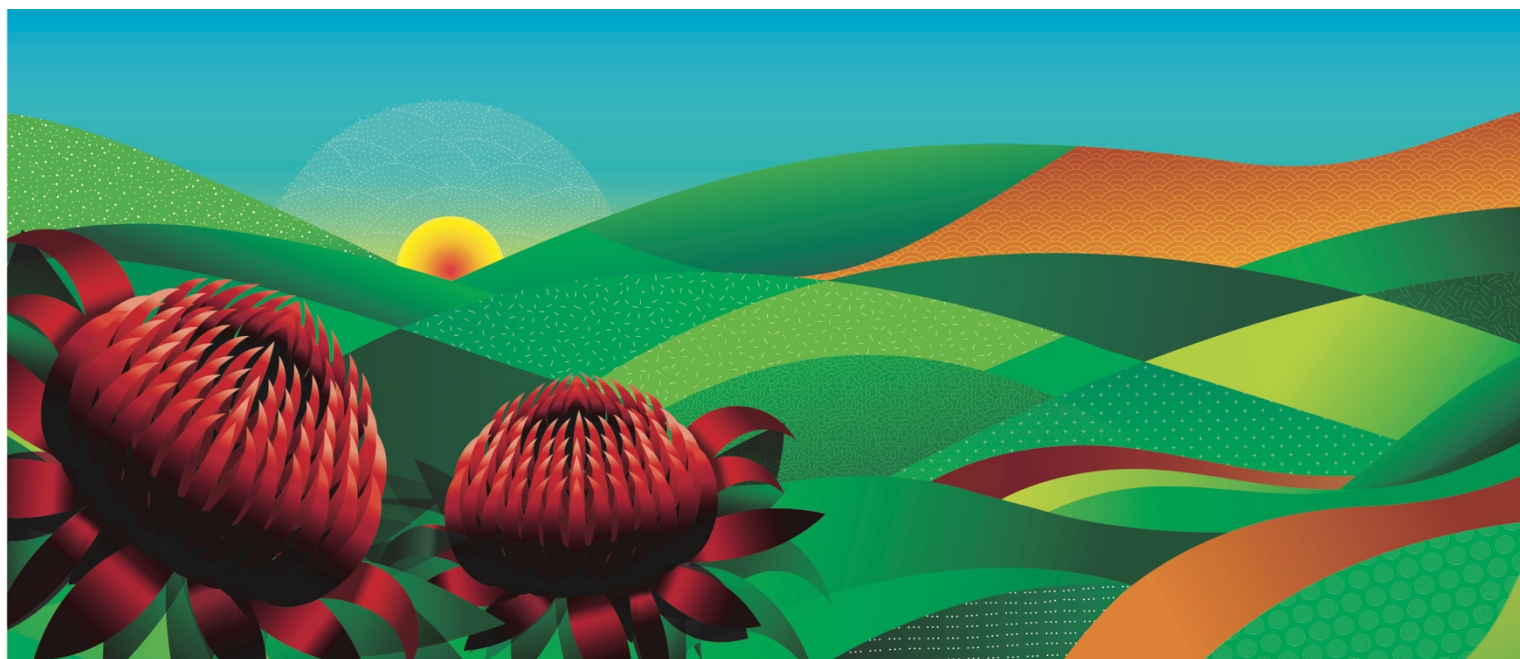# ALEXANDRIA PARK COMMUNITY SCHOOL

YEAR 9 CURRICULUM INFORMATION

& ASSESSMENT HANDBOOK

2020

This booklet provides information to students and parents about the Year 9 teaching, learning and assessment programs at APCS.

Table of Contents

Year 9 Curriculum Structure

Course	Periods per cycle
English	8
Mathematics	8
Science	7
History and Geography	6

Course	Periods per cycle
PDHPE	3
Elective 1	5
Elective 2	5

Students also participate in Sport on Thursday afternoons for 2 periods each week.
Sport is a compulsory requirement in Years 7 – 10.

National Assessment Program (NAPLAN)

Year 9 students will sit for four external assessment tests as part of the National Assessment Program. The purpose of these tests is to assess the literacy and numeracy performance of Year 7 students. The results of these tests will be reported to schools, students and parents using a common reporting scale with performance bands in reading, writing, language and numeracy.
Information regarding NAPLAN can be found at: https://nap.edu.au/information/key-dates/naplan-test-timetable

In 2020 students will be completing NAPLAN online https://www.nap.edu.au/online-assessment/test-window

Communicating with our school

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1697

- In person – please report to the Administration Office

By email alexparkcs-c.school@det.nsw.edu.au please write the name of teacher in the subject box

Who to contact:

Position at APCS	Matters they deal with:
Classroom teacher	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
Head Teacher KLA	If a parent has worked with their child's classroom teacher and feel that their needs should be further addressed. If a parent would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
Learning and Support Coordinator Rochelle Foley	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser Dee Cantrell	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. **Please email Ms Cantrell at** dee.cantrell@det.nsw.edu.au
Head Teacher Wellbeing Patricia Betar	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis).
Deputy Principal Louise Hawkins	To be notified directly with serious concerns that a parent feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.
Principal Diane Fetherston	To be notified directly with serious concerns that a parent feels cannot be dealt with by the Deputy Principal. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child.

Head Teachers

Name	Faculty responsibilities	Email
Mr Muhammad Abdullah	Mathematics	MUHAMMAD.ABDULLAH@det.nsw.edu.au
Ms Patricia Betar	Student wellbeing	PATRICIA.BETAR@det.nsw.edu.au
Ms Sheree Bourke	Science & TAS	SHEREE.BOURKE@det.nsw.edu.au
Mr Alex Forbath	Administration, PDHPE	Alexander.Forbath@det.nsw.edu.au
Miss Jane Ryan	English, LOTE (Chinese), Music & Visual Arts	Jane.ryan@det.nsw.edu.au
Ms Thecla Siamas	HSIE – history, geography, commerce	THECLA.SIAMAS@det.nsw.edu.au

Some important dates

Parent Teacher Afternoon – 12th May

NAPLAN – May 12 – 22 (a school specific timetable will be issued to students Week 1 of Term 2)

NAIDOC Day – 3rd July

Positive Behaviour for Learning

The PBL (Positive Behaviour for Learning) framework is a whole school, K-12 initiative that aims at improving learning outcomes for all students. PBL encourages students to learn through the lessons and messages aligned to the school's core values of Learning, Respect and Safety. Our PBL values are communicated to all stakeholders with visual signage established in key locations, such as classrooms, the playground and canteen, which encourages and teaches students to participate in positive behaviour across a variety of learning environments.

The school's core values (Be a Learner, Be Respectful and Be Safe) are taught to the students via a variety of lessons outlined for each stage. School leaders including the school executive and the SRC communicate weekly messages through regular assemblies and year meetings. The students are encouraged to work towards the reward system of achieving positive comments and 'deadlies'. In the secondary school, students can earn a positive behaviour for learning award as well as canteen voucher during recognition assemblies. To further celebrate positive behaviour in the school, secondary students and staff hold a PBL carnival at the end of the year where students use Deadlies and positive comments.

Homework ideas for parents

Assessment Preparation:	Class work:	Wide reading:
• The research and planning aspects of assessments should be carried out first. • Then the actual completion of the task should take place (ticking off all relevant aspects as complete). • Finally read over and edit work to ensure the work has been finessed. • Write regular revision notes and revise them for upcoming tests and in-class tasks.	• Complete any unfinished class work and/or complete any set homework tasks prior to their due date. • Ensure homework is ready to present for the next lesson	• Read both fiction and non-fiction sources covering the topics being studied in class • Use 'Skwirk' as an online resource to extend your knowledge on given topics. https://www.skwirk.com.au/students • Use online resources or databases to find relevant articles and e-books on topics being studied. https://www.sl.nsw.gov.au/
Teach: • Teach your parents something you were taught during class this week.	**Language and Writing strategies:** • Compile a topic glossary at the back of the book (look up any new terms/concepts that the student is unfamiliar with and try to integrate these into future lessons). • Play Words with Friends (or similar) complete a crossword or Target game (see Sydney Morning Herald).	**Media/ICT:** • Watch relevant films and documentaries • Watch the news and current affairs programs like The Project' (channel 10) or 'The Feed' (on SBS), • Create a Kahoot on your topic towards the end of the unit to use as revision • Read hard copy or online newspapers and post interesting articles on Google Classroom to discuss in class.

APCS Assessment Policy and Procedures for Year 9

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied, in relation to syllabus standards.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Formal assessment task schedules for all Year 9 courses are contained in this booklet which can also be found on the school's website.

1. Students will be given at least one week's notice, in writing, of a formal task.

2. It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for failing to do a task or for not completing a task to your personal best.

3. If a student believes they have a valid reason to request an extension of time to complete a formal assessment task, this must be negotiated with the class teacher well in advance of the due date.

4. If a student is absent on the day a formal task is due to be completed or submitted, the student must follow these procedures on return to school.
   4.1 Report to the teacher who issued the task and submit a parental note or doctor's certificate explaining the absence.
   4.2 Negotiate a time to sit the task / alternate task OR submit the completed task.

This procedure **MUST** be done by the first day back on return to school.

If deadlines are not met then penalties will apply. Students will refer to the individual Faculty policy.

Parents will be notified of assessment task completion concerns. These concerns may relate to non- attendance, failure to submit or complete a task, late submission, unsatisfactory achievement, and plagiarism.

Failure to sit for, submit and make a serious attempt at formal assessment tasks will affect student achievement and performance.

Technology and Assessments

Technology failure is not a valid reason for failure to submit an assessment task on time.
Students should:
- continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive). You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.

- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.
- A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure **must follow these procedures by applying for misadventure on the date the task was due by**:
- completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course)
- presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home
- submitting any saved work on a USB drive and
- submitting any hard copies of drafts, rough notes, USB.

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 (years 9 & 10) and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Eligibility for the Record of School Achievement

To qualify for the RoSA, a student must have:
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or the Board; and
- completed Year 10
  - a student must attend until the final day of Year 10 at their school

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

N Determination warning

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or N completion determination). A copy is also posted home, which outlines:

- a. any issues of concern or outstanding work and
- b. the date by which students should redeem the outcomes of the missed work.
- c. If a student is to be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESA.

The 'Warning Letter' process

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC. If this is the case then teachers will give you formal warnings in writing, as follows:

a. **Warning 1** – A 'FIRST' formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement then:
b. **Warning 2** – A 'SECOND' formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:
c. **FINAL Warning** - You will be interviewed by the Deputy Principal and a 'THIRD and FINAL' formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.
If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the 'N' determination will be formally made.

'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact us if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory curriculum requirements.

> **PLEASE NOTE:**
> **The assessment schedules printed in this booklet for all curriculum areas are intended as a guide only. Students will receive assessment schedules at the commencement of the year. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least one week prior to the task.**

Mandatory courses

English
Mathematics
Science
History
Geography
PDHPE

English

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a wide range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts for critical analysis, interpretation and pleasure. They respond to texts that are widely regarded as quality literature, Australian literature, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and texts from different cultures and times that offer a variety of perspectives.

In English assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment of learning
- Assessment as learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

There is no specified course content – rather schools select the texts and design the tasks to fulfil text requirements and demonstrate outcomes achievement. Although the content is essentially the same for all students the learning experiences are differentiated to meet the individual needs and capabilities of students.

All outcomes are assessed over the course of stage 5 and all required types of text are experienced, including a study of Shakespeare. Texts studied incorporate print, spoken and visual texts from different times and cultures, including Aboriginal Australian texts, texts with an Asian perspective and texts that are widely regarded as quality literature.

Further information can be found at
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/content-and-text-requirements
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10

Term	Content focus	Task type	Assessment (formal)
1	The Power of Language (and why grammar matters)	Portfolio and reflection on learning.	4th May (Term 2)
2	Film study – Studio Ghibli	No formal assessment	
3	Novel study	Multimodal narrative	Term 3 Week 9
4	Shakespeare study – *Romeo and Juliet*	Personal response essay	Term 4 Week 7

Mathematics

Course Description This is a mandatory course, divided into three connected pathways, Stages 5.1, 5.2 and 5.3, based on expected outcomes. Students in a particular class are given the opportunity to achieve higher level outcomes. Students are placed in classes, at the start of Year 9, based on the level of achievement of stage 4 outcomes. Movement between classes is possible throughout stage 5.

Links to HSC courses In most cases the **Stage 5.1** course is aimed at students who would not study Mathematics for the Higher School Certificate or who will study Standard 1 Mathematics.

Stage 5.2 students would be best suited undertaking the HSC Standard Mathematics course. Only those who consistently attain high results would be likely to cope in HSC Mathematics Advanced 2 unit course.
Stage 5.3 students would be best suited undertaking the HSC Mathematics Advanced Course. Only the highest performing 5.3 students should aim to take on the HSC Extension 1 Mathematics course.

What will students learn about?

Students learn the following strands of Mathematics		
Number and Algebra	Measurement and Geometry	Statistics and Probability

Within each of these strands they will cover a range of topics

What will students learn to do? Students learn to ask questions in relation to mathematical situations and their mathematical experiences, to develop, select and use a range of strategies, to explore and solve problems, to check solutions and give reasons to support their conclusions and to make connections between their existing knowledge and the understanding and use of mathematics in the real world.

Further information can be found at
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics

Year: 9, 5.1

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Computation and Financial Maths, Fractions, Decimals, Percentages Algebraic Techniques	Topic test	20%	Week 7
2	Computation and Financial Maths, Fractions, Decimals, Percentages Algebraic Techniques Right Angled Triangles Linear relationships	Half Yearly exam with reference sheet	30%	Week 6
3	Single Variable Analysis	Project based presentation/report	20%	Week 7
4	Financial Mathematics Algebraic Techniques, Equations Right Angled Triangles, Area Surface Area and Volume Indices and Surds Linear Relationships Properties of Geometric Figures Data Analysis	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

Year: 9, 5.2

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Computation and Financial Maths, Fractions, Decimals, Percentages Algebraic Techniques	Topic test	20%	Week 7
2	Computation and Financial Maths, Fractions, Decimals, Percentages Algebraic Techniques Right Angled Triangles Linear relationships	Half Yearly exam with reference sheet	30%	Week 6
3	Single Variable Analysis	Project based presentation/report	20%	Week 7
4	Financial Mathematics Algebraic Techniques, Equations Right Angled Triangles, Area Surface Area and Volume Indices and Surds Linear Relationships Properties of Geometric Figures Data Analysis	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

Year: 9, 5.3

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Computation and Financial Maths, Fractions, Decimals, Percentages Algebraic Techniques	Topic test	20%	Week 7
2	Computation and Financial Maths, Fractions, Decimals, Percentages Algebraic Techniques Right Angled Triangles Linear relationships	Half Yearly exam with reference sheet	30%	Week 6
3	Single Variable Analysis	Project based presentation/report	20%	Week 7
4	Financial Mathematics Algebraic Techniques, Equations Right Angled Triangles, Area Surface Area and Volume Indices and Surds Linear Relationships Properties of Geometric Figures Data Analysis	Yearly exam with reference sheet	30%	Week 5
Plus formative assessment such as bookwork, class tasks, experiments reference sheets and group work participation				

Other relevant Mathematics information:

Students should have a calculator, ruler, pencils, compass and exercise book.
A maths online account is also encouraged (this may be purchased at a cheaper rate through the school)

Science

Science is a mandatory course that is studied in each of Years 7–10 with at least 400 hours to be completed by the end of Year 9. In Year 9 at APCS students participate in 7 periods of Science per timetable cycle.

What will students learn to do?

In Year 9 Science students will have the opportunity to begin to develop:

a) Core skills in planning investigations, conducting investigations, project based learning, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and.

b) Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science skills, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures, medical science and systems related to the physical world, matter, and the interactions within the physical world, the living world and earth and space the preparation of the Valid exam.

What will students learn about?

All Year 9 students learn the following topics:

Year 9 Science Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
9.1 AC/DC (physics)) 9.2 Managing Ecosystems (biology)	9.3 Up n atom! (chemistry) 9.4 Plate tectonics (geology)	9.5:The periodic table (chemistry) Science Project 9.6 waves (physics)	9.7: Body systems and disease (biology)

Further information can be found at https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	AC/DC (physics) Managing ecosystems (biology)	Skills information processing	20%	Term 1 Week 8
2	Up-n-atom (chemistry) Plate tectonics (geology)	Plan project	25%	Term 2 Week 8
3	The periodic table science project (chemistry) Waves (physics)	Skills – scientific method	20%	Term 3 Week 9
4	Body systems and disease (biology)	Yearly exam	35%	Term 4 Week 6

The teaching and learning of Science in Selective Classes differentiate by:
- Curriculum compacting
- Investigative Learning
- Additional NESA Years 7-10 Science syllabus content
- Explorative, Enrichment and Extension Learning

All students in the selective classes are to sit for Science Competitions such as ICAS.

History

 In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Scope and Sequence - The Making of the Modern World	Timing
Making a Better World? Movement of People: Industrial Revolution, Trans Atlantic Slave Trade, Australia (convicts, emancipists and free settlers)	11 Weeks
Core Study: Australians at War – World Wars I and II	10 Weeks

Further information can be found at
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Making a Better World? Movement of People: Industrial Revolution, Trans Atlantic Slave Trade, Australia (convicts, emancipists and free settlers)	Source based in class test on Movement of People: - Trans Atlantic Slave Trade Australia (convicts, emancipists and free settlers)	50%	Term 1 Week 6
2	Core Study: Australians at War – World Wars I and II	WWI conscription poster and source analysis scaffold	50%	Term 2 Week 6

Geography

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Scope and Sequence	Timing
Sustainable Biomes	10 Weeks
Changing Places	10 Weeks

Key Inquiry Questions
- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase food security?
- Why has the world become more urbanised?
- How does migration impact the concentration of people into urban places?
- How does urbanisation changing environments and places?
- What strategies are used to manage environmental change in urban areas to enhance sustainability?

Further information can be found at
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

Term	Content focus	Task type	Weight	Assessment (formal/summative)
3	*Sustainable Biomes*	Report on Palm Oil Production	50%	Term 3 Week 7
4	*Sustainable Cities*	Multimodal group task	50%	Term 4 Week 5

Personal Development, Health and Physical Education

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

Strand 1	*Health, Wellbeing and Relationships*
Strand 2	*Movement Skill and Performance*
Strand 3	*Healthy, Safe and Active Lifestyles*

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

Further information can be found at
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

Term	Content focus	Task type	Assessment
1	Drug Education	Policy debate	Term 1 Week 7
2	Sexual Education	Sexual health exam	Term 2 Week 7
3	Power to Change	Project based learning task	Term 3 Week 7
4	Discrimination	Case study report	Term 4 Week 7

Elective courses

Creative and performing arts
- Music
- Visual arts

HSIE
- Commerce

PDHPE
- Physical activity and sports study (PASS)

Technologies
- Graphics technology
- Information software

Music

What will students learn about?

- Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
- Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.
- Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
Music of the Baroque Period ● Baroque style ● Score reading & theory/aural ● Listening skills ● Focus work-Pachelbel's Canon ● Listening Diary ● Performance task ● Viva Voce ● Composition task	**Music of a Culture-Aboriginal Music** ● Song studies/ analysis ● Score reading & theory/aural ● Listening skills ● Performance tasks ● Composition tasks ● Group song performance task	**Music for Radio, Film, Television and Multi-Media** ● Score reading & theory/aural ● Listening tasks ● Research ● Solo performance task	**Australian Music (Compulsory Topic)** ● Focus on Rock Music ● Development of Aust rock music ● Song studies/ analysis ● Score reading & theory/aural ● Song writing ● Performance task

In music assessment is outcomes based and involves students experiencing:
- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Term	Content focus	Task type	Assessment
1	Music of the Baroque Period	Viva Voce Composition	Term 1 Week 8
2	Music of a Culture-Aboriginal Music	Performance	Term 2 Week 6
3	Music for Radio, Film, Television and Multi-Media	Aural/Written Task	Term 3 Week 7
4	Australian Music (Compulsory Topic)	Performance	Term 4 Week 6

Visual Arts

In. stage. 5 visual arts there are five strands for course content:

- Practice artmaking, critical and historical studies
- Forms
- Frames
- Conceptual framework
- Key artists

Specific topics are selected by the school/teacher.

In visual arts assessment is outcomes based and involves students experiencing:

- Assessment for learning
- Assessment as learning
- Assessment of learning

These three types of assessment take place over the course of each term and are valued equally as evidence of a student's learning progress.

Formative assessment will include one task each term and over the course of the year cover:
Critical and historical studies written tasks – 30% weighting • Art making tasks – 70% weighting

Further information can be found at
https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10

Term	Content focus	Task type	Assessment
1	Dreams and Nightmares	Mixed media works and documentation of practice in VAPD	Term 1 Week 10
2	Hands Full	Sculpture In-class critical response task	Term 2 Week 8
3	Guardians	Painting	Term 3 Week 9
4	Oddly Familiar	Selection of collage works Exhibition brochure	Term 4 Week 7

Commerce

What will students learn about?

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Students will develop:
- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively.

Scope and Sequence	Timing	Hours
CORE: Consumer and financial decisions	Term 1 and 2	25 hours
Investing	Term 1 and 2	15 hours
CORE: The economic and business environment	Term 3 and 4	25 hours
Our Economy	Term 3 and 4	15 hours
Towards Independence	Term 4	20 hours

Further information can be found at
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019

Term	Content focus	Task type	Weight	Assessment (formal/summative)
1	Consumer and Financial Decisions	Multimodal task on protection from scams	25%	Term 1 Week 9
2	Investing	In class exam	25%	Term 2 Week 7
3	The Economic and Business Environment and Our Economy	Business report on 2008 Global Financial Crisis (research and in class)	25%	Term 3 Week 9
4	Towards Independence	Create information pamphlet on services for young people	25%	Term 4 Week 5

Physical activity and sports study (PASS)

Course Content			
Term 1	**Term 2**	**Term 3**	**Term 4**
Body Systems • Structure and function of the skeletal system • Structure and function of the muscular system • Structure and function of the muscular system • Structure and function of the respiratory system • Energy and physical activity • Interrelationships between the body systems • Hydration and physical activity	**Sports Medicine** • Identifying risk environments • Identifying risk behaviours • Assessing risks • Managing risks • Injury management	**Issues in Sport** • Historical perspectives • Factors influencing the issue • Impact of the issue • Ethical implications • Future perspectives	**Event Management** • Structures and formats • Enterprise and organisational skills • Roles in event management • Planning, conducting and evaluating

Further information can be found at
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019

Term	Content focus	Task type	Assessment (formal/summative)
1	Body systems	Examination	Term 1 Week 8
2	Sports injuries	Presentation and report	Term 2 Week 7
3	Issues in sport	Extended response	Term 3 Week 7
4	Event management	Practical assessment	Term 4 Week 6

Graphics technology

Graphics Technology Years 7–10 is an elective course that builds on the knowledge, skills and experiences developed in the study of the *Technology Mandatory Years 7–8 Syllabus.*

The major emphasis of the *Graphics Technology Years 7–10 Syllabus* is on students being actively involved in the planning, development and production of quality graphical presentations. Students should be provided with broad experiences to develop knowledge, understanding and skills in a range of media and areas of application.

Students undertaking the 200-hour course are required to complete:

- Core Module 1 and
- Core Module 2 and
- Four to six option modules.

Students studying the 200-hour course may choose to undertake a Student Negotiated Project as one of the options. In this project students may choose to revisit an option for further investigation, undertake projects that combine aspects of a number of option modules or pursue an area of graphics with local or personal significance (eg marine, aeronautical or agricultural).

All modules provide content designed to develop knowledge, understanding and skills related to the four key areas of:

- graphics principles and techniques
- design in graphics
- planning and construction
- presentation.

Core modules

Core modules are designed to provide a broad understanding of the principles and techniques associated with producing graphical presentations in a variety of styles and formats.

- Core Module 1: Instrument Drawing
- Core Module 2: Computer-Aided Design (CAD).

Option modules

Option modules allow students to develop knowledge, understanding and skills in specific graphics-related fields. These fields may be selected to provide experiences appropriate to individuals' abilities while catering for their special interests.

- Option Module 1: Architectural Drawing
- Option Module 2: Australian Architecture
- Option Module 3: Cabinet and Furniture Drawing
- Option Module 4: Computer-Aided Design (CAD)
- Option Module 5: Computer Animation
- Option Module 6: Engineering Drawing
- Option Module 7: Graphic Design and Communication
- Option Module 8: Landscape Drawing
- Option Module 9: Product and Technical Illustration
- Option Module 10: Student Negotiated Project.

Further information can be found at
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/graphics-technology-2019

Term	Task type	Weight	Assessment
1	Drawing task 1 – Descriptive geometry exercises	25%	Term 1,Week 4
2	Drawing task 2 – Pictorial Drawing 3D printed Pendant	25%	Term 2, Week 8
3	Drawing task 1 – Adobe Illustrator self-portrait task	25%	Term 3,Week 8
4	Create information pamphlet on services for young people	25%	Term 4 ,Week 8

Information and software technology

What will students learn to do?

Students will learn about core content that is integrated into the options (the options are individual modules and are not sequential). These include learning to design, produce and evaluate, handle data, select and use hardware and software, identify and analyse issues, investigate past, current and emerging technologies and understand the role of people in the information and software technology sector.

What will students learn about?

Option 1: Artificial Intelligence, Simulation and Modelling

This option involves students making decisions to solve real-world applications. Students experience the use of an expert system as well as neural network application and are able to compare the two methods for solving problems.

Option 4: Digital Media

This option examines and analyses different digital media products and their uses across a variety of contexts. It allows students to develop skills in the design and production of a digital media product of at least two data types.

Option 5: The Internet and Website Development

Students study the historical development of the internet. Tools and uses of the internet are explored particularly in the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose.

Option 6: Networking Systems

This option introduces the nature of networking systems. File management, users and groups for any operating system are investigated. Students gain hands-on experience with setting up servers and protocols in a networked environment.

Option 7: Robotics and Automated Systems

This option provides the possibility to design, produce and evaluate a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets. It allows students the opportunity to explore a range of automated systems and robots.

Option 8: Software Development and Programming

This option involves students undertaking a range of activities that will lead them to modifying and writing their own code when developing software products. Initially students will work with existing code to identify data types and control structures, leading to the development of algorithm descriptions.

Further information can be found at

https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology

Term	Content focus	Task type	Weight	Assessment
1 & 2	Networking systems (software, hardware, design)	Multimodal task on protection from scams	35%	Term 2 Week 3
2 & 3	Internet website and development (design, software issues, people)	Website design – design, code and produce a mock website using html and css	35%	Term 3 Week 6
3 & 4	Digital media (design, issues, people, software)	Graphic design task – create a graphic design and presentation for specified task	30%	Term 4 Week 5