



WAGIN DISTRICT HIGH SCHOOL

SEMESTER 2, 2025 OUTLINE

Year 9-10 - Science

COURSE OUTLINE

During the second semester the focus in Science will be on Biological Science, Earth and Space Science and Nature and development Science. Students will start Term 3 by looking at body coordination and make the link between the nervous control system and chemical control system. We will then move onto diseases and other sources of infections. The second half of the semester we will dive deeper into ecosystems by looking at natural ecosystems, sustainability and natural and human impacts on the ecosystem. We will end semester 2 with plate tectonics where students will have a look at moving continents, plate movements, volcanoes and earthquakes. In addition, students will spend time looking at the development of these scientific areas over time and how changes in technology have influenced our understandings. Investigative skills will also be developed through the use of the scientific inquiry process and regular lab visits.

COURSE OUTCOMES

The following concepts form the Science Understanding strand of the Western Australian Curriculum will be addressed:

Biological Science

- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their [environment](#) ([ACSSU175](#))
- Ecosystems consist of communities of interdependent organisms and abiotic components of the [environment](#); [matter](#) and energy flow through these systems ([ACSSU176](#))

Earth And Space Science

- The [theory](#) of plate tectonics explains global patterns of geological activity and continental movement ([ACSSU180](#))

Nature and developmental Science

- Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community ([ACSHE157](#))
- Advances in scientific understanding often rely on developments in [technology](#) and technological advances are often linked to scientific discoveries ([ACSHE158](#))

Science Inquiry Skills

- Formulate questions or hypotheses that can be investigated scientifically ([AC SIS164](#))

TASKS & ASSESSMENT

Students will generally undertake work in blocks of 5 weeks. During this time, they will be expected to complete all required class work and homework, and this will then be assessed in an end of unit test. Students may also be asked to complete quizzes, assignments and/or investigations to help develop their understanding of the concepts covered. *While the key content will be taught at school, it is essential that students revise at home on a regular basis to help practice new skills and solidify their understanding.*

Homework will count 10% towards student's overall grade.

All work samples will then be used to determine the ability and grade of each student.

TIMELINE

	WEEK	KEY CONCEPTS	ASSESSMENTS
Term 3	1 – 5	<p><i>Body coordination</i></p> <ul style="list-style-type: none"> • Nervous control • Chemical control • Coordinated body systems 	<p>Lab/Experimental Exam(15%) TEST(10%)</p>
	6 – 10	<p><i>Disease</i></p> <ul style="list-style-type: none"> • They make us sick • Other sources of infection • Practicals 	<p>Asssignment Investigation(10%) TEST(10%)</p>
Term 4	1 – 5	<p><i>Ecosystems</i></p> <ul style="list-style-type: none"> • Natural ecosystems • Sustainability • Natural and human impacts 	<p>Asssignment Investigation (10%) TEST(10%)</p>
	6 – 10	<p><i>Plate Tectonics</i></p> <ul style="list-style-type: none"> • Moving continents • Plate movements • Volcanoes and earthquakes 	<p>Lab/Experimental Exam(15%) TEST (10%)</p>

Timeline and assessment items may be subject to change.