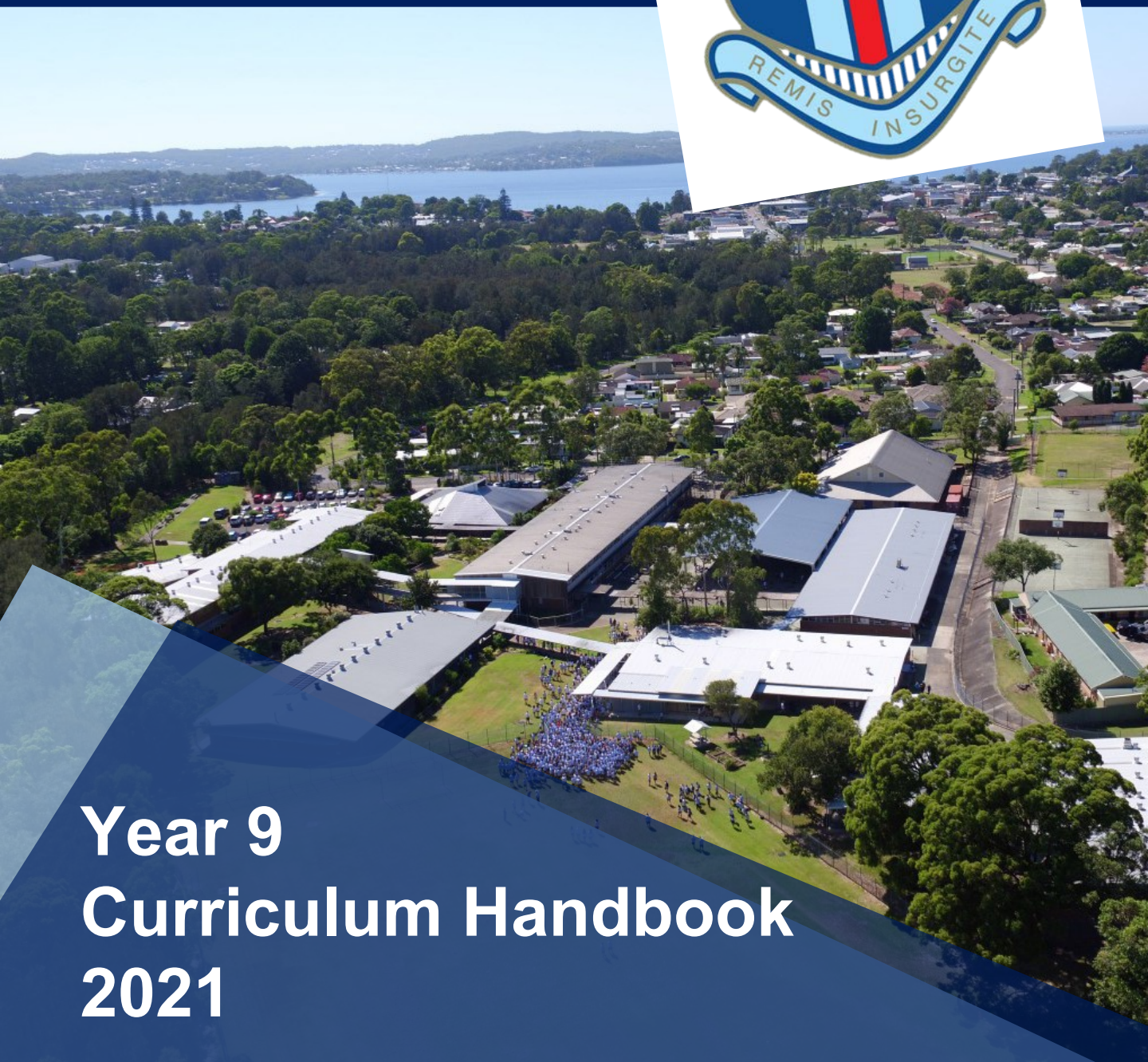


**INNOVATION  
INSPIRATION  
EXCELLENCE**



**Year 9  
Curriculum Handbook  
2021**



**Education**

# TORONTO HIGH SCHOOL YEAR 9 CURRICULUM BOOKLET

## 2021

The Toronto High School Curriculum Booklet is designed to inform students and their parents/guardians about each of the courses they are participating in throughout the year. This includes a general overview of the topics covered each term and the formal assessment associated with each course.

**PLEASE NOTE:** All information in this booklet is subject to change and is to be used as a guide only. The timing outlined for each topic within each course may change throughout the remaining semester. Similarly, the timing of each assessment task may also change from what is stated in this booklet.

Students will receive formal written notification for every assessment task they receive for each subject. This formal notification of assessment will be issued to students a minimum of two weeks before the due date of the task.

Students in Year 7, 8 and 9 who hand in work late, will be subjected to a faculty consequence, or set of consequences, including a faculty warning letter. Assessment tasks handed in late without valid reason will be awarded a mark of zero.

Specific information relating to assessment at Toronto High School can be found on the school's website.

## Curriculum Pattern Year 9 2021

<b>Subject</b>	<b>Head Teacher</b>	<b>Hour Periods Per Fortnight</b>
English	Mr A Carlson	9
Mathematics	Mrs R Wells	8
Science	Mr D Raso	8
HSIE – History & Geography	Mrs S Philipson	7
PDHPE	Mr S Richards (Relieving)	4
X Elective	Multiple	5
Y Elective	Multiple	5
Sport – Tuesday afternoons	Mr S Richards (Relieving)	4
Total		50

# Year 9 English 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Time/ Duration</b>	Term 1 Weeks 1 – 10 (10 weeks)	Term 2 Weeks 1 – 10 (10 weeks)	Term 3 Weeks 1 – 7 (7 weeks)	Term 3 Weeks 8 – 10 Term 4 Weeks 1 – 4 (7 weeks)	Term 4 Weeks 5 – 11 (7 weeks)
<b>Name of Unit</b>	<b>GENRE STUDY</b> Novel/Short Story	<b>LITERARY VALUE</b> Close Study of <i>Romeo and Juliet</i>	<b>CHARACTERISATION</b> Heroes and Villains	<b>POWER OF PERSUASION</b> Advertising	<b>CULTURAL AWARENESS</b> Film Study
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Genre Conventions</li> <li>Narrative</li> <li>Print Texts</li> <li>Quality Literature</li> <li>Short Story</li> <li>Read/Write/Discuss</li> <li>Social Issues</li> <li>Context</li> <li>Values</li> </ul>	<ul style="list-style-type: none"> <li>Context /Values</li> <li>Close Study of a Text</li> <li>Text Conventions (Drama)</li> <li>Fiction</li> <li>Language</li> <li>Character</li> <li>Setting</li> <li>Plot Analysis</li> <li>Themes</li> <li>Essay writing</li> <li>Quality Literature</li> </ul>	<ul style="list-style-type: none"> <li>Characterisation</li> <li>Representation</li> <li>Film Techniques</li> <li>Context</li> <li>Stereotypes</li> <li>Dialogue</li> <li>Discussion of complex ideas</li> <li>Gender</li> <li>Perspective</li> <li>Pop Culture</li> <li>Picture Books</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction</li> <li>Context</li> <li>Persuasive techniques</li> <li>Perspective</li> <li>Conventions</li> <li>Multimodal texts</li> <li>Visual Analysis</li> <li>Workplace Texts</li> <li>Satire</li> <li>Parody</li> </ul>	<ul style="list-style-type: none"> <li>Film</li> <li>Asian Cultural Perspective</li> <li>Context</li> <li>Propaganda</li> <li>Differing Perspectives of Historical Events</li> <li>Empathy</li> <li>Themes</li> <li>Visual Text</li> </ul>
<b>Assessment</b> Number Type  Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> In Class Test  Term 1, Week 6 30% EN5-6C	<b>NAPLAN 11 – 21 May</b>	<b><u>Assessment Task 2</u></b> Essay (Content taught in T2) Term 3 Week 2 35% EN5-1A, EN5-3B	<b><u>Assessment Task 3</u></b> Creative (Content taught in T3) Term 4 Week 4 35% EN5-2A, EN5-5C	Teacher Directed  Non-reportable  EN5-4B, EN5-6C, EN5-9E

# Year 9 Science 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Time/ Duration</b>	Term 1 Weeks 2-4 (3 weeks)	Term 1 Weeks 5-10 Term 2 Weeks 1-3 (9 weeks)	Term 2 Weeks 4-10 Term 3 Weeks 1-2 (9 weeks)	Term 3 Weeks 3-10 (8 weeks)	Term 4 Weeks 1-11 (11 weeks)
<b>Name of Unit</b>	<b>INVESTIGATING SCIENCE</b>	<b>INTRODUCTION INTO EARTH AND ENVIRONMENTAL SCIENCE</b> SUBTOPIC 1: PLATE TECTONICS SUBTOPIC 2: DISASTERS & GLOBAL WARMING	<b>INTRODUCTION INTO PHYSICS 1</b> SUBTOPIC 1: ELECTRICITY SUBTOPIC 2: CONSERVING ENERGY	<b>INTRODUCTION INTO CHEMISTRY 1</b> SUBTOPIC 1: ATOMIC STRUCTURE SUBTOPIC 2: PATTERNS IN THE PERIODIC TABLE	<b>INTRODUCTION INTO BIOLOGY 1 AND CHALLENGE ACTIVITIES</b> SUBTOPIC 1: DISEASE AND HOMEOSTASIS SUBTOPIC 2: ECOLOGY
<b>Concepts</b>	Experimental Methods, Variables	Earthquakes and Volcanoes, Plate Tectonics, Global Systems and Spheres of the Earth (hydro, bio, litho etc.)	Electricity and Circuits, Energy Transformations and Efficiency	Structure of Atoms, Historical Development of Atomic structure, Periodic Table, Nuclear Energy and Radioactivity	Coordinated Systems and function, Responses to Disease, Conservation of Ecosystems
<b>Assessments</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Depth Study – Practical Modelling Task Term 2 Week 2 40% WS 5, WS 6, WS 9 Content from ES2 and/or ES3		<b><u>Assessment Task 2</u></b> Practical Skills Task Term 3 Week 2 30% WS 6, WS 7, WS 9 Content from CW1 and/or CW2		<b><u>Assessment Task 3</u></b> Yearly Exam Term 4 Weeks 5 and 6 30% WS 5, WS 6, WS 7, WS 8, WS 9, Content from CW1, CW2, ES2, ES3, LW1, LW2, LW4, PW3, PW4

# Year 9 Mathematics 2021 Semester One

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 Weeks 2 - 7 (6 weeks)	Term 1 Weeks 9 – 11, Term 2 Weeks 1 - 2 (5 weeks)	Term 2 Weeks 3 - 7 (5 weeks)	Term 2 Weeks 8 - 10 (3 weeks)
<b>Name of Unit</b>	<b>EXPRESSIONS, EQUATIONS AND INDICES</b>	<b>PROPERTIES OF GEOMETRICAL FIGURES</b>	<b>RIGHT-ANGLED TRIANGLES - TRIGONOMETRY</b>	<b>RATIOS AND RATES</b>
<b>Concepts</b>	Students will apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. They will factorise algebraic expressions by taking out a common algebraic factor, solve linear equations, substitute values into formulas to determine an unknown value and solve problems involving linear equations, including those derived from formulas	Students will use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. They will solve problems using ratio and scale factors in similar figures use minimum conditions to prove triangles are congruent or similar.	Students will use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. They will apply trigonometry to solve right-angled triangle problems, including those involving direction and angles of elevation and depression.	Students will review ratios and rates concepts from Stage 4. They will solve problems involving direct proportion and explore the relationship between graphs and equations corresponding to simple rate problems.
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Class Test Term 1 Week 8 25% MA5.1-1WM, MA5.1-5NA, MA5.2-8NA, MA5.1-9MG		<b><u>Assessment Task 2</u></b> Assignment Week 7 25% MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG, MA5.2-13MG	

# Year 9 Mathematics 2021 Semester Two

Unit	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>Time/ Duration</b>	Term 3 Weeks 1 - 6 (6 weeks)	Term 3 Weeks 7 - 10 (4 weeks)	Term 4 Weeks 1 - 4 (4 weeks)	Term 4 Weeks 5 - 8 (4 weeks)	Term 4 Weeks 9 - 11 (3 weeks)
<b>Name of Unit</b>	<b>FINANCIAL MATHEMATICS</b>	<b>LENGTH, AREA AND SURFACE AREA</b>	<b>LINEAR RELATIONSHIPS</b>	<b>PROBABILITY, SINGLE VARIABLE DATA ANALYSIS</b>	<b>NON-LINEAR RELATIONSHIPS</b>
<b>Concepts</b>	Students will solve problems involving earning money. They will engage in a project, based on upcycling, to investigate alternative ways to generate an income. Students will calculate taxable income and solve problems involving simple interest.	Students will calculate the areas of composite shapes, solve problems involving the surface areas of right prisms, calculate the surface areas of cylinders and solve related problems. They will solve problems involving surface area for a range of prisms, cylinders and composite solids and solve problems involving the surface areas of right pyramids, right cones, spheres and related composite solids.	Students will find the midpoint and gradient of a line segment (interval) on the Cartesian plane, find the distance between two points located on the Cartesian plane and sketch linear graphs using the coordinates of two points. They will interpret and graph linear relationships using the gradient-intercept form of the equation of a straight line, solve problems involving parallel and perpendicular lines and solve problems using various standard forms of the equation of a straight line.	Students will categorise data, construct stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi-modal'. They will calculate mean, median and range to describe and interpret numerical data sets in terms of location and spread, evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data, calculate relative frequencies data to estimate probabilities of events involving 'and' or 'or', determine quartiles and interquartile range, construct box plots, histograms and dot plots and use them to compare data sets.	Students will graph simple non-linear relations, expand binomial products and factorise monic quadratic expressions. They will solve linear inequalities and graph their solutions on a number line.
<b>Assessments</b>	<b>Assessment Task 3</b> Assignment Term 3 Week 8 25% MA5.1-3WM, MA5.1-4NA, MA5.2-2WM		<b>Assessment Task 3</b> Test Term 4 Week 5 25% MA5.1-6NA, MA5.2-9NA, MA5.3-8NA		

# Year 9 Geography 2021

Unit	Unit 1 -	Unit 2
Time/ Duration	Weeks 1 – 10 (10 weeks)	Weeks 1 – 11 (11 weeks)
Name of Unit	<b>CHANGING PLACES</b>	<b>SUSTAINABLE BIOMES</b>
Concepts	<p>Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Causes and consequences of urbanisation</li> <li>• Urban settlement patterns</li> <li>• Internal migration</li> <li>• International migration</li> <li>• Australia's urban future</li> </ul>	<p>Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.</p> <p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>• Biomes</li> <li>• Changing biomes</li> <li>• Biomes produce food</li> <li>• Challenges to food production</li> <li>• Food security</li> </ul>
Assessment Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Changing Places – Future City Design Task Term 1 Week 6 50% Outcomes, GE5-2, GE5-3, GE5-5, GE5-8</p>	<p><b><u>Assessment Task 2</u></b> Biomes and Geography Skills Test Term 2 Week 8 50% Outcomes GE5-1, GE5-2, GE5-3, GE5-5, GE5 7</p>



# Year 9 History 2021

Unit	Unit 1	Unit 2
<b>Time/ Duration</b>	Term 3 Weeks 1 - 10 (10 weeks)	Term 4 Weeks 1-11 (11 weeks)
<b>Name of Unit</b>	<b>DEPTH STUDY 1 MOVEMENT OF PEOPLES</b> The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)	<b>CORE STUDY- DEPTH STUDY 3 AUSTRALIANS AT WAR (WORLD WAR I)</b> An overview of the causes of WW1, why men enlisted and where Australians fought (ACDSEH021, ACDSEH095, ACDSEH024)
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Continuity and change</li> <li>• Cause and effect</li> <li>• Perspectives</li> <li>• Empathetic understanding</li> <li>• Significance</li> <li>• Contestability</li> </ul>	<ul style="list-style-type: none"> <li>• Continuity and change</li> <li>• Cause and effect</li> <li>• Perspectives</li> <li>• Empathetic understanding</li> <li>• Significance</li> <li>• Contestability</li> </ul>
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Research Essay Term 3 Week 7 60% (HT5-6), (HT5-9), (HT5-10)	<b><u>Assessment Task 2</u></b> Class Test Term 4 Week 6 40% (HT5-4, HT5-5, HT5-7, HT5-9)

# Year 9 PDHPE Theory 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	<b>LIFELONG PHYSICAL ACTIVITY</b>	<b>NUTRITION AND SELF IMAGE</b>	<b>IDENTITY AND RELATIONSHIPS</b>	<b>SEXUAL HEALTH</b>
Concepts	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>Physical Activity Levels</li> <li>Impacts on Participation</li> <li>Media and Motivation</li> <li>Lifelong Physical Activities</li> <li>Individual Needs</li> <li>Local Services</li> <li>Movement and Health</li> <li>Australia and Sport</li> </ul>	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>Influences on food choices</li> <li>Food and Identity</li> <li>Selecting Healthy Options</li> <li>Food Labels</li> <li>Healthy Decision Tools</li> <li>Marketing Techniques</li> <li>Influences of Media</li> <li>Mental Health Stigma</li> </ul>	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>Healthy Relationships</li> <li>Interpersonal skills</li> <li>Influencing Factors on Identity</li> <li>Factors Influencing Relationships</li> <li>Safe Online Behaviour</li> <li>Decision Making</li> <li>Power</li> <li>Protective Strategies</li> </ul>	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>Contraception Methods</li> <li>Online Behaviours</li> <li>Influences on sexuality</li> <li>Sexual Relationship</li> <li>Harm Minimisation</li> <li>Consequences of unsafe behaviour</li> <li>Crisis and Help Services</li> <li>Marketing</li> </ul>
Assessment	This is a combined practical and theory task. The assessment will be broken down into the following areas: <b>Assessment Task 1</b> Combined Practical/Theory Ongoing throughout unit Term 1 Week 10 20% PD5-6, PD5-7	The assessment will be broken down into the following areas: <b>Assessment Task 2</b> Advertising Materials Term 2 Week 10 15% PD5-1, PD5-2, PD5-6	The assessment will be broken down into the following areas: <b>Assessment Task 3</b> Health Services Research Task Term 4 Week 2 15% PD5-2, PD5-3	
Number Type Timing Weighting Outcomes				

## Year 9 PDHPE Practical 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
<b>Name of Unit</b>	<b>FITNESS ANALYSIS AND IMPROVING FITNESS</b>	<b>SPORT, RECREATION AND MINOR GAMES</b>	<b>SPECIALISED MOVEMENT SKILLS – FEEDBACK (BASKETBALL AND NETBALL)</b>	<b>SPECIALISED MOVEMENT SKILLS – TRANSFER OF MOVEMENT SKILLS (CRICKET AND SOFTBALL)</b>
<b>Concepts</b>	Throughout this unit, students will participate in a range of Fitness Testing activities, and then plan to improve performance by engaging in fitness based activity.	Throughout this unit, students will develop an appreciation of games and sports that can be pursued during leisure time, with a focus on the ability to effectively communicate and interact in team environments.	Throughout this unit, students will participate in Team Sports with a focus on the ability to effectively communicate and interact in team environments and the concept of providing and receiving feedback on performance.	Throughout this unit, students will transfer knowledge and skills developed from previous learning to new sports and promote lifelong physical activity.
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Combined Practical/Theory Ongoing throughout unit Term 1 Week 10 20% PD5-4, PD5-5	There will be no formal assessment during this unit.	<b><u>Assessment Task 2</u></b> Video Analysis Term 3 Week 8 30% PD5-4, PD5-7, PD5-8	There will be no formal assessment during this unit.

## YEAR 9 Elective Subjects

Students in Year 9 will undertake two elective subjects throughout the year. Each elective subject will have five periods per fortnight. Students will participate in the same elective subjects in Year 10 and these will be included in the students' Year 10 RoSA (Record of School Achievement).

Toronto High School offers the following Elective Subjects in Year 9:

<b>Subject</b>	<b>Faculty</b>	<b>Head Teacher</b>
Better Living	TAS	Mr P Chapman
Child Studies	TAS	Mr P Chapman
Commerce	HSIE	Mrs S Philipson
Dance	CAPA	Mrs K Fotheringham
Drama	CAPA	Mrs K Fotheringham
Food Technology	TAS	Mr P Chapman
iSTEM	TAS	Mr P Chapman
Industrial Technology- Metals	TAS	Mr P Chapman
Industrial Technology- Timber	TAS	Mr P Chapman
Marine Studies	SCIENCE	Mr D Rasso
Music	CAPA	Mrs K Fotheringham
PASS – Physical Activity and Sport Studies	PDHPE	Mr S Richards (Relieving)
Photography	CAPA	Mrs K Fotheringham
Visual Arts	CAPA	Mrs K Fotheringham

# Year 9 Better Living 2021

Unit	Unit 1	Unit 2	Unit 3
<b>Time/ Duration</b>	Term 1 Weeks 1-10 (10 weeks)	Term 2 Weeks 1-10 Term 3 Weeks 1-10 (20 weeks)	Term 4 Weeks 1-11 (11 weeks)
<b>Name of Unit</b>	<b>METHODS OF COOKERY</b>	<b>MULTICULTURAL COOKING</b>	<b>WOODEN BOARD DESIGN/ XMAS COOKING</b>
<b>Concepts</b>	Exploring the different cooking techniques used to produce food	Utilising recipes and skills from other cultures	Basic wood working skills and xmas cookery
<b>Assessments</b> Number Type  Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Power Point Task 1 (20%) Practicals Task 2 (30%)  50% MOC1, MOC 2, MOC3, MOC4, MOC5	<b><u>Assessment Task 2</u></b> Research Task 3 (20%) Practical Task 4 (10%)  30% MOC6, MOC7, MOC8, MOC9, MOC10	<b><u>Assessment Task 3</u></b> Design/Sketch Practical Task  20% DES1, DES2, DES3, DES4

## Year 9 Child Studies 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	25 hours (Term 1)	25 hours (Term 2)	25 hours (Term 3)	25 hours (Term 4)
<b>Name of Unit</b>	<b>BECOMING A PARENT</b> (Modules: Preparing for Parenthood and Family Interactions)	<b>THE WONDER OF LIFE</b> (Modules: Conception to Birth and Newborn Care)	<b>CARING FOR MY CHILD</b> (Modules: Growth and Development and Newborn Care)	<b>FEEDING YOUNG BODIES AND MINDS</b> (Modules: Food and Nutrition in Childhood and Health and Safety in Childhood)
<b>Concepts</b>	Students develop their understanding about the factors that influence an individual or couple's decision to become a parent and their style of parenting, including family, culture, past experiences and ability/disability. They learn about the physical, social and emotional changes that occur during pregnancy.	Students develop an understanding of family planning, reproduction, conception and the stages of pregnancy. They investigate the stages of labour, birth and how to care for and support a newborn.	Students learn about the needs of a newborn and their growth and development. They examine the influencing factors and investigate support groups and community agencies and facilities that can assist parent(s) in providing for the growth and development of children.	Students develop an understanding of the nutritional needs of children throughout the early years, including individual needs related to special dietary needs and social-cultural factors influencing food choices. They will consider nutritional models and current dietary guidelines in relation to the growth and development of children.
<b>Assessment</b> Number Type  Timing Weighting Outcomes		<b><u>Assessment Task 1</u></b> Assessment task – Egg nursery task and supporting documentation Term 2 Week 6 25% CS5.1 CS5.2 CS5.5	<b><u>Assessment Task 2</u></b> Assessment task – Toy/game and supporting documentation Term 3 Week 9 25% CS5.4 CS 5.9 CS5.11	<b><u>Assessment Task 3</u></b> Quiz – Recipe design and practical component (30%) Quiz (20%) Term 4 Week 5 50% CS5.1 CS5.2 CS5.4 CS5.5 CS5.9 CS5.11

## Year 9 Commerce 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Time/ Duration</b>	Term 1 (10 weeks 25hrs)	Term 2 (10 Weeks 25hrs)	Term 3 Weeks 1 - 6 (15hrs)	Term 3 Week 7 – Term 4 Week 4 (20hrs)	Term 4 Weeks 5-11 (15hrs)
<b>Name of Unit</b>	<b>CORE 1: CONSUMER AND FINANCIAL DECISIONS</b>	<b>CORE 2: THE ECONOMIC AND BUSINESS ENVIRONMENT</b>	<b>OPTION 2: INVESTING</b>	<b>OPTION 1: OUR ECONOMY</b>	<b>OPTION 6: TRAVEL</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• The nature of commerce</li> <li>• Consumer and financial decisions</li> <li>• Consumer protection</li> <li>• Financial management</li> <li>• Current issues</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of the economy</li> <li>• The nature of markets within the economy</li> <li>• Interactions within markets</li> <li>• Current issues</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for investing</li> <li>• Investment options</li> <li>• Investment planning</li> <li>• The financial services industry</li> <li>• Current issues</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of the Australian economy</li> <li>• International trade and the Australian economy</li> <li>• Global influences on the Australian economy</li> <li>• Current issues</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of tourism</li> <li>• Planning a trip</li> <li>• Developing an itinerary</li> <li>• Solving problems related to travel</li> <li>• Current issues</li> </ul>
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Research Task Term 1 Week 9 20% COM4-2, COM4-4, COM4-7 and COM4-8	<b><u>Assessment Task 2</u></b> Class Test Term 2 Week 5 30% COM4-1, COM4-2, COM4-8	<b><u>Assessment Task 3</u></b> Investment Research Term 3 Week 7 20% COM4-5, COM4-6, COM4-7	<b><u>Assessment Task 4</u></b> Semester Test Term 4 Week 4 30% COM4-1, COM4-2, COM4-8	

# Year 9 Dance 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	<b>DANCE SKILLS and SAFE DANCE PRACTICES</b>	<b>ARTS AS STIMULUS</b>	<b>CREATING and DEVELOPING MOTIFS</b>	<b>JARDI TANCAT</b>
Concepts	<ul style="list-style-type: none"> <li>• Posture and Alignment</li> <li>• Body Awareness</li> <li>• Locomotor Movement</li> <li>• Phrases</li> <li>• Sequences</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of Dance</li> <li>• Space</li> <li>• Time</li> <li>• Dynamics</li> <li>• Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Symbolism</li> <li>• Indigenous Dance</li> <li>• Motifs and Abstraction</li> <li>• Phrases and Sequences</li> <li>• Elements of Dance</li> <li>• Dance for film</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulation</li> <li>• Social and Cultural Context</li> <li>• Time</li> <li>• Floor Pattern</li> </ul>
Assessments Number Type Timing Weighting  Outcomes	<p><b><u>Assessment Task 1</u></b> Performance Quality in Dance Term 1 Week 9 Appreciation 10%</p> <p>5.3.1</p>	<p><b><u>Assessment Task 1 Task 2a</u></b> Developmental Warm-Up Term 2 Week 9 Composition 10%</p> <p>5.2.1 <b><u>Assessment Task 1 Task 2b</u></b> Class routine Term 2 Week 9 Performance 20% 5.1.1, 5.1.2, 5.4.1</p>	<p><b><u>Assessment Task 1 Task 3a</u></b> Group Composition Term 3 Week 9 Composition 20%</p> <p>5.2.2 <b><u>Assessment Task 1 Task 3b</u></b> Analysis - Performance Quality and Unity Term 3 Week 9 Appreciation 10% 5.3.3</p>	<p><b><u>Assessment Task 4</u></b> Jardi Tancat Term 4 Week 4 Composition and Performance 10% + 20% 5.1.3, 5.2.2, 5.3.2</p>



## Year 9 Drama 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 (8 weeks)	Term 2 (10 weeks)	Term 2 and Term 3 (10 weeks)	Term 3 and Term 4 (13 weeks)
<b>Name of Unit</b>	<b>WARMING UP...</b>	<b>LIGHTS, CAMERA, ACTION!</b>	<b>MEANWHILE, BACKSTAGE...</b>	<b>CURTAINS UP!</b>
<b>Concepts</b>	<p><b>Study of Drama Etiquette</b> Students begin to develop understanding of Drama learning expectations, respecting the space and performers.</p> <p><b>Study of Elements of Drama</b> Students develop understanding of different elements and how to use them to create meaning</p> <p><b>Study of a Dramatic Form: Improvisation</b> Students begin to develop performance and theatrical skills</p>	<p><b>Study of Dramatic Form:</b> Small Screen Drama – Storytelling through film making</p> <p><b>Study of a Dramatic Style:</b> Melodrama - characters, historical time, place, setting, conventions</p> <p><b>Study of Elements of Drama:</b> cont. development of how meaning is created through use of the elements on stage and screen</p> <p><b>Introduction to Characterisation</b> – how characters are created through movement and production elements</p>	<p><b>Study of Crew Roles in Theatrical Productions</b> – experience with stage management, lighting, sound, prop master and costume</p> <p><b>Introduction to the Elements of Production</b> – various design aspects and the impact they have on making meaning, linking meaning from play into design concepts</p> <p><b>Study of published play excerpts</b> – used for experiential activities exploring above concepts.</p>	<p><b>Study of a Dramatic Form: Playbuilding</b> Improvisation, narrative, collage and issue-based playbuilding methods. Students prepare performances for the CAPA department’s annual “Music, Art, Drama, Dance” presentation.</p> <p><b>Study of Elements of Drama and Elements of Production</b> Students continue to develop understanding of different elements and how to use them to create meaning</p>
<b>Assessments</b>				
Number	<b>Assessment Task 1</b>	<b>Assessment Task 2</b>	<b>Assessment Task 3</b>	<b>Assessment Task 4</b>
Type	Class Workshop and Reflection Task	Submitted Video Project	Design and Production Individual Project	Group Performance (progress mark)
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 5
Weighting	25% (Making 15% Appreciating 10%)	25% (Performing 15% Appreciating 10%)	25% (Performing 15%, Appreciating 10%)	25% (Making 25%)
Outcomes	5.1.2, 5.1.3, 5.3.1	5.2.1, 5.2.2, 5.3.2	5.2.3, 5.3.3	5.1.1, 5.1.2, 5.1.4

# Year 9 Food Technology 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 Week 1-10 (10 weeks)	Term 2 Week 1-10 (10 weeks)	Term 3 Week 1-10 (10 weeks)	Term 4 Week 1-11 (11 weeks)
<b>Name of Unit</b>	<b>FOOD IN AUSTRALIA</b>	<b>FOOD SELECTION and HEALTH</b>	<b>FOOD EQUITY</b>	<b>FOOD FOR SPECIAL OCCASIONS</b>
<b>Concepts</b>	Students develop knowledge of bush tucker and the impact of migration on food habits. They investigate the development of food production and processing technologies. Students research the food habits of a chosen culture and determine its influence on contemporary Australian diets. <b>Practical experiences –</b> Students develop skills in designing, planning and preparing safe food items which reflect the changing nature of Australian cuisine.	Students develop knowledge of the functions and sources of the six nutrients. They investigate the nutritional requirements throughout the life cycle and investigate factors that influence food habits. Students research a condition associated with under or over-nutrition. <b>Practical experiences –</b> Students develop skills in designing, planning and preparing nutritious meals to meet the needs of specific groups throughout the life cycle. They also design, plan and prepare safe and nutritious food items to reflect current food guides.	Students develop knowledge of the circumstances that relate to food inequities. They examine food production and distribution on a global scale and identify the physical and social costs of malnutrition. <b>Practical experiences –</b> Students develop skills in planning and preparing a variety of meals to meet the nutritional needs of specific at-risk groups.	Students develop knowledge of the role and significance of food. They investigate reasons for celebrating and special occasions celebrated by various groups. <b>Practical experiences –</b> Students develop skills in food-handling and presentation as they plan and prepare food items and menus for special occasions.
<b>Assessments</b> Number Type  Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Foodie Adventure Advertisement (20%) Ongoing practical work Throughout semester (15%) 35% FT5-1, FT5-2, FT5-7, FT5-9	<b><u>Assessment Task 2</u></b> Ongoing practical work  Throughout semester 15% 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><u>Assessment Task 3</u></b> Research Task 20% Ongoing practical work (15%)  Throughout semester 35% FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	<b><u>Assessment Task 4</u></b> Ongoing practical work  Throughout semester 15% FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

## Year 9 iSTEM 2021

Unit	Unit 1	Unit 2
Time/ Duration	Semester One (20 weeks)	Semester Two (21 weeks)
Name of Units	<b>STRUCTURAL ENGINEERING (50 HOURS)</b>	<b>AERONAUTICAL ENGINEERING (50 HOURS)</b>
Concepts	<ul style="list-style-type: none"> <li>• STEM theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>	<ul style="list-style-type: none"> <li>• STEM theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>
Assessments Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Structural Engineering Term 2 Week 8 50% 5.3.2, 5.4.1, 5.5.1, 5.6.2</p>	<p><b><u>Assessment Task 2</u></b> Aeronautical Engineering Term 4 Week 8 50% 5.2.1, 5.3.1, 5.7.1</p>

## Year 9 Industrial Technology Metal 2021

Time/ Duration	Term 1 Week 1 - Term 2 Week 10 (20 weeks)	Term 3 Week 1 - Term 4 Week 9 (19 weeks)
Name of Unit	<b>SHEET METAL FABRICATION AND MACHINE USAGE</b>	<b>HAND TOOL AND LATHE USAGE</b>
Concepts	<ul style="list-style-type: none"> <li>• Metal Theory</li> <li>• Product Development</li> </ul>	<ul style="list-style-type: none"> <li>• Metal Theory</li> <li>• Product Development</li> </ul>
Assessments Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Tool Box Term 3 Week 10 30% IND5-1, IND5-3, IND5-5, IND5-8</p> <p><b><u>Assessment Task 2</u></b> Plumb Bob Term 3 Week 10 25% IND5-1- IND5-10</p>	<p><b><u>Assessment Task 3</u></b> Filing Jig Term 4 Week 5 25% IND5-1- IND5-10</p> <p><b><u>Assessment Task 4</u></b> Yearly Examination Term 4 Week 5 20%</p>

# Year 9 Industrial Technology Timber 2021

Unit	Unit 1	Unit 2
<b>Time/ Duration</b>	Terms 1, 2 and 3	Terms 3 and 4
<b>Name of Unit</b>	<b>CABINET WORK MODULE 1</b>	<b>CABINET WORK MODULE 2</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Timber Theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>	<ul style="list-style-type: none"> <li>• Timber Theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>
<b>Assessments</b> Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Trinket Box Term 3 Week 5 40% IND5-1, IND5-3, IND5-8</p>	<p><b><u>Assessment Task 2</u></b> Foot Stool Term 4 Week 5 40% IND5-4, IND5-5, IND5-7</p> <p><b><u>Assessment Task 3</u></b> Yearly Examination Term 4 Week 7 20% IND5-1, IND5-3, IND5-4, IND584, IND5-9, IND5-10</p>

# Year 9 Marine Studies 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 Weeks 1 -10 (10 weeks)	Term 2 Weeks 1 -10 Term 3 Weeks 1 – 4 (10 weeks)	Term 3 Weeks 5 - 9 (4 weeks)	Term 3 Week 10 Term 4 Weeks 1 – 11 (12 weeks)
<b>Name of Unit</b>	<b>CORE 1</b>	<b>BRACKISH WATERS</b>	<b>MANGROVES</b>	<b>THE ROCKY SHORE</b>
<b>Concepts</b>	Water safety, general first aid, maintaining equipment in water and the marine environment	Introducing estuaries and microscopic aquatic organisms	Mangroves and the mangrove environment	The oceans, rock platforms and tides and currents
<b>Assessments</b> Number Type Weighting Timing Outcomes	<u><b>Assessment Task 1</b></u> Field Booklet (20%) and Field Report (30%) 50% Term 3 week 4		<u><b>Assessment Task 2</b></u> Field Report or In-class Examination (excursion dependant) 50% Term 4 Week 6	

# Year 9 Music 2021

Unit	Unit 1	Unit 2	Unit 3	UNIT 4
<b>Time/ Duration</b>	Term1 (10 Weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
<b>Name of Unit</b>	<b>AUSTRALIAN MUSIC</b>	<b>ART MUSIC OF THE 20<sup>TH</sup> and 21<sup>ST</sup> CENTURIES</b>	<b>POPULAR MUSIC</b>	<b>MUSIC AND TECHNOLOGY</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Traditional and contemporary music of Aboriginal and Torres Strait Islander peoples</li> <li>Folk Music</li> <li>Jazz</li> <li>Rock and Popular Music</li> <li>The impact of technology</li> <li>The role of improvisation</li> <li>Musical concept: Duration</li> <li>Master Your Theory – Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of styles</li> <li>Developments in notation</li> <li>New combinations of sounds</li> <li>Trends in art music</li> <li>Music of a composer</li> <li>The impact of technology</li> <li>The role of improvisation</li> <li>Musical concept: Tone Colour</li> <li>Master Your Theory – Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>Comparison of styles</li> <li>Fusion of styles</li> <li>Music of a group</li> <li>Music of a composer</li> <li>Music of a solo performer</li> <li>Technology in popular music</li> <li>The role of improvisation</li> <li>Musical Concept: Structure</li> <li>Master Your Theory – Grade 1</li> </ul>	<ul style="list-style-type: none"> <li>Music of a composer</li> <li>Computer generated music</li> <li>The impact of technology of particular musical styles</li> <li>The internet and its effect on music</li> <li>Preparation for and performance in annual MADD night.</li> <li>Musical concept: Texture</li> <li>Master Your Theory – Grade 1</li> </ul>
<b>Assessments</b>	<b>Assessment Task 1</b>	<b>Assessment Task 2</b>	<b>Assessment Task 3</b>	<b>Assessment Task 4</b>
Number Type	Performance	Listening Research task including concept-based analysis	Performance	Composition
Timing	Solo or ensemble performance Term 1 Week 9	Term 2 Week 6	Solo or ensemble performance Term 3 Week 10	Notated composition demonstrating an understanding of harmonic, melodic and/or rhythmic features. Term 4 Week 6
Weighting Outcomes	20% 5.1, 5.2, 5.3	30% 5.7, 5.8, 5.9	20% 5.1, 5.2, 5.3	20% 5.4, 5.5, 5.6, 5.10

## Year 9 Physical Activity and Sport Studies (PASS) Theory 2021

Unit	Unit 1	Unit 2	Unit 3
<b>Time/ Duration</b>	Term 1 Week 2 – Term 2 Week 3 (12 weeks)	Term 2 Week 4 – Term 3 Week 5 (8 weeks)	Term 3 Week 6 –Term 4 Week 11 (16 weeks)
<b>Name of Unit</b>	<b>FUNDAMENTALS OF MOVEMENT SKILL</b>	<b>AUSTRALIA – THE SPORTING NATION</b>	<b>TECHNOLOGY, PARTICIPATION AND PERFORMANCE</b>
<b>Concepts</b>	<p><b>Modules:</b> <i>Fundamentals of movement skill development</i></p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills.</p>	<p><b>Modules:</b> <i>Australia’s sporting identity.</i></p> <p>This module examines the role of sport in shaping Australia’s identity and reputation. Students investigate the factors influencing Australia’s sporting identity and the implications these factors can have on players, spectators and Australia’s identity.</p>	<p><b>Modules:</b> <i>Technology, participation and performance.</i></p> <p>This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers.</p>
<b>Assessment</b> Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b></p> <p>Written Task Term 2 Week 3 50% of theory marks PASS5-1,PASS5-5,PASS5-7,PASS5-9, PASS5-10</p>	<p><b><u>Assessment Task 2</u></b></p> <p>Athlete Profile Term 2 Week 4 50% of theory marks PASS5-3,PASS5-4,PASS5-10</p>	Formative

## Year 9 Physical Activity and Sport Studies (PASS) Practical 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Time/ Duration</b>	Term 1 Week 1 – Term 1 Week 4 (4 weeks)	Term 2 Week 1 – Term 2 Week 5 (5 weeks)	Term 1 Week 5 – Term 1 Week 10 (6 weeks)	Term 2 Week 6 – Term 2 Week 10 (5 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
<b>Name of Unit</b>	<b>FUNDAMENTALS OF MOVEMENT SKILLS</b>	<b>TABLE TENNIS / BADMINTON</b>	<b>ULTIMATE FRISBEE</b>	<b>CIRCUS SKILLS</b>	<b>AUSTRALIAN SPORTS</b>	<b>RECREATIONAL PURSUITS</b>
<b>Concepts</b>	<i><b>Modules:</b> Fundamentals of movement skill development.</i>  Throughout this unit students will participate in a range of sports highlighting fundamental movement skills. Basketball, Soccer, Volleyball, Rounders, T-ball	<i><b>Modules:</b> Enhancing performance – strategies and techniques.</i>  Throughout this unit students will participate in a “doubles” competition, challenging others in a Table Tennis tournament.	<i><b>Modules:</b> Enhancing performance – strategies and techniques.</i>  Throughout this unit students will participate in drills and games of Ultimate Frisbee.	<i><b>Modules:</b> Fundamentals of movement skill development.</i>  Throughout this unit students will participate in a variety of circus skills, including juggling, diablos and cup stacking.	<i><b>Modules:</b> Australia’s sporting identity</i>  Throughout this unit students will participate in activities that have a distinctly Australian flavour, including AFL, Touch/Oz Tag & Cricket.	<i><b>Modules: Lifestyle, leisure and recreation</b></i>  Throughout this unit students will participate in recreational activities.
<b>Assessment Number Type Timing Weighting Outcomes</b>	<u>Skills Assessment</u> This unit is <b>worth 10% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	<u>Skills Assessment</u> This unit is <b>worth 10% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	<u>Skills Assessment</u> This unit is <b>worth 15% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	<u>Skills Assessment</u> This unit is <b>worth 15% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	<u>Skills Assessment</u> This unit is <b>worth 25% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	<u>Skills Assessment</u> This unit is <b>worth 25% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.



# Year 9 Photographic and Digital Media 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
<b>Name of Unit</b>	<b>INTRODUCTION TO PHOTOGRAPHY/ DARKROOM PRACTICE</b>	<b>ELEMENTS- LINE AND TEXTURE</b>	<b>SHAPES AND SHADOWS</b>	<b>STILL- LIFE PHOTOGRAPHY</b>
<b>Concepts</b>	History of Photography, Genres in Photography, Darkroom fundamentals, enlarger functions, darkroom chemicals, OH&S requirements, Artist case studies as inspiration for student work. Artmaking Practice in relation to Photography.	Camera functions, aperture, shutter speed, Depth of Field, aperture, shutter speed, film development. Composition techniques, Artist case studies as inspiration for student work. Conceptual Framework in relation to the study of Photography.	Digital photography processes. Revision of SLR camera functions. Monochromatic imagery to enhance subject matter. Photography as an Art Form, Artist case studies as inspiration for student work. The Frames, in relation to making and studying photographic works.	Combining artistic effects with photographic procedures, Investigation of traditional still life painting, contrasted with contemporary versions of still-life and objects. Artist case studies as inspiration for student work. Use of studio lighting for dramatic effect.
<b>Assessment</b> Number Type  Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Photograms (10%) Historical Assignment, Artist Case studies (10%) Term 1 Week 10 20% 5.1, 5.6, 5.10	<b><u>Assessment Task 2</u></b> Film Photographs (20%) Composition Assignment, Artist Case studies (10%) Term 2 Week 10 30% 5.3, 5.7	<b><u>Assessment Task 3</u></b> Film / Digital Photographs (20%) Artist case studies (10%) Term 3 Week 10 30% 5.4, 5.5, 5.8	<b><u>Assessment Task 4</u></b> Still Life Photographs (10%) Artist Case Studies (10%)  Term 4 Week 5 20% 5.2, 5.9

# Year 9 Visual Arts 2021

Unit	Unit 1		Unit 2		Unit 3			
<b>Time/ Duration</b>	Term 1 Week 1- 10 Term 2 Week 1-4 (14 weeks)		Term 2 Weeks 5-10 Term 3 Weeks 1-10 (16 weeks)		Term 4 Weeks 1-11 (11 weeks)			
<b>Name of Unit</b>	<b>LIVING OBJECTS</b>		<b>FOUR SEASONS</b>		<b>YOUNG ARCHIE</b>			
<b>Concepts</b>	A structural based introduction and exploration of the elements and principles of design. An in depth study of how artists combine formal elements to create artworks. Students investigate drawing, design and clay building techniques to create artworks based on everyday objects. In critical and historical studies students are introduced to modern art through a visual verbal timeline, and an in depth study of Surrealism.		An investigation of drawing & printing (lino) conventions to make artworks representing the four seasons. Students explore stylisation and simple design formulas to create hand coloured prints. In critical and historical studies, students investigate, interpret and explain how artists have used the world around them as a source of inspiration for making artworks.		This program provides a sequence of learning opportunities in which students create a portrait based on themselves/an idol/ family member. Students will firstly create a large-scale collage that incorporates symbolism and is based on self-Identity. Students will continue with portraiture painting/ drawing. Students will engage in a variety of painting techniques and mediums.			
<b>Assessment</b> Number Type  Timing Weighting Outcomes	<u><b>Assessment Task 1</b></u> Art Making: Practical Component – (10%) Art Criticism and Art History Component: (20%) Term 1 Week 10 30% 5.4, 5.9, 5.10		<u><b>Assessment Task 2</b></u> Art Making: Practical Component: VAPD and Clay Sculpture Term 2 Week 5 20% 5.3, 5.5, 5.6		<u><b>Assessment Task 3</b></u> Art Making: Practical (20%) Lino Print Art Criticism and Art History Component: (15%) Term 3 Week 10 35% 5.2, 5.6, 5.7, 5.8		<u><b>Assessment Task 4</b></u> Art Making : Identity Portrait Term 4 Week 6 15% 5.1,5.5, 5.6	

