form which can be found on the school website:

<https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doe/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf.>

* All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.



**Stage 5 Year 9 - Child Studies 2025**

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|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 92025 | **TASK 2**Term 2, Weeks 5-102025 | **TASK 3**Term 3, Week 92025 | **TASK 4**Term 4, Week 52025 |
| **Assessment Component** | **Type of Task** | Financial Prep Assessment Task | Real Care Baby StimulationAssessment Task | Video Stimulus Assessment Task | Yearly Exam |
| **Knowledge and understanding of content** | 50% | 10% | 10% | 20% | 10% |
| **Skills** | 50% | 10% | 20% | 10% | 10% |
| **Outcomes** | CS5-2, CS5-11 | CS5-7, CS5-6, CS5-9, CS5-11 | CS5-2, CS5-8, CS5-10 | All outcomes assessed |
| **TOTAL** | 100% | 20% | 30% | 30% | 20% |

#### OUTCOMES

|  |  |
| --- | --- |
| CS5-1 Identifies the characteristics of a child at each stage of growth and developmentCS5-2 Describes the factors that affect the health and wellbeing of the childCS5-3 Analyses the evolution of childhood experiences and parenting roles over timeCS5-4 Plans and implements engaging activities when education and caring for young children within a safe environmentCS5-5 Evaluates strategies that promote the growth and development of childrenCS5-6 Describes a range of parenting practices for optimal growth and developmentCS5-7 Discusses the importance of positive relationships for the growth and development of children | CS5-8 Evaluates the role of community resources that promote and support the wellbeing of children and familiesCS5-9 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeingCS5-10 Demonstrates a capacity to care for children in a positive manner in a variety of  settings and contextsCS5-11 Analyses and compares information from a variety of sources to develop  an understanding of child growth and development CS5-12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development |

**Stage 5 Year 9 - Chinese 2025**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term1, Week 32025 | **TASK 2**Term 4, Week 32025 |
| **Assessment Component** | **Type of Task** | **Half Yearly Listening, Speaking,  Reading, Writing and****Culture in class task** | **Yearly Listening , Speaking,  Reading, Writing and****Culture in class task** |
| **Interacting** | 30% | 15% | 15% |
| **Understanding text** | 35% | 15% | 20% |
| **Creating texts** | 35% | 20% | 15% |
| **Outcomes** | ML5-INT-01ML5-UND-01  ML5-CRT-01 | ML5-INT-01ML5-UND-01  ML5-CRT-01 |
| **TOTAL** | 100% | 50% | 50% |

**OUTCOMES**

|  |
| --- |
| ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate languageML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understandingML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language**Related Life Skills outcome: MLLS-INT-01; MLLS-UND-01; MLLS-CRT-01** |

**Stage 5 Year 9 – Commerce 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1****Term 1, Week 10****2025** | **TASK 2****Term 2, Week 4,****2025** | **TASK 3****Term 3, Week 6,****2025** | **TASK 4****Term 4, Week 4,****2025** |
| **Assessment Component** | **Type of Task** | **Individual Research task/essay** | **Shark Tank** | **Group Research Assignment** | **Yearly Examination** |
| **Knowledge and understanding** | 40% | 5% | 10% | 5% | 20% |
| **Decision making and problem solving** | 30% | 5% | 10% | 10% | 5% |
| **Research and communication** | 30% | 10% | 5% | 10% | 5% |
| **Outcomes** | 5.1, 5.2,  5.5, 5.7 |  5.4, 5.6, 5.8,5.9 | 5.6, 5.7, 5.8, 5.9 | 5.1, 5.2, 5.5, 5.8 |
| **TOTAL** | 100% | 20% | 25% | 25% | 30% |

**OUTCOMES**

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

**Stage 5 Year 9 - English 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|                | SyllabusWeighting | TASK 1Term 1, Week 102025 | TASK 2Term 2, Week 10 2025 | TASK 3Term 3, Week 82025 | TASK 4Term 4, Week 42025 |
| Assessment Component | Type of Task | Critical Response | CreativeWriting and Reflection  | Persuasive Speech | In class test |
| Outcomes | EN5-URB-01EN5-ECA-01EN5-ECB-01 | EN5-URB-01 EN5-ECA-01 EN5-RVL-01 | EN5-ECA-01EN5-URA-01EN5-URC-01 | EN5-ECA-01EN5-URA-01 |
| TOTAL | 100% | 25% | 25% | 25% | 25% |

**OUTCOMES**

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

**Stage 5 Year 9 - Food Technology 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|             |  **Syllabus** **Weighting**  |  **TASK 1** Term 1 Week 10 2025  |  **TASK 2** Term 3 Week 2 2025  |   **TASK 3** Term 4 Week 4 2025   |  **TASK 4** Semester Two Ongoing 2025  |
| **Assessment Component** | **Type of Task** | **Food Selection and Health (Website)** | **Food in Australia (Powerpoint/Practical)** | **Café Culture****(Portfolio and practical)** | **Practical Component****(In-class Practical Lessons)** |
| **Design Implementation and Evaluation** | 15% | 10% |  | 5% |  |
| **Research analysis and communication** | 20% | 10% | 5% | 5% |  |
| **Experimentation and preparation** | 10% |  |  | 5% | 5% |
| **Practical application** | 25% |  | 10% | 5% | 10% |
| **Knowledge and understanding** | 30% | 5% | 5% | 10% | 10% |
| **Outcomes** | FT5-6, FT5-8, FT5-9 | FT5-5, FT5-7 | FT5-11, FT5-12 | FT5-1**,**FT5-2, FT5-5, |
| **TOTAL** | 100% | 25% | 20% | 30% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| FT5-1  Demonstrates hygienic handling of food to ensure a safe and appealing product FT5-2  Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-3 Describes the physical and chemical properties of a variety of foods FT5-4 Accounts for changes to the properties of food which occur during food processing, preparation and storage FT5-5  applies appropriate methods of food processing, preparation and storage FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities  | FT5-7  Justifies food choices by analysing the factors that influence eating habits FT5-8  Collects, evaluates and applies information from a variety of sources FT5-9 Communicates ideas and information using a range of media and appropriate terminology  FT5-10  Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-11  Plans, prepares, presents and evaluates food solutions for specific purposes FT5-12  Examines the relationship between food, technology and society FT5-13 Evaluates the impact of activities related to food on the individual, society and the environment   |

**Stage 5 Year 9 - Geography 2025**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SyllabusWeighting | **TASK 1****Semester 1:****Term 1, Week 4  2025** | **TASK 2****Semester 1:****Term 1, Week 9 2025** | **Task 3****Semester 1:****Term 2, Week 4, 2025** |
|  | **Semester 2:****Term 3, Week 4  2025** | **Semester 2:****Term 3, Week 9 2025** | **Semester 2:****Term 4, Week 4, 2025** |
| **Assessment Component** | Type of Task | **Sustainable Biomes PBL Part A** | **Sustainable Biomes Pl Part B** | **Changing Places Topic Test** |
| **Develop knowledge and understanding** | 40% | 15% | 15% | 10% |
| **Acquire, process and communicate geographical information** | 40% | 15% | 10% | 15% |
| **Apply geographical tools** | 20% | 10% | 5% | 5% |
| **Outcomes** | GE5.2, GE5.3, GE5.4, GE5.5, GE5.7 | GE5.1, GE5.3, GE5.4, GE5.6, GE5.8 | GE5.1, GE5.2, GE5.3, GE5.4, GE5.6 |
| **TOTAL** | 100% | 40% | 30% | 30% |

OUTCOMES

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

**Year 9 History 2025**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SyllabusWeighting | SEMESTER 1 |  | SEMESTER 2 |
|  | **TASK 1****Term 1, Week 8 2025** | **TASK 2****Term 2, Week 4 2025** | **TASK 1****Term 3, Week 8,  2025** | **TASK 2****Term 4, Week 4 2025** |
| **Assessment Component** | Type of Task | **Source Based Task** | **Inquiry Task** | **Source Based Task** | **Inquiry Task** |
| **Knowledge and understanding of content** | 40% | 25% | 15% | 5% | 10% |
| **Source analysis skills** | 20% | 15% | 5% | 5% | 5% |
| **Historical inquiry and research** | 20% |  | 20% | 10% | 5% |
| **Communication of historical understanding in appropriate forms** | 20% | 10% | 10% | 10% | 10% |
| **Outcomes** | HT5.1, HT5.2,HT5.6, HT 5.9 | HT 5-3, HT5.4, HT5.5,HT5.7,HT5.8,HT5.10 | HT5.1, HT5.2,HT5.6, HT 5.9 | HT 5-3, HT5.4, HT5.5,HT5.7,HT5.8,HT5.10 |
| **TOTAL** | 100% | 50% | 50% | 50% | 50% |

OUTCOMES

|  |  |
| --- | --- |
| **HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process | **HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |

**Stage 5 Year 9 - Elective History 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | SyllabusWeighting | **TASK 1****Term 1, Week 10****2025** | **TASK 2****Term 2, Week 7****2025** | **TASK 3****Term 3, Week 7****2025** | **TASK 4****Term 4, Week 3****2025** |
| **Assessment Component** | Type of Task | **Historical Essay** | **Research Task** | **Podcast** | **Site Study** |
| **Knowledge and understanding of content** | 40% | 10% | 10% | 10% | 10% |
| **Source analysis Skills**  | 20% | 5% | 5% | 5% | 5% |
| **Historical inquiry and research** | 20% |  | 10% | 5% | 5% |
| **Communication of historical understanding in appropriate forms** | 20% | 5% | 5% | 5% | 5% |
| **Outcomes** | HTE5-4,  HTE5-6HTE5-7, HTE5-8 | HTE5-3, HTE5-4,HTE5-7, HTE5-10 | HTE5-4, HTE5-5,HTE5-6, HTE5-9 | HTE5-1, HTE5-3, HTE5-4, HTE5-8,HTE5-9 |
| **TOTAL** | 100% | 20% | 30% | 25% | 25% |

**OUTCOMES**

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

**Stage 5 Year 9 - Industrial Technology Engineering 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term 1, Week 92025 | **TASK 2**Term 2, Week 42025 | **TASK 3**Term 3, Week 92025 | **TASK 4**Term 4, Week 42025 |
| **Assessment Component** | **Type of Task** | **Practical****Task** | **Design Folio** | **Practical****Task** | **Yearly Examination** |
| **Knowledge and skills in the production of projects** | 60% | 30% |  | 30% |  |
| **Knowledge and understanding of course content** | 40% |  | 25% |  | 15% |
| **Outcomes** | IND5-1IND5-3IND5-7 | IND5-4IND5-5IND5-8 | IND5-2IND5-3IND5-6 | IND5-1IND5-9IND5-10 |
| **TOTAL** | 100% | 30% | 20% | 30% | 20% |

**OUTCOMES**

|  |  |
| --- | --- |
| IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-2 Applies design principles in the modification, development and production of projects IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.   | IND5-6 Identifies and participates in collaborative work practices in the learning environmentIND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally  |

**Stage 5 Year 9 - Industrial Technology Metal 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|                  | **Syllabus** **Weighting**  | **TASK 1**Term 1, Week 92025 | **TASK 2**Term 2, Week 42025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 32025 |
|  **Assessment Component** | **Type of Task** | **Practical Task** | **Design Folio** | **Practical Task** | **Yearly Exam** |
| **Knowledge and skills in the production of projects** | 60% | 30% |  | 30% |  |
| **Knowledge and understanding of course content** | 40% |  | 20% |  | 20% |
| **Outcomes** | IND5-1IND5-3IND5-7 | IND5-4IND5-5IND5-8 | IND5-2IND5-3IND5-6 | IND5-1IND5-9IND5-10 |
| **TOTAL** | 100% | 30% | 25% | 30% | 15% |

**OUTCOMES**

|  |  |
| --- | --- |
|    IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-2 Applies design principles in the modification, development and production of projects IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.   | IND5-6 Identifies and participates in collaborative work practices in the learning environmentIND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally  |

**Stage 5 Year 9 - Industrial Technology Timber 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term 1, Week 92025 | **TASK 2**Term 2, Week 42025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 32025 |
|  **Assessment Component** | **Type of Task** | **Practical****Task** | **Design Folio** | **Practical****Task** | **Yearly Examination** |
| **Knowledge and skills in the production of projects** | 60% | 30% |  | 30% |  |
| **Knowledge and understanding of course content** | 40% |  | 25% |  | 15% |
| **Outcomes** | IND5-1IND5-3IND5-7 | IND5-4IND5-5IND5-8 | IND5-2IND5-3IND5-6 | IND5-1IND5-9IND5-10 |
| **TOTAL** | 100% | 30% | 25% | 30% | 15% |

**OUTCOMES**

|  |  |
| --- | --- |
| IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-2 Applies design principles in the modification, development and production of projects IND5-3 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects IND5-4 Selects, justifies the use of a range of relevant and associated materials for specific applications IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.   | IND5-6 Identifies and participates in collaborative work practices in the learning environmentIND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally  |

**Stage 5 Year 9 - Graphics Technology 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term 1, Week 102025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 102025 | **TASK 4**Term 4, Week 52025 |
|  **Assessment Component** | **Type of Task** | **Design Folio** | **Half Yearly Examination** | **Design Folio** | **Research Project** |
| **Knowledge and skills in the production of drawings** | 80% | 40% |  | 40% |  |
| **Knowledge and understanding of course content** | 20% |  | 10% |  | 10% |
| **Outcomes** |  GT5-1, GT5-3,GT5-5, GT5-10 | GT5-2,GT5-4 | GT5-6, GT5-7,GT5-9 | GT5-8, GT5-11, GT5-12 |
| **TOTAL** | 100% | 40% | 10% | 40% | 10% |

**OUTCOMES**

|  |  |
| --- | --- |
| GT5-1 communicates ideas graphically using freehand sketching and accurate drafting techniquesGT5-2 analyses the context of information and intended audience to select and develop appropriate presentations GT5-3 designs and produces a range of graphical presentations GT5-4 evaluates the effectiveness of different modes of graphical communications for a variety of purposesGT5-5 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communicationsGT5-6 manages the development of graphical presentations to meet project briefs and specifications  | GT5-7 manipulates and produces images using digital drafting and presentation technologies GT5-8 designs, produces and evaluates multimedia presentationsGT5-9 identifies, assesses and manages relevant WHS factors to minimise risks in the work environmentGT5-10 demonstrates responsible and safe work practices for self and others GT5-11 demonstrates the application of graphics to a range of industrial, commercial and personal settingsGT5-12 evaluates the impact of graphics on society, industry and the   environment  |

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|    | **Syllabus****Weighting** | **TASK 1**Term 1 Week 92025 | **TASK 2**Term 2, Week 72025 | **TASK 3**Term 3, Week 92025 | **TASK 4**Term 4, Week 32025 |
| **Assessment Component** | **Type of Task** | **Scientific Research Portfolio** | **3D CAD/CAM Design** | **Aeronautical Task** | **Research Task** |
| **Skills** | 60% | 15% | 20% | 20% | 5% |
| **Knowledge & Understanding** | 40% | 10% | 10% | 10% | 10% |
| **Outcomes** | ST5-1ST5-2ST5-4 ST5-6 ST5-7 | ST5-2 ST5-3ST5-4ST5-6 ST5-8 | ST5-1 ST5-2ST5-6 ST5-8ST5-10 | ST5-2 ST5-3ST5-4ST5-8 |
| **TOTAL** | 100% | 25% | 30% | 30% | 15% |

**Stage 5 Year 9 - iSTEM 2025**

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

**OUTCOMES**

**Stage 5 Mathematics – Year 9 Core and ALL Pathways 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Syllabus Weighting** | **TASK 1**Term 1, Week 82025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 42025 |
| **Assessment Component** | **Type of Task** | Open Book Topics Test**Indices & Numbers of Any Magnitude** | Half Yearly**All Term 1 and 2 Topics** | Formula Sheet Topics Test**Financial Mathematics, Area and Surface Area & Volume** | Yearly Exam**All Topics** |
| **Concepts and Skills** | 50% | 10% | 15% | 10% | 15% |
| **Working Mathematically** | 50% |  10% | 15% | 10% | 15% |
| **Outcomes** | MA5-MAG-C-01MA5-IND-C-01 | As per Term 1, as well as:MA5-ALG-C-01MA5-EQU-C-01 | MA5-FIN-C-01MA5-ARE-C-01MA5-VOL-C-01 | As per Terms 1-3 as well as:MA5-TRG-C-01MA5-TRG-C-02 |
| **TOTAL** | 100% | 20% | 30% | 20% | 30% |

**OUTCOMES**

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| --- | --- |
| MA5-MAG-C-01 | Numbers of Any Magnitude |
| MA5-IND-C-01MA5-IND-P-01MA5-IND-P-02 | Indices AIndices B (ADV)Indices C (ADV) |
| MA5-ALG-C-01MA5-ALG-P-01 | Algebraic Techniques AAlgebraic Techniques B (ADV) |
| MA5-EQU-C-01MA5-EQU-P-01 | Equations AEquations B (ADV) |
| MA5-FIN-C-01 | Financial Mathematics A |

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| --- | --- |
| MA5-ARE-C-01MA5-ARE-P-01 | Area and Surface Area AArea and Surface Area B (STD)(ADV) |
| MA5-VOL-C-01MA5-VOL-P-01 | Volume AVolume B (STD)(ADV) |
| MA5-TRG-C-01MA5-TRG-C-02MA5-TRG-P-01MA5-TRG-P-02 | Trigonometry ATrigonometry BTrigonometry C (STD)(ADV)Trigonometry D (ADV) |
| MA5-PRO-C-01MA5-PRO-P-01 | Probability AProbability B (ADV) |

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| --- |
| **Working Mathematically is across all topics** |
| MAO-WM-01 | Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly. |
| (STD) | Pathway Units for Standard |
| (ADV) | Pathway Units for Advanced |

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**Stage 5 Year 9 - Music 2025**

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| --- | --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term 1, Week 102025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 42025 |
|  **Assessment Component** | **Type of Task** | **Music for Small Ensembles** | **Baroque and****Classical Music** | **Jazz Music** | **Musical Theatre** |
| **Musicology/Listening** | 25% |  | 10% |  | 15% |
| **Performance** | 50% | 10% | 15% | 15% | 10% |
| **Composition** | 25% | 10% |  | 15% |  |
| **Outcomes** | 5.2, 5.3, 5.4, 5.6 | 5.1, 5.3, 5.7, 5.9 | 5.1, 5.2, 5.4, 5.5 |                    5.3, 5.7, 5.8 |
| **TOTAL** | 100% | 20% | 25% | 30% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| **Performing**: 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts5.2 Performs repertoire in a range of styles and genres demonstratinginterpretation of musical notation and the application of different typesof different types of technology5.3  Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness**Composing**: 5.4  Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study 5.5  Notates own compositions, applying forms of notation appropriate to the music selected for study5.6  Uses different forms of technology in the composition process | **Listening:**5.7  Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts5.8  Demonstrates an understanding of musical concepts through auralidentification, discrimination, memorisation and notation in the music selected for study 5.9  Demonstrates an understanding of musical literacy through theappropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study 5.10  Demonstrates an understanding of the influence and impact of technology on music **Value and Appreciation:**5.11  Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form5.12   Demonstrates a developing confidence and willingness             to engage in performing, composing and listening experiences |

**Stage 5 year 9 – Personal Development Health & Physical Education (PDHPE) 2025**

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| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 82025 | **TASK 2**Term 2, Weeks 3-102025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Weeks 3-102025 |
| **Assessment Component** | **Type of Task** | **Same but Different Video Stimulus Task** | **Practical Assessment- Ongoing in class****Net/Court Games** | **A Stronger Me resilience****Assessment Task** | **Practical Assessment Football Frenzy**  |
| **Knowledge and understanding of content** | 50% | 25% |  | 25% |  |
| **kills** | 50% |  | 25% |  | 25% |
| **Outcomes** | PD5-3. PD5-10 | PD5-4, PD5-5, 5-11 | PD5-1,PD5-8, PD5-9 | PD5-4, PD5-7,PD5-11 |
| **TOTAL** | 100% | 25% | 25% | 25% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| PD5-1 Assesses their own and others’ capacity to reflect on and respond positively to challengesPD5-2 Researches and appraises the effectiveness of health information and support services available in the communityPD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationshipsPD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contextsPD5-5 Appraises and justifies choices of actions when solving complex movement challengesPD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity | PD5-7 Pans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communitiesPD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activityPD5-9 Assesses and applies self-management skills to effectively manage complex situationsPD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contextsPD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences |

**Stage 5 Year 9 - Physical Activity and Sport Studies (PASS) 2025**

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| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Weeks 4-82025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 3-102025 | **TASK 4**Term 4, Weeks 3-102025 |
| **Assessment Component** | **Type of Task** | Fitness Testing Practical Assessment | Coaching Assessment Task | Striking and Fielding Practical Assessment | Practical AssessmentCultural Games |
| **Knowledge and understanding of content** | 40% |  | 15% | 15% | 10% |
| **Skills** | 60% | 25% | 10% | 10% | 15% |
| **Outcomes** | PASS5-2,PASS5-9 | PASS5-1, PASS5-8 | PASS5-5, PASS5-9 | PASS5-6, PASS5-8 |
| **TOTAL** | 100% | 25% | 25% | 25% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| PASS5-1 Discusses factors that limit and enhance the capacity to move and performPASS5-2 Analyses the benefits of participation and performance in physical activity and sportPASS5-3 Discusses the nature and impact of historical and contemporary issues in physical activity and sportPASS5-4 Analyses physical activity and sport from personal, social and cultural perspectivesPASS5-5 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance | PASS5-6 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sportPASS5-7 Works collaboratively with others to enhance participation, enjoyment and performancePASS5-8 Displays management and planning skills to achieve personal and group goalsPASS5-9 Performs movement skills with increasing proficiencyPASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions. |

**Stage 5 Year 9 - Science 2025**

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| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 82025 | **TASK 2**Term 2, Week 3 2025 | **TASK 3**Term 3, Week 72025 | **TASK 4**Term 4, Week 42025 |
| **Assessment Component** | **Type of Task** | **Practical Skills Task** | **Student Research Project** | **Research Presentation** | **Yearly Exam** |
| **Values and Attitudes****Knowledge and Understanding Skills** | 100% | 20% | 25% | 25% | 30% |
| **Outcomes** | 5WS,6WS,7WS | 4WS, 5WS, 6WS,7WS, 8WS,9WS | 7WS, 9WS,14LW, 15LW | 10PW,11PW,12ES, 13ES, 14LW,15LW, 16CW, 17CW |
| **TOTAL** | 100% | 20% | 25% | 25% | 30% |

**OUTCOMES**

|  |  |
| --- | --- |
| 4WS Develops questions or hypotheses to be investigated scientifically 5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively 6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively 7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions 8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems 9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations 10PW Applies models, theories and laws to explain situations involving energy, force and motion 11PW Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems.  | 12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community 13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues 14LW Analyses interactions between components and processes within biological systems 15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society 16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available 17CW Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials  |

**Stage 5 Year 9 - Visual Arts 2025**

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| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 102025 | **TASK 2**Term 2, Week 72025 | **TASK 3**Term 3, Week 72025 | **TASK 4**Term 4, Week 42025 |
| **Assessment Component** | **Type of Task** | **Urban Landscape** | **Abstraction** | **Abstraction Portfolio** | **Collaborative Art** |
| **Art Making** | 60% | 10% | 15% | 20% | 15% |
| **Art History & Art Criticism** | 40% | 20% | 10% |  | 10% |
| **Outcomes** | 5.1, 5.6, 5.7,5.8, 5.9, 5.10 | 5.1, 5.2, 5.6, 5.7,5.8, 5.9, 5.10 | 5.1, 5.3, 5.4, 5.6, 5.7 | 5.1,5.2,5.6 |
| **TOTAL** | 100% | 30% | 25% | 20% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience5.3 Makes artworks informed by an understanding of how the frames affect meaning5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks | 5.6 Demonstrates developing technical accomplishment and refinement in making artworks5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art5.8 Uses their understanding of the function of and relationships between the artist – artwork – world – audience in critical and historical interpretations of art5.9 Demonstrates how the frames provide different interpretations of art.5.10 Demonstrates how art criticism and art history construct meanings |

**Stage 5 Year 9 - Visual Design 2025**

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|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 10 2025 | **TASK 2**Term 2, Week 6 2025 | **TASK 3**Term 3, Week 7 2025 | **TASK 4**Term 4, Week 4 2025 |
| **Assessment Component** | **Type of Task** | **Mixed Media Postcard Design** | **Lino Print Tea Towel and Typography** | **Architecture Web Design** | **Reusable Water Bottle****Product Design** |
| **Art Making** | 60% | 20% | 15% |  | 25% |
| **Art History and Art Criticism** | 40% | 10% | 5% | 20% | 5% |
| **Outcomes** | 5.1, 5.2, 5.5, 5.8, 5.9 | 5.3, 5.4, 5.5, 5.7 | 5.7, 5.8, 5.9, 5.10 | 5.1, 5.4, 5.6, 5.7 |
| **TOTAL** | 100% | 30% | 20% | 20% | 30% |

**OUTCOMES**

|  |  |
| --- | --- |
| 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience5.3 makes visual design artworks informed by an understanding of how the frames affect meaning5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks | 5.6 selects appropriate procedures and techniques to make and refine visual design artworks5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks5.8 uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks5.9 uses the frames to make different interpretations of visual design artworks5.10 constructs different critical and historical accounts of visual design artworks |

**Assessment Planner Year 9 2025**

|  |  |  |
| --- | --- | --- |
| Term 1 | Term 2 |  |
| **Week 3** |  | **Chinese** - Half Yearly Listening,Speaking,Reading, Writing and Culture in class task | **Week 3** |  | **PDHPE**Weeks 3-10OngoingAssessmentNet/CourtGames |
| **Week 4** | **PASS**Weeks4-8Ongoing Fitness testing Practical Assessment | **Geography** – Sustainable Biomes PBL Part A | **Week 4** | **Timber** – Design Folio Task**Engineering** – Design Folio Task**Elective History** – News Report**Science** – Research Project | **Metal** – Design Folio Task**History** – Inquiry Task**Commerce** – Shark Tank |
| **Week 5** |  | **Week 5** | **Child Studies**Weeks 5 – 10Real Care Baby Simulation | **PASS** – Coaching Assessment Task **Maths** – Half Yearly**Music** – Baroque andClassical Music**Geography** – Topic Test**Graphics Technology**- Half Yearly |
| **Week 6** |  | **Week 6** | **Visual Design** – Lino Print |
| **Week 7** |  | **Week 7** | **Visual Arts** – Abstraction**Elective History** -Research Task**iSTEM**- 3D CAD/CAM Design |
| **Week 8** | **Science** – Prac Skills Test**History-** Source Based Task**Maths** – Topics Test**Elective History** – Historical Essay**Chinese** – Research Task**PDHPE** – Video Stimulus Task**Metal** - Practical Task | **Week 8** |  |
| **Week 9** |  | **Child Studies** – Financial Prep Task**iSTEM** – Scientific Research Portfolio **Geography** – Sustainable Biomes PBL Part B**Timber** – Practical Task**Engineering** - Practical Task | **Week 9** |  |
| **Week 10** | **English**- Critical Response**Music** – Music for Small Ensembles**Food Tech** – Food Selection & Health**Visual Arts** – Urban Landscapes**Elective History** -Historical Essay | **Visual Design** – Mixed Media Postcard**Metal** – Practical Task**Commerce** – Research Task**Engineering** – Practical Task**Graphics Technology-** Design Folio | **Week 10** | **English** – Creative Writing and Reflection  |

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| --- | --- |
| Term 3 | Term 4 |
| **Week 1** | **Food Tech**Semester 2 OngoingIn Class Practical Lessons |  | Week 1 |  | **PASS**Weeks3-10Practical assessment CulturalGames**PDHPE**Weeks3-10OngoingPractical assessmentFootballfrenzy |
| Week 2 | **Food Tech** – Food in Australia | Week 2 | iSTEM – Research task |
| **Week 3** | **PASS**Weeks3-10Practical assessment Striking & Fielding |  | **Week 3** | **Chinese-** Yearly Listening , Speaking,  Reading, Writing and Culture in class task**Elective History-** Site Study**Metal -**Yearly Exam**iSTEM** – Aeronautical Project | **Food Tech**Semester 2 OngoingIn Class Practical Lessons |
| **Week 4** | **Geography** – Group Assignment – Sustainable Biomes PL part A | **Week 4** | **English** – In class test**Music** –Musical Theatre **Visual Design** – Reuseable Water Bottle Product Design**Commerce** – Yearly Exam | **Timber** – Yearly Exam**Engineering** – Yearly Exam**Food Tech** – Café Culture**Science** – Yearly Exam**Photography** – Research Task**Maths** – Yearly Exam**History** -Inquiry Task**Visual Arts** – Collaborative Art |
| **Week 5** |  | **Week 5** | **Geography** – Topic Test**Graphics Technology-** Research Project | **Child Studies** – Yearly Exam |
| **Week 6** | **Commerce** – Group Research Assignment | **Week 6** |  |
| **Week 7** | **Visual Arts** – Abstraction Portfolio**Elective History-**  Podcast**Science** – Research **Visual Design** – Architecture Web Design | **Week 7** |  |
| **Week 8** | **History**- Source Based Task**English** – Persuasive Speech**PDHPE** – Assessment Task **Music** – Jazz Music**Metal** -Practical Task**Timber** – Practical Task**Maths** – Topic Test | **Week 8** |  |
| **Week 9** | **Child Studies** – Video Stimulus Task**Engineering** – Practical Task | **iSTEM-** Aeronautical Task | **Week 9** |  |
| **Week 10** | **Geography** – Sustainable Biomes P1 part B**Graphics Technology** -Design Folio | **Week 10** |  |