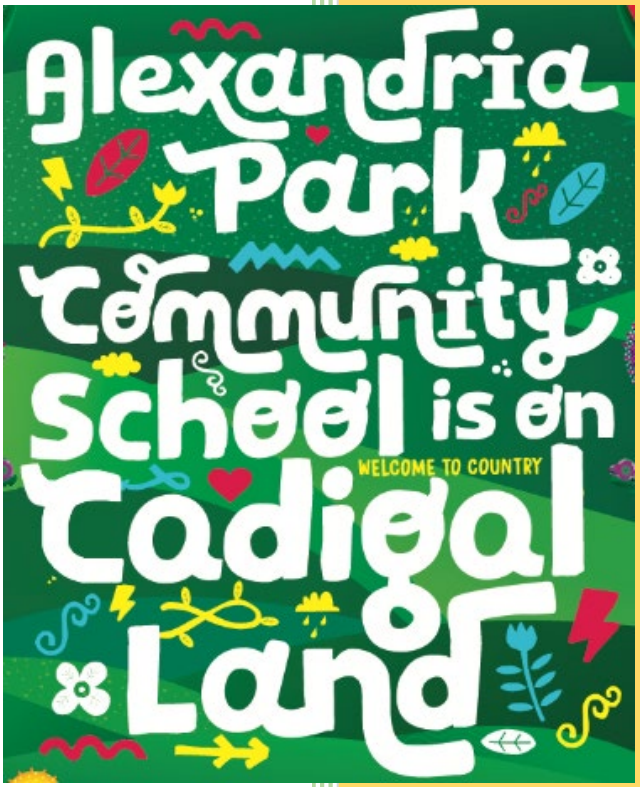
Year 9

Alexandria Park Community School

2021 Curriculum and Assessment Booklet



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

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

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 9 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.

NAPLAN 2021 online test

Students will complete the NAPLAN tests online for 2021. NAPLAN online is a tailored test that adapts to students' responses resulting in more precise results. The tests will be held from 11 – 21 May, 2021. The tests will be taken in the following order: Reading, Writing, Conventions of Language and Numeracy.

Information regarding NAPLAN can be found at:

https://www.nap.edu.au/naplan

If a student misses a test a make-up test can only be rescheduled during the scheduled NAPLAN testing period of 11 – 21 May. More information regarding NAPLAN online will be provided closer to the date.

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 1967
- In person – please report to the Administration Office
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box

Year 9 have a Google Classroom that all students will join and parents are also invited to join. The is a great place for the Year Adviser to communicate with the students. The code to join the Google Classroom is: kzmnmjr

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

Who to contact:

Position at APCS	**Matters they deal with:**
Classroom teachers	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 Teachers of each subject area	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 Teachers	If a parent feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	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 Thomson at maeve.thomson2@det.nsw.edu.au
Head Teacher Wellbeing	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). Please email Ms Betar at patricia.betar@det.nsw.edu.au
Deputy Principal	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. Please email Ms Hawkins at louise.hawkins1@det.nsw.edu.au
Principal	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.

Homework ideas for students and carers

Assessment Preparation: • 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.	**Class work:** • 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 • Brain dump – give yourself 3 minutes to write down everything you learned in class that day • Create a concept map to build relationships between key words, phrases, class content • Complete activities via Education Perfect	**Wide reading:** • Read both fiction and non-fiction sources covering the topics being studied in class • There are lots of ideas on this website for ways to enhance your reading skills https://www.educatorstechnology.com/2018/02/19-educational-websites-to-enhance.html • Access Renaissance Reading • 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 family 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. • Complete quizzes or questions on Education Perfect

Assessment Policy and Procedures

The policies and procedures at APCS follow those advised by NESA.

School based assessment tasks

A. You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain: a. the type of task (e.g. in-class, submitted, performance, practical)

- the timing of the task or the time and date due
- the weighting of the task (e.g. 20%)
- the outcomes being assessed and
- the assessment criteria
- instructions for submission.

B. In school examinations, you must follow the same procedures as for the Higher School Certificate.

Absence due to illness or misadventure

If you are away on the day of an assessment task or examination (illness or injury) or for some reason your performance has been affected during a task or examination (misadventure) you should complete the illness/misadventure form (available online) and give to the Head Teacher for that subject.
Please note the following:

i i. **Illness or injury** – means you are too sick to attend school.

ii ii. **Misadventure** – is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Extensions

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an **Extension Application** Form from the Deputy Principal or Head Teacher or **access it on the school's website**. This form should be submitted to the faculty Head Teacher **at least five school days BEFORE** the assessment task due date.

Appeals

Students have the right to ask their teacher to review a mark at the time a task is returned but cannot appeal against the teacher's judgement.
Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- • the weightings specified in the assessment program are not those stated by NESA
- • the weightings for tasks are not consistent with those specified by the published policy
- • there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student.

- you will be given a formal warning of a non-serious attempt
- be required to re-sit or re-submit the task
- you may be awarded zero for the task.

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.

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.

English

Google Classroom Code	**9A -** 6lnxm54 **9L -** jtzqvyb **9E -** p57v6uk **9X** - fb5y2qq

Scope and Sequence – Topics	**Timing**
Power of Language (and why grammar matters) This unit is about studying the Power of Language that represents the ever-changing world around us. Students explore persuasive language tools such as pathos, ethos and logos as well as more specific techniques and grammatical features using the 6 Traits of Writing. Text forms include media (news, propaganda), advertising (print and audio such as podcasts) and the power of words in poetry. Students analyse a variety of examples from different media sources and develop their critical literacy skills.	Term 1
Shakespeare Study: Romeo and Juliet This unit a close study of Shakespeare's *Romeo and Juliet*. Students explore the themes and characters of the play, its context and continued relevance to society. This unit focuses on critical reading and writing skills, as students build upon their abilities in evaluating texts, critically analysing Shakespearean plays and drawing connections between the text and their personal worlds. At the end of the unit, students will engage in various drama activities, to explore plays as a text type and build their understanding of how a texts' ideas are represented through a stage play. This unit aims to foster an enjoyment for Shakespeare and an understanding of why his plays are included in the syllabus from Stages 4 through to 6.	Term 2
Novel Study Through the close study of *Miss Peregrine's Home for Peculiar Children*, students will explore the ways that genre can be adapted and merged, the power of intertextuality to add layers to a text, how our perspectives and those of the composer influence textual understanding and how a composer's style can be identifiable across texts and contexts. Students will experiment with their own writing style incorporating elements of genre, intertextuality and reflecting on their own values, choices and perspective. Students will examine the different concepts with the view to understanding how texts can work in different ways, resulting in both attracting and distancing their audience.	Term 3
Film study Students will analyse the film, *Bran Nue Dae*, through identifying the cinematic elements and how they are used to create meaning.	Term 4

In Year 9 English, students will develop an understanding of a variety of the following concepts and skills:
English textual concepts – argument, authority, character, code and convention, connotation, imagery and symbol, context, genre, intertextuality, literary value, narrative, perspective, point of view, representation, style and theme.
Skills relating to all the modes of English: listening, speaking, viewing, representation, reading and writing.
Students will also develop their critical and creative thinking skills throughout their process or responding to and composing texts.

	Topic Assessed	**Type of Assessment Task**	**Week Due**
1	**Power of Language**	Non-fiction	Term 1, Week 9
2	**Shakespeare**	Essay	Term 2, Week 8
3	**Novel Study**	Imaginative & Reflection	Term 4, Week 2
4	**Film study**	Collaborative portfolio task and presentation	Term 4

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Device/laptop and basic stationery items

Homework expectations – regular exercises will be set on Education Perfect and the school Renaissance Reading program requires students to read a book from the list for at least one hour at home per week.
Excursions (optional)
Any other important information relating to your subject

Teachers:
9A: Miss Ryan
9L: Ms Gray
9E: Mr Jun
9X: Mr Jun

Head Teacher English: Miss Ryan
Email - jane.ryan@det.nsw.edu.au

Mathematics 5.1

Google Classroom Code	**Each mathematics class will have a code which will be provided to you by your teacher**

Scope and Sequence – Topics	**Timing**
Number and Algebra - Computation and Financial Mathematics In this topic a student**:** compares, orders and calculates with integers, applying a range of strategies to aid computation; operates with fractions, decimals and percentages; solves financial problems involving earning spending and investing money	4 Weeks Term 1
Number and Algebra - Algebraic Techniques, Equations Uses algebraic techniques to solve simple linear and quadratics equations	3 Weeks Term 1
Measurement and Geometry - Right Angled Triangles In this topic a student: applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems; applies trigonometry, given diagrams, including problems involving angles of elevation and depression	3 Weeks Term 1
Number and Algebra - Linear Relationships In this topic a student: determines the midpoint, gradient and length of interval, and graphs linear relationships	3 Weeks Term 2
Measurement and Geometry - Area and surface area In this topic a student: calculates the areas of composite shapes, and the surface areas of rectangular and triangular	3 Weeks Term 2
Number and Algebra - Indices In this topic a student: operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices to numerical bases	3 Weeks Term 2
Statistics and Probability - Probability and Single Variable Data Analysis In this topic a student uses statistical displays to compare sets of data and evaluates statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events	3 Weeks Term 3
The Power to Change **Mathematics / PDHPE Project Based Learning Task**	2 Weeks Term 3
Number and Algebra/Measurement and Geometry - Practical applications In this topic students will engage with Practical applications of previous topics	4 Weeks Term 3
Number and Algebra/Measurement and Geometry - Practical applications In this topic a student engages with Practical applications of previous topics	4 Weeks Term 4
Measurement and Geometry - Properties of Geometrical figures In this topic a student describes and applies the properties of similar figures and scale drawings	5 Weeks Term 4

The aim of Mathematics in years 7 -10 is that Students:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	**Week Due**	**Weighting**
1	**Portfolio 1** **50%** - Student selected work samples from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 2	Semester one report: 100%
2	**Portfolio 2:** **50%** - One student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report: 100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator
It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teacher:
9 - 5.1: Mr Abdullah and Mr Bennett

Head Teacher Mathematics: Muhammad Abdullah
Email: muhammad.abdullah@det.nsw.edu.au

Mathematics 5.2

Google Classroom Code	**Each mathematics class will have a code which will be provided to you by your teacher**

Scope and Sequence – Topics	**Timing**
Number and Algebra - Computation and Financial Mathematics In this topic a student**:** compares, orders and calculates with integers, applying a range of strategies to aid computation; operates with fractions, decimals and percentages; solves financial problems involving earning spending and investing money; solves financial problems involving compound interest	4 Weeks Term 1
Number and Algebra - Algebraic Techniques, Equations In this topic a student uses algebraic techniques to solve simple linear and quadratics equations; solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	3 Weeks Term 1
Measurement and Geometry - Right Angled Triangles In this topic a student: applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems; applies trigonometry, given diagrams, including problems involving angles of elevation and depression; applies trigonometry to solve problems, including problems involving bearings	3 Weeks Term 1
Number and Algebra - Linear Relationships In this topic a student: determines the midpoint, gradient and length of interval, and graphs linear relationships; uses the gradient-intercept form to interpret and graph linear relationships	3 Weeks Term 2
Measurement and Geometry - Area and surface area In this topic a student: calculates the areas of composite shapes, and the surface areas of rectangular and triangular; calculates the surface areas of right prisms, cylinders and related composite solids; applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders	3 Weeks Term 2
Number and Algebra - Indices In this topic a student: operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices to numerical bases; apply index laws to operate with algebraic expressions involving integer indices	3 Weeks Term 2
Statistics and Probability - Probability and Single Variable Data Analysis In this topic a student uses statistical displays to compare sets of data and evaluates statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events, uses quartiles and box plots to compare sets of data and evaluates sources of data; describes and calculates probabilities in multi-step chance experiments	3 Weeks Term 3
The Power to Change **Mathematics / PDHPE Project Based Learning Task**	2 Weeks Term 3

Number and Algebra - Quadratic Expressions and Algebraic Fractions In this topic students simplify algebraic fractions and expands and factorises quadratic expressions	4 Weeks Term 3
Number and Algebra - Quadratic Equations and graphs of Parabolas In this topic a student solves simple quadratic equations using analytical and graphical techniques	4 Weeks Term 4
Measurement and Geometry - Properties of Geometrical figures In this topic a student calculates the sum of any polygon and uses minimum conditions to prove triangles are congruent or similar	5 Weeks Term 4

The aim of Mathematics in years 7 -10 is that Students:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	**Week Due**	**Weighting**
1	**Portfolio 1** **50%** - Student selected work samples from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 2	Semester one report: 100%
2	**Portfolio 2:** **50%** - One student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report: 100%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator
It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teacher:
9 - 5.2: Ms Luo

Head Teacher Mathematics: Muhammad Abdullah
Email: muhammad.abdullah@det.nsw.edu.au

Mathematics 5.3

Google Classroom Code	**Each mathematics class will have a code which will be provided to you by your teacher**

Scope and Sequence – Topics	**Timing**
Number and Algebra - Computation and Financial Mathematics In this topic a student**:** compares, orders and calculates with integers, applying a range of strategies to aid computation; operates with fractions, decimals and percentages; solves financial problems involving earning spending and investing money; solves financial problems involving compound interest	4 Weeks Term 1
Number and Algebra - Algebraic Techniques, Equations In this topic a student uses algebraic techniques to solve simple linear and quadratics equations; solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	3 Weeks Term 1
Measurement and Geometry - Right Angled Triangles In this topic a student: applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems; applies trigonometry, given diagrams, including problems involving angles of elevation and depression; applies trigonometry to solve problems, including problems involving bearings	3 Weeks Term 1
Number and Algebra - Linear Relationships In this topic a student: determines the midpoint, gradient and length of interval, and graphs linear relationships; uses the gradient-intercept form to interpret and graph linear relationships; uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line	3 Weeks Term 2
Measurement and Geometry - Area and surface area In this topic a student: calculates the areas of composite shapes, and the surface areas of rectangular and triangular; calculates the surface areas of right prisms, cylinders and related composite solids; applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders; applies formulas to find the surface areas of right pyramids. Right cones, spheres and related composite solids; applies formulas to find the volume of right cones, spheres and related composite solids	3 Weeks Term 2
Number and Algebra - Indices In this topic a student: operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices to numerical bases; apply index laws to operate with algebraic expressions involving integer indices; performs operations with surds and indices fractional indices and surds simple operations with surds.	3 Weeks Term 2

Statistics and Probability - Probability and Single Variable Data Analysis In this topic a student uses statistical displays to compare sets of data and evaluates statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events, uses quartiles and box plots to compare sets of data and evaluates sources of data; describes and calculates probabilities in multi-step chance experiments	3 Weeks Term 3
The Power to Change **Mathematics / PDHPE Project Based Learning Task**	2 Weeks Term 3
Number and Algebra - Quadratic Expressions and Algebraic Fractions In this topic students simplify algebraic fractions and expands and factorises quadratic expressions, selects and applies appropriate algebraic techniques to operate with algebraic expressions	4 Weeks Term 3
Number and Algebra - Quadratic Equations and graphs of Parabolas In this topic a student solves simple quadratic equations using analytical and graphical techniques; solves complex quadratic, simple cubic and simultaneous equations and rearranges literal equations, sketches and interprets a variety of non-linear relationships	4 Weeks Term 4
Measurement and Geometry - Properties of Geometrical figures In this topic a student calculates the sum of any polygon and uses minimum conditions to prove triangles are congruent or similar, proves triangles are similar and uses formal geometric reasoning to establish properties of triangles and quadrilaterals	5 Weeks Term 4

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- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning
- appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems
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Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students should bring to class a pen, pencil, ruler and scientific calculator
It is expected that students should complete a sustainable amount of revision work at least 3 times per week

Teachers:
9 - 5.3: Ms Liang

Head Teacher Mathematics: Muhammad Abdullah
Email: muhammad.abdullah@det.nsw.edu.au

Science

Google Classroom Code	**9A** - k2qlwmx **9L** - zfjwj2w **9E** - rh34t5o **9X** - gzrtckl

Scope and Sequence – Topics	**Timing**
AC/DC The gradual development, through application of the scientific method, of a model of the atom which satisfactorily explains observed properties of matter, has enabled us to gain an understanding of electricity. From this understanding, many technologies have been developed which are commonplace in the modern world. In our homes heating, lighting, preservation, cleaning and entertainment are most often dependent on electricity. Students learn about the limitations and benefits of these electrical systems in their application.	**Term 1** Weeks 1-5
MANAGING ECOSYSTEMS Most natural ecosystems are sustainable, meaning they maintain living conditions for the community. As long as ecosystems have a supply of matter and energy, and have a fairly large range of species, they can sustain themselves. Each organism in the ecosystem influences others and can be viewed as performing a role for the benefit of the ecosystem. Sustainable living describes humans acting in a way that maintains the living conditions of our environment. It involves careful use of resources so that they do not run out, and ensuring that natural ecosystems are not damaged by our actions. Understanding how human activities cause damage to ecosystems helps scientists, governments and the general community to minimize the damage while still allowing human needs to be met.	**Term 1** Weeks 6-10
UP 'n' ATOM! Chemists have collected large amounts of evidence to show that whole elements show observable patterns. The theory of periodicity helps us understand how our planet changes. This topic will explore this concept including related natural chemical elements.	**Term 2** Weeks 1 - 4
THE PERIODIC TABLE This topic examines the particle kinetic theory and the 105 naturally occurring elements and aims to give students an understanding of matter as particles. It also examines that every substance is made up of elements found in the periodic table.	**Term 2** Weeks 6 - 10
PLATE TECTONICS – GEOLOGY Geologists have collected large amounts of evidence to show that whole continents are moving. The theory of plate tectonics helps us understand how our planet changes. Tis topic will explore this concept including related natural disasters	**Term 3** Weeks 1-5
SCIENCE RESEARCH PROJECT Students will use the scientific method to plan and implement an investigation of their own design using scientific research methodology. They will produce a scientific report using scientific format and submit onto Google classroom.	**Term 3** Weeks 6 - 10

BODY SYSTEMS Though our modern environment provides us with many comforts, it is also fraught with danger: virulent infectious diseases, cancers caused by exposure to agents we have created, as well as the devastating effect on our health of improper diet, drugs, alcohol and smoking. Some scientific understanding of these substances and how they affect body systems may enable some wiser lifestyle choices to be made	**Term 4** Weeks 1- 9

In Year 9 Science students will develop an understanding of the following concepts and skills:

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.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Working Scientifically	Practical skills and assessment	Week 10	20%
2	AC/DC The Periodic Table Working Scientifically	Half yearly exam	Week 7	25%
3	Student Research Project	Student Research Project Report	Week 10	25%
4	Plate Tectonics – Geology Working Scientifically Body Systems	Yearly Examination	Week 5	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Exercise book
- Ruler, pencil, rubber, pen.
- Device, laptop/tablet

Homework expectations

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

Any other important information relating to your subject

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
- Students can participate in a Science Competition. All students in 9**X are expected to participate** in this competition.
- Students are expected to follow safety procedures in the laboratory to carry out investigations.

Teachers:
9A – Mr Rui
9L – Ms Agathopoulos
9E – Mr Bashir
9X – Mr Conolly

Acting Head Teacher: Ms Heslop
Email: kylee.heslop1@det.nsw.edu.au

History

Google Classroom Code	**9A -** kwmgymh **9L -** ijrfr5q **9E -** zkuy3wi **9X -** mo4eiyr

Scope and Sequence - The Making of the Modern World	**Timing**
Overview The Industrial Revolution, developing first in eighteenth-century Britain, gave rise to economic changes that have had an enormous impact on society. Students will look at the contribution of the Industrial Revolution on population movements such as the slave trade, emigration and convict transportation. The Industrial Revolution also encouraged European nationalism and imperialism. At the end of this period, a buildup of tensions among Europe's great powers contributed to the outbreak of World War I, the first global war.	1 week
Movement of People In this topic students will look at the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. Students will identify the movement of slaves out of Africa and the movement of convicts and free settlers out of Britain, the experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience.	10 Weeks
Australians at War - World War One and World War Two In this topic students will look at the causes of the wars, why men enlisted and where Australians fought. Students outline the main causes of both wars, locate and sequence the places where Australians fought in both wars and explain why Australians enlisted to fight in both wars. Students will study the Gallipoli Campaign and Kokoda and the changing scope and nature of warfare from trenches in World War I to the use of the atomic bombs to end World War II.	10 Weeks

In Year 9 History Student will develop an understanding of the following concepts and skills:

<u>CONCEPTS</u>

Continuity and change: some aspects of a society, event or development change over time and others remain the same, eg features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.

Cause and effect: events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.

Perspectives: people from the past may have had different views and experiences, eg the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.

Empathetic understanding: the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.

Significance: the importance of an event, development, group or individual and their impact on their times and/or later periods, eg the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.

Contestability: how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

SKILLS

Comprehension: chronology, terms and concepts: read and understand historical texts, use historical terms and concepts in appropriate contexts, sequence historical events to demonstrate the relationship between different periods, people and places

Analysis and use of sources: identify different types of sources, identify the origin, content, context and purpose of primary and secondary sources, process and synthesise information from a range of sources as evidence in an historical argument, evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry

Perspectives and interpretations: identify and analyse the reasons for different perspectives in a particular historical context, recognise that historians may interpret events and developments differently

Empathetic understanding: interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

Research: ask and evaluate different kinds of questions about the past to inform an historical inquiry, plan historical research to suit the purpose of an investigation, identify, locate, select and organise information from a variety of sources, including ICT and other methods

Explanation and communication: develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources, select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	**Movement of People**	**In Class Source Based Exam:** • Section 1: Vocabulary • Section 2: Multiple Choice • Section 3: Short answer	Term 1 Week 6	50%
2	**Australians at War - World War One and World War Two**	**Research and Extended Response:** Essay and historical analysis 1000 words	Term 2 Week 5	50%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they cannot meet a deadline the expectation is they contact teacher or HT prior to due date.

Teachers:
9A - Mr Berscheid
9L - Mr Johnson
9E - Mr Craig
9X - Ms Luo

Head Teacher HSIE: Ms Siamas
Email: thecla.siamas@det.nsw.edu.au

Personal Development, Health and Physical Education

Google Classroom Codes	**9A -** anhtznq **9L -** 5t4suyb **9E -** aca5elz **9X -** 5iawjwu

Scope and Sequence			
Theory	**Timing**	**Practical**	**Timing**
Just the way you are	Term 1 Wks 1-10	Round Ball Games	Term 1 Wks 1-10
Risk Taking	Term 2 Wks 1-10	Net Games	Term 2 Wks 1-0
The PWR to change!	Term 3 Wks 1-10	Invasion Games	Term 3 Wks 1-10
Adversity & Resilience	Term 4 Wks 1-10	Striking Games	Term 4 Wks 1-10

In Year 9 PDHPE Students will develop an understanding of the following concepts and skills:

- strategies that promote a sense of personal identity and build resilience and respectful relationships
- movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity
- use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Just the way you are	Scenario Based responses	In class task	T1 Wk 9	20%
2	Risk taking	Researched Extended Response	In class task	T2 Wk 7	10%
3	The PWR to change!	Healthy Living Challenge Based Learning Task	Benchmarks on Google Classroom	T3 Wk 10	30%
4	Adversity & Resilience	Student Timeline	Take home task on Google Classroom	T4 Wk 6	10%
5	Practical Skills	Practical Skills Tests	Once a semester Term 2 and 4	Wk 6	30%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Laptop, notebook, pens, pencils, highlighters, water bottle & hat.
Homework expectations: once every 2 weeks and assessment tasks.
Excursions - TBC
Students wear their red sports shirt and sports shoes on **Thursday** to participate in sport
Practical activities take place at school and at Alexandria Park
At times students will be offered the opportunity to participate in sports that are off the school site. Prior notice will be given for these events
PDHPE requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared

Teachers:

9A – Ms Rossides
9L – Mr Bowman
9E - Mr Bowman
9X - Ms Casale

Head Teacher PDHPE: Ms Arya
Email: kadek.arya-pinatyh@det.nsw.edu.au

Aboriginal Studies

Google Classroom Code	mdzb54z

Scope and Sequence	**Timing**
Aboriginal Identities	13 Weeks
Aboriginal Enterprises and Organisations	9 Weeks
Aboriginal Peoples and Film and Television	9 Weeks
Aboriginal Peoples and Sport	9 Weeks

In Year 9 Aboriginal Studies students will develop an understanding of the following concepts and skills:

- develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression
- develop understanding of the importance of Aboriginal self-determination and autonomy
- develop understanding of Aboriginal Peoples' ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples
- develop knowledge and understanding of the factors influencing non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Teacher: Mr McEwan

Head Teacher HSIE: Ms Siamas
Email: thecla.siamas@det.nsw.edu.au

Commerce

Google Classroom Code	**9COM1** xda3mb6 **9COM2** 7egrinm

Scope and Sequence	**Timing**
Consumer and Financial Decisions In this topic students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.	10 Weeks
Our Economy In this topic students investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. They investigate global influences on Australia's economy.	10 Weeks

In Year 9 Commerce students will develop an understanding of the following concepts and skills:

Students develop knowledge and understanding of:

· consumer, financial, economic, business, legal, political and employment matters.

Students develop skills in:

· decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues

· effective research and communication

· working independently and collaboratively.

Students value and appreciate:

· ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues

· fundamental rights, rules and laws that promote fairness, justice and equity in society through informed, responsible and active citizenship

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Consumer and Financial Decisions	Product Comparison Report 20 marks	Term 1 Week 6	50%
2	Our Economy	Federal Budget Report and Presentation 20 marks	Term 2 Week 5	50%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Students are required to bring an exercise book and a laptop to each class. Assignments and class work will be posted onto google classroom.

Students are expected to complete homework and submit all tasks on time. If they can not meet a deadline the expectation is they contact the teacher or HT prior to the due date.

Teachers:
Commerce 1 – Mr Okell
Commerce 2 – Mr Johnson

Head Teacher HSIE: Ms Siamas
Email: thecla.siamas@det.nsw.edu.au

Drama

Scope and Sequence – Topics	Timing
Introduction to drama Practices • Making - Improvisation • Elements of Drama • Scene structures This unit is designed to introduce year 9 Drama students to the expectations, skills of improvisation and elements of Drama. It has a particular focus on students' improvisation confidence, creation skills and use and manipulation of the elements of drama. Students will develop skills necessary for performing characterisation and making drama. Students are actively encouraged to engage in a variety of improvisation scenes and activities to extend their stage dialogue and develop characters. Students will interact with one another and maintain strong stage connections. Students are also introduced to logbook writing in drama.	10 weeks
Compulsory context Playbuilding • Using one or a combination of setting, theme, narrative, character, issues or personal experiences In this unit students collaborate to make their own piece of Drama. Through playbuilding students will explore their own worlds, create worlds beyond their immediate environment and investigate the social/cultural context of the human experience. Students will playbuild in response to a range of different stimuli & investigate a range of dramatic forms and performance styles to assist them devise and structure their own works.	10 weeks
Compulsory context • Dramatic form A dramatic form will be studied together with their associated dramatic devices, technologies & theatrical conventions, for example, realism, or scripted drama involving the interpretation and performance of written texts or small screen drama TV, film or video drama. Students will collaborate to create dramatic meaning using screen production technology.	10 Weeks
Compulsory Context Performance style A selected performance style will be studied in Term 4. Student will explore a particular performance style through an in-depth study. Performance styles include: • Aboriginal Performance • Political /Protest theatre • Shakespeare • Melodrama	10 weeks

In Year 9, Drama students will develop an understanding of the following concepts and skills:

- Students will develop knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- Students will develop knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Teacher: Ms Foley

Head Teacher Drama: Mrs Godby
Email: christine.godby@det.nsw.edu.au

Food Technology

Google Classroom Code	iq35ny4

Scope and Sequence – Topics	Timing
FOOD IN AUSTRALIA Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.	**Term 1** Weeks 1-10
FOOD EQUITY Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.	**Term 2** Weeks 1-10
FOOD SELECTION AND HEALTH The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.	**Term 3** Weeks 1-10
FOOD FOR SPECIFIC NEEDS Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.	**Term 4** Weeks 1-10

In Year 9 Food technology students will develop an understanding of the following concepts and skills:

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

a. knowledge and understanding of Aboriginal and Torres Strait Islander Peoples histories and cultures through the study of food in Australia and food equity. Students learn to

appreciate and value aspects of Aboriginal and Torres Strait Islander Peoples' histories and cultures through the investigation of bush tucker.
b. Skills to investigate the influence of Asian regions on our food supply and the diverse Australian cuisine.
c. An understanding of the ecological impact of food production, packaging and processing, and the various ways in which environments influence access to and choice of food. This provides opportunities for them to make informed decisions with regard to food and the environment.
d. Critical and creative thinking when they design, plan, prepare foods and evaluate all the processes.
e. Skills to engage with a variety of ICT applications for example, food photography and developing recipe eBooks.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Food in Australia	Investigate, design, plan and prepare safe food items which reflect the changing nature of Australian cuisine.	Term 1 Week 8	25%
2	Food Equity	Investigate, design, plan, prepare and evaluate a healthy, inexpensive, nutritious snack for a vulnerable community.	Term 2 Week 8	25%
3	Food Selection and Health	Investigate food guidelines and consumption patterns, design, plan and prepare safe and nutritious food items to reflect food guides.	Term 3 Week 8	25%
4	Food for Specific Needs	Investigation, design, plan, produce and evaluate a healthy meal for identified specific need.	Term 4 Week 7	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Homework expectations for all Year 9 students in Food technology:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Food Technology Homework per week.

Other relevant Food Technology information:
Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.
Students are expected to follow safety and hygiene procedures in the kitchens during food practical and written lessons.

Teacher: Ms Mishra

Acting Head Teacher: Ms Heslop
Email: kylee.heslop1@det.nsw.edu.au

Graphics Technology

Google Classroom Code	Pugmu2g

Scope and Sequence – Topics	**Timing**
Core Module 1: Instrument Drawing - Descriptive geometry 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.	**Term 1** Weeks 1-10
Core Module 2: Computer-Aided Design (CAD) - 3D printed Pendant –sketchup/Build bee 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.	**Term 2** Weeks 1 - 10
Option Module 7: Graphic Design and Communication – Adobe Illustrator 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.	**Term 3** Weeks 1 - 10
Option Module 3: Cabinet and Furniture Drawing – Sketchup /layout 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.	**Term 4** Weeks 1 - 10

In Year 9 Graphics Technology students will develop an understanding of the following concepts and skills:

- develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques
- develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations
- develop knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information
- develop knowledge and understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment
- investigate the role of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	Descriptive geometry exercises + Simple sketchup (CAD) drawings	Practical and assessment	T1 W4 T1 W 8	25%
2	Pictorial Drawing -3D printed Pendant	Practical and assessment	T2 W8	25%
3	Engineering Drawing - 3d printed USB holder	Practical and assessment	T3 W8	25%
4	Adobe Illustrator self-portrait task	Practical and assessment	T4 W8	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

Teachers: Mr Alexopoulos
Head Teacher Technology: K.Heslop
Email: Kylee.Heslop1@det.nsw.edu.au

Information and Software Technology

Google Classroom Code	IST 1 - wu2ida5 IST 2 - iab5k45

Course Structure Information and Software Technology Years 9-10 may be studied as a 100-hour or as a 200- hour course. Students gain an understanding of the core content through project work and is integrated into the chosen options for the course.	**Timing**
Core Content The core content is integrated with options in the form of projects. The options chosen allow all of the core to be taught over the course of study. The core content is divided into the following areas: • Design, Produce and Evaluate • Data Handling • Hardware • Issues • Past, Current and Emerging Technologies • People • Software.	All Year in conjunction with chosen options
Hardware Students examine multiple hardware system and identify the components and their functions. Students evaluate the suitability of hardware devices for particular solutions and develop skills in braking down computers and laptops.	**Term 1** Weeks 1-7
The Internet and Website Development Students undertake a study of the historical development of the internet. Tools and uses of the internet are explored particularly in the area of the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose the area of the World Wide Web. Students manipulate tools to design, produce and evaluate a website for a given purpose.	**Term 1-2** Term 1 Week 8 – Term 2 Week 7
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.	**Term 2-3** Term 2 Week 8 - Term 3 Week 7

Database Design Students are presented with a scenario from which they need to design and produce a solution. Outputs of the system will be considered, data will be entered and manipulated through searches and sorts, and reports will be generated.	**Term 3-4** Term 3 Week 8 – Term 4 Week 10

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Hardware Comparison Project	Multi-modal Instruction Portfolio	Term1 Week 7	20%
2	Website Development	Website Project	Term 2, Week 7	30%
3	Digital Media	Adobe Animate Project	Term 3, Week 7	30%
4	Database Design	Database Project	Term 4, Week 2	20%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class

- Device, laptop/tablet

Homework expectations

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Revise and summarise class work regularly and especially before exams
- Complete assignment work listed on table above

It is expected that students complete these tasks by the due date.

Any other important information relating to your subject

- Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.
- Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.

Teacher: Mr Cosgrave
Acting Head Teacher: Ms Heslop
Email: kylee.heslop1@det.nsw.edu.au

Music

Google Classroom Code	uxkqqfj

Scope and Sequence – Topics	Timing
Baroque to Rock This unit provides a broad overview of the Baroque period in music. There is a particular focus on the form of the Ground Bass as typified by the *'Canon in D'* by Pachelbel. Students will explore the influence this piece of music has exerted down the centuries from Baroque times to the present day. They will begin to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	10 Weeks
Music of Indigenous Australia This unit provides a broad overview of Aboriginal contemporary music. Students will learn about the social and political background of songs by Aboriginal songwriters. There will also be a focus on songs written in collaboration with non-Aboriginal songwriters. Students will explore how songwriters have used the concepts of music in the writing of these songs. Students will continue to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	10 Weeks
Theatre Music This unit provides a broad overview of the ways in which music has been an integral part of the theatre for centuries. The main focus will be on the history and development of musicals. Students will explore how songwriters have used the concepts of music in writing songs for music theatre. There will be a special focus on the musical 'Hamilton'. Students will continue to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	10 Weeks
Music for Small Ensembles This unit provides a broad overview of music for small ensembles. Students will develop an understanding of how various types of ensembles have developed through history. They will explore how composers have used the concepts of music in writing for small ensembles. The major focus will be on contemporary music for small ensembles. Students will continue to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	10 Weeks

In Year 9 Music students will develop an understanding of the following concepts and skills:

Concepts of music

- Duration
- Pitch
- Dynamics and Expressive Techniques

- Tone Colour
- Texture
- Structure

Skills

- Performing-solo/ensemble
- Composing-using composition software and instruments, forms of notation
- Listening-identification of the concepts of music and analysis
- Musicology-research, Viva Voce

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Baroque to Rock	Aural/Musicology	9	25%
2	Music of Indigenous Australia	Composition	6	25%
3	Theatre Music	Composition/Performance	9	25%
4	Music for Small Ensembles	Performance	6	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Device/Laptop and basic stationery
Students do not need a music exercise book (manuscript book)

Homework expectations
Students are expected to complete any work not finished in class or due to absence
Students will need to spend some time at home working on assessment tasks and practising their instrument (where possible)

Teacher:
Leanne Winfield

Head Teacher: Miss Ryan
Email: jane.ryan@det.nsw.edu.au

Physical Activity and Sports Studies

Google Classroom Code	bb32nph

Scope and Sequence	**Timing**
Physical Fitness	Term 1 Wks 1-10
Body - Energy Systems	Term 2 Wks 1-10
Australia's Sporting Identity and Issues in Sport	Term 3 Wks 1-10
Event Management	Term 4 Wks 1-10

In Year 9 PASS students will develop an understanding of the following concepts and skills:

- develop a foundation for efficient participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence

	Topic Assessed	**Assessment Task**	**Details of submission**	**Date**	**Weighting**
1	Physical Fitness	Instructional fitness test video	Submitted on Google Classroom	T1 Wk10	25%
2	Body - Energy Systems	Exam	In class task	T2 Wk 7	25%
3	Australia's Sporting Identity and Issues in Sport	Personal interest profile	Submitted on Google Classroom	T3 Wk 9	25%
4	Event Management	Coaching session	In class task	T4 Wk 5	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class: Laptop, notebook, pens, pencils, highlighters, water bottle & hat.

Homework expectations: once every 2 weeks and assessment tasks.

Practical activities take place at school and Alexandria Park
PASS requires students to develop their maturity to create a safe environment where sensitive topics can be discussed and opinions shared

Teacher:
Ms Stafford

Head Teacher PDHPE: Ms Arya
Email: kadek.arya-pinatyh@det.nsw.edu.au

Visual Arts

Google Classroom Code	5iussby

Scope and Sequence – Topics	Timing
Oddly Familiar Students will learn about Surrealism and the ways in which artists have investigated and represented the 'uncanny.' In their own artmaking, students will explore a range of artmaking processes, including monoprinting, automatic drawing, frottage and painting, in order to create their own body of work investigating the 'uncanny.' Throughout this unit, students will also learn about the importance of the role of the Visual Arts Process Diary in artmaking practice.	10 Weeks
Dreams and Nightmares In this unit, students will learn about lino printing and create their own prints of an imaginary dream- or nightmare-inspired landscape. In their artmaking practice, they will consider the ways in which the elements of art can be used to create emotive, sensory and visual effects. In critical and historical studies, students will investigate how a variety of artists, including Edvard Munch, Margaret Preston, Sydney Long, Vincent van Gogh, Alick Tipoti and Katsushika Hokusai, represent and interpret places and landscapes.	10 Weeks
Hands full In this unit, students will explore the ways in which human hands have been represented throughout art history and across cultures. Through case studies on artists including Shirin Neshat and Ah Xian, they will also investigate the ways in which artists represent and decorate hands, faces and human bodies in order to represent ideas about cultural identity. In artmaking, students will develop their skills in claywork, and make and decorate sculptures of their hands that represent their identities.	10 Weeks
Guardians Students will explore representations of guardian figures across cultures and throughout history in this unit. In artmaking, the will create a plaster relief sculpture of a guardian figure of their own creation, and develop their skills in observational drawing by creating a closely-observed drawing of their sculptures.	11 Weeks

In Year 9 Visual Arts students will develop an understanding of the following concepts and skills:

Concepts -

- The Frames as analytical tools through which to investigate and understand art: *Subjective, Structural, Cultural, Postmodern*

- The Conceptual Framework as a means to understand relationships between the agencies of the artworld: *Artist, Artwork, Audience, World*
- Practice: *artmaking practice (conceptual and material), critical practice, and historical practice*
- The Elements of Art and how they can be used to develop, represent and create meaning: *Line, Shape, Colour, Value, Form, Texture, Space*

Skills:

- Artmaking: *drawing, monoprinting, painting, frottage, lino printing, ceramics, plaster*
- Art Criticism and Art History: *writing about art, and using the four Frames (Subjective, Structural, Cultural and Postmodern) and Conceptual Framework (artist, artwork, world and audience) to develop interpretations, points of view and historical accounts of the visual arts*

	Topic Assessed	Type of Assessment Task	Week Due	Weighting
1	**Oddly Familiar**	Body of Work and Visual Arts Process Diary	Term 1 Week 8	20%
2	**Dreams and Nightmares**	Virtual Exhibition	Term 2 week 6	20%
3	**Hands Full**	Clay Sculpture	Term 3 week 8	20%
4	**Guardians**	Plaster relief sculpture and critical response task	Term 4 week 6	40%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. Students will sign an acknowledgement of having received this notification. The notification will also be posted on Google Classroom.

What to bring to class
Device/laptop
A4 spiral-bound visual art diary
Basic stationary

Homework expectations
There is no Visual Arts homework set on a regular basis, although homework tasks will sometimes be set in order to help students consolidate and revise their learning as necessary. Occasionally, students will need to prepare for and complete parts of their critical and historical studies assessment tasks at home. From time to time, students may also be expected to complete reflections or preparatory work in their Visual Arts Process Diaries at home, in order to best use time in class.

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