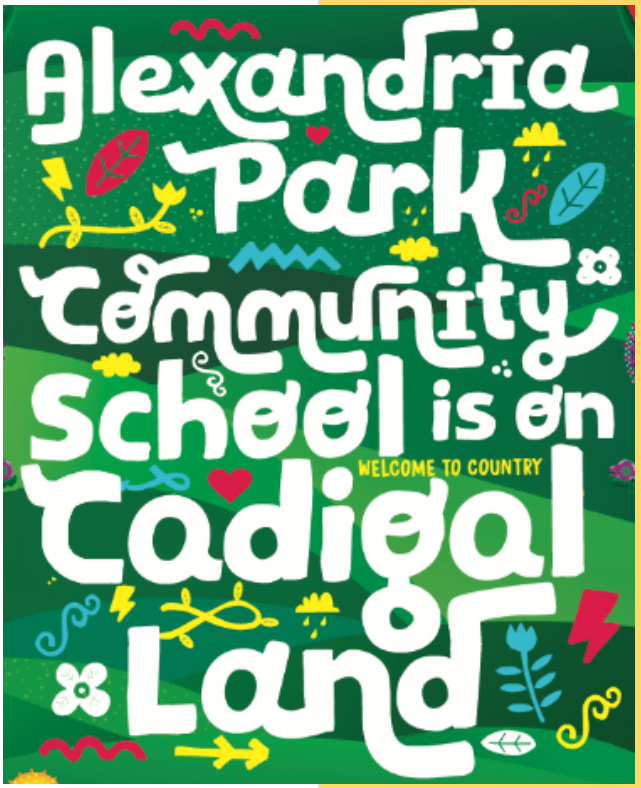
Year 9

Alexandria Park Community School

2023 Curriculum and Assessment Booklet



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

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Year 9 Curriculum Structure

Course	Periods per cycle
English	8
Mathematics	9
Science	7
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: n426ycw

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 Mrs Riedstra robin.phillips2@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 Mr Marcos steven.marcos2@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 Codes	9A - j23odfy 9L - ysintrk 9E - 54btois 9X - sqzqkhy 9P - q2iddtg

Scope and Sequence – Topics	**Timing**
You're the Voice Students explore persuasive language tools and their own agencies to construct a persuasive speech. Covering a range of texts exhibiting elements of protest: print advertisement, television advertisement, poem, speech, song, etc. Key Questions: How do texts reaffirm or contradict cultural or societal assumptions? How do we interact with and create persuasive texts? Why is the art of persuasion important to understand and utilise?	Term 1
Not of an age, but for all time Students analyse Romeo and Juliet or The Taming of the Shrew and a modern adaption. 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. Key Questions: Is Shakespeare still relevant? How do the differences between the page and screen affect meaning?	Term 2
Heart of Darkness Students engage in a close study of a novel which involves students developing their knowledge and appreciation for the text. Through the close study of a text 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. Key Questions: How does prose explore the darkness of human nature? How is meaning created in prose fiction?	Term 3
National Cinema Students will engage in a comparative study of Australian and Japanese cinema. They will explore how cultural context influences national cinema. Students analyse how film techniques engage the viewer as well as manipulate the audience's perspective. Key Questions: What makes national cinema? What is auteurism as opposed to structuralism? How is meaning made in film?	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	**You're the Voice**	TED Talk Week 9/10 Term 1	Term 1, Week 9
2	**Not of an Age**	Essay: students write an essay on the continued relevance of Shakespeare.	Term 2, Week 7
3	**Heart of Darkness**	Imaginative response and reflection: students create a piece of writing using the style of their studied text and write a reflection on their work. Week 10 Term 3	Term 4, Week 2
4	**National Cinema**	Students create their own short film	Term 4, Week 6

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

Teachers:
9A: Robin Riedstra
9L: Conniellen Tomagra
9E: Annabel McCully
9X: Ashley Gray
9P: Sophie Cusworth

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

Mathematics 5.1

Google Classroom Code	9MAT1	Maths 5.1X	mifqwdr	Mr Lucas
	9MAT4	Maths 5.1Y	5to6n5s	Bennett/Liang

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	5 Weeks Term 1
Measurement and Geometry - Area and surface area In this topic a student: calculates the areas of composite shapes; solves problems involving the surface areas of right prisms (includes nets)	5 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	5 Weeks Term 2
Number and Algebra - Linear Relationships In this topic a student: finds the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (includes mean and rise over run); finds the distance between two points located on the Cartesian plane using a range of strategies, including graphing software (includes Pythagoras' Theorem); sketches linear graphs using the coordinates of two points (includes checking whether a point lies on a line); solves problems involving parallel lines	5 Weeks Term 2
Statistics and Probability - Probability and Single Variable Data Analysis In this topic students: Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources; construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi-modal'; compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (includes back-to-back stem-and-leaf plots; parallel dot plots); evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (includes errors and bias of displays) Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'	5 Weeks Term 3
Number and Algebra - Indices and Numbers of Any Magnitude In this topic a student: extends and applies the index laws to variables, using positive-integer indices and the zero index; simplifies algebraic products and quotients using index laws; applies index laws to numerical expressions with integer indices (includes negative indices with numerical base) In this topic a student: investigates very small and very large time scales and intervals (includes metric units & prefixes; digital information storage units & prefixes); express numbers in scientific notation	5 Weeks Term 3
Number and Algebra - Quadratic Equations and Graphs of Parabolas	5 Weeks Term 4

In this topic a student: **g**raphs simple parabolas (and other graphs) on the Cartesian plane using tables of values and digital technologies	
Measurement and Geometry - Properties of Geometrical figures In this topic a student: uses the enlargement transformation to explain similarity; solves problems using ratio and scale factors in similar figures	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 Semester 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 Semester 2:** **50%** - Student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%

Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence.
Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.

Teacher:
9 - 5.1X: Mr Lucas
9 - 5.1Y: Mr Bennett/Liang

Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Mathematics 5.2

Google Classroom Code	9MAT5	Maths 5.1-5.2	fzanb3s	Ms Barnett

Scope and Sequence – Topics	**Timing**
Number and Algebra - Computation and Financial Mathematics In this topic a student**:** solves financial problems involving earning spending and investing money; solves financial problems involving compound interest; connects the compound interest formula to repeated applications of simple interest using appropriate digital technologies (includes depreciation)	5 Weeks Term 1
Measurement and Geometry - Area and surface area In this topic a student: learns all of 5.1 content plus; calculates the surface areas of cylinders and solves related problems; solves problems involving surface area for a range of prisms, cylinders and composite solids In this topic a student: learns all of 5.1 content plus; solves problems involving the volumes of right prisms (includes cross-sections that are composite shapes); solves problems involving volume for a range of prisms, cylinders and composite solids (includes cross-sections that are sectors, semicircles and quadrants)	5 Weeks Term 1
Number and Algebra - Algebraic techniques and Equations In this topic a student: learns all of 5.1 content plus; **a**pplies the four operations to simple algebraic fractions with numerical denominators; applies the four operations to algebraic fractions with pronumerals in the denominator; applies the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate In this topic a student: learns all of 5.1 content plus; **s**olves linear equations (includes equations that require more than three-steps); solves linear equations involving simple algebraic fractions (more than one fraction); substitutes values into formulas to determine an unknown; solves problems involving linear equations, including those derived from formulas, solves linear inequalities and graph their solutions on a number line	3 Weeks Term 2
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 to solve right-angled triangle problems (includes angles in degrees and minutes), solves right-angled triangle problems, including those involving direction and angles of elevation and depression (includes bearings)	4 Weeks Term 2
Number and Algebra - Linear Relationships - Rates and Ratios (Direct proportion) In this topic a student: learns all of 5.1 content plus; interprets and graphs linear relationships using the gradient-intercept form of the equation of a straight line (includes general form); solves problems involving parallel and perpendicular lines In this topic a student: learns all of 5.1 content plus; solves problems involving direct proportion; explores the relationship between graphs and equations corresponding to simple rate problems (includes conversion between units for rates)	3 Weeks Term 2

Statistics and Probability - Probability and Single Variable Data Analysis In this topic a student: learns all of 5.1 content plus; determines quartiles and interquartile range; constructs and interprets box plots and use them to compare data sets; compares shapes of box plots to corresponding histograms and dot plots; investigates reports of surveys in digital media and elsewhere for information on how data was obtained to estimate population means and medians (includes errors and bias of collecting data) In this topic a student: learns all of 5.1 content plus; lists all outcomes for two-step chance experiments, with and without replacement, using tree diagrams or arrays; assigns probabilities to outcomes and determines probabilities for events; describes the results of two- and three-step chance experiments, with and without replacement, assigns probabilities to outcomes, and determine probabilities of events; investigate the concept of independence	5 Weeks Term 3
Number and Algebra - Indices In this topic a student: learns all of 5.1 content plus; applies index laws to algebraic expressions involving integer indices (includes negative indices with variable base)	3 Weeks Term 3
Number and Algebra - Algebraic Techniques (Quadratic Expressions) In this topic a student: learns all of 5.1 content plus; factorises algebraic expressions by taking out a common algebraic factor (includes high indices); expands binomial products and factorises monic quadratic expressions using a variety of strategies (investigation only)	2 Weeks Term 3
Number and Algebra - Quadratic Equations and Simultaneous Equations In this topic a student: learns all of 5.1 content plus; solves linear and simple quadratic equations and linear simultaneous equations, using analytical and graphical techniques; solves simple quadratic equations using a range of strategies (includes null factor method); solves linear simultaneous equations, using algebraic and graphical techniques, including with the use of digital technologies	5 Weeks Term 4
Measurement and Geometry - Properties of Geometrical Figures In this topic a student: learns all of 5.1 content plus; formulates proofs involving congruent triangles and angle properties (includes writing formal congruent triangles proofs); uses the enlargement transformations to explain similarity and to develop the conditions for triangles to be similar; applies logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (includes angles of convex polygon)	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
- develop and demonstrate perseverance in undertaking mathematical challenges

	Type of Assessment Task	Week Due	Weighting
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2	**Portfolio Semester 2:** **50%** - Student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%
Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence. Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.			

Teacher:
9 - 5.1-5.2: Ms Barnett

Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Mathematics 5.3

Google Classroom Code	9MAT2	Maths 5.2-5.3	3bghhyh	Mr Suyasa
	9MAT3	Maths 5.3	72gh2iz	Mr Chen

Scope and Sequence – Topics	**Timing**
Number and Algebra - Financial Mathematics In this topic a student**:** solves financial problems involving earning spending and investing money; solves financial problems involving compound interest; connects the compound interest formula to repeated applications of simple interest using appropriate digital technologies (includes depreciation)	5 Weeks Term 1
Measurement and Geometry - Area, surface area and volume In this topic a student: learns all of 5.1 & 5.2 content plus solves problems involving the surface areas of right pyramids, right cones, spheres and related composite solids; solves problems involving the volumes of right pyramids, right cones, spheres and related composite solids	5 Weeks Term 1
Number and Algebra - Algebraic techniques and Equations In this topic a student: learns all of 5.1 content plus; **a**pplies the four operations to simple algebraic fractions with numerical denominators; applies the four operations to algebraic fractions with pronumerals in the denominator; applies the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate In this topic a student: learns all of 5.1 content plus; **s**olves linear equations (includes equations that require more than three-steps); solves linear equations involving simple algebraic fractions (more than one fraction); substitutes values into formulas to determine an unknown; solves problems involving linear equations, including those derived from formulas, solves linear inequalities and graph their solutions on a number line	5 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 to solve right-angled triangle problems (includes angles in degrees and minutes), solves right-angled triangle problems, including those involving direction and angles of elevation and depression (includes bearings)	3 Weeks Term 2
Number and Algebra - Linear Relationships In this topic a student: learns all of 5.1 & 5.2 content plus finds the midpoint and gradient of a line segment (interval) on the Cartesian plane (includes midpoint formula and gradient formula); finds the distance between two points located on the Cartesian plane (includes distance formula); sketches linear graphs using the coordinates of two points; solves problems using various standard forms of the equation of a straight line (includes point-gradient formula) solves problems involving parallel and perpendicular lines (includes geometry problems)	2 Weeks Term 2
Statistics and Probability - Probability and Single Variable Data Analysis In this topic a student: learns all of 5.1 & 5.2 content plus calculates and interprets the mean and standard deviation of data and uses these to compare data sets	5 Weeks Term 3
Number and Algebra - Indices	3 Weeks

In this topic a student: learns all of 5.1 content plus; applies index laws to algebraic expressions involving integer indices (includes negative indices with variable base)	Term 3
Number and Algebra - 5.2 - Algebraic Techniques (Quadratic Expressions) and Equations (Quadratic Equations & Simultaneous Equations) In this topic a student: learns all of 5.1 content plus; factorises algebraic expressions by taking out a common algebraic factor (includes high indices); expands binomial products and factorises monic quadratic expressions using a variety of strategies (investigation only); solves linear and simple quadratic equations and linear simultaneous equations, using analytical and graphical techniques; solves simple quadratic equations using a range of strategies (includes null factor method); solves linear simultaneous equations, using algebraic and graphical techniques, including with the use of digital technologies	2 Weeks Term 3
Number and Algebra - 5.3 - Algebraic Techniques (Quadratic Expressions) and Equations (Quadratic Equations & Simultaneous Equations) In this topic a student: adds and subtracts algebraic fractions with numerical denominators, including those with binomial numerators; expands binomial products using a variety of strategies (includes difference of two squares; four-term expressions; perfect squares; trinomials); factorises monic and non-monic quadratic expressions (includes difference of two squares; four-term expressions; perfect squares; trinomials); solves complex linear equations involving algebraic fractions (includes multiple fractions with binomial numerators). solves a wide range of quadratic equations derived from a variety of contexts (includes completing the square; quadratic formula; quadratic factorisation and null factor method; check discriminant for number of solutions; equations reducible to quadratic) Solves simple cubic equations; rearranges literal equations (includes changing the subject of formulas); solves simultaneous equations, where one equation is non-linear, using algebraic and graphical techniques, including the use of digital technologies	5 Weeks Term 4
Measurement and Geometry - Properties of Geometrical figures In this topic a student: learns all of 5.1 and 5.2 content plus; **f**ormulates proofs involving congruent triangles and angle properties (includes proofs of special geometrical properties); applies logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (includes writing formal similar triangles proofs; ratios of areas and volumes)	5 Weeks Term 4

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- 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 Semester 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 Semester 2:** **50%** - Student selected work sample from each topic **50%** - Teacher selected work samples and common tasks	Week 5 Term 4	Semester two report 100%
Students are required to select two unique pieces of evidence to showcase their achievement/progress in each topic covered for Semester. For each piece of evidence, students will be assessed on their level of completion/variety, quality and complexity. Students will also be assessed on their evaluation of their evidence. Teacher selected work samples refer to common assessment tasks all students are to receive throughout the semester. Tasks such as topic tests, projects and examinations. Students will be issued with a formal assessment notification at least 2 weeks prior to the due date of common tasks. The notification will also be posted on Google Classroom.			

Teachers:
9 - 5.2-5.3: Mr Suyasa
9 - 5.3: Mr Chen

Head Teacher: Michael Lucas
Email: michael.lucas@det.nsw.edu.au

Science

Google Classroom Codes	**9A** - nqxbzds **9L** - 5md2a2x **9E** - n63ktsu **9X** - dwrhxkx **9P -** h3ep4wp

Scope and Sequence – Topics	Timing
OUR ATOMIC WORLD This topic examines the particle kinetic theory and the 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. The theory of periodicity helps us understand how the periodic table is structured. This topic will explore how we can use the periodic table in our investigation of our planet including related natural chemical elements.	**Term 1** Weeks 1-10
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 2** Weeks 1-5
WAVES Energy can be transferred through different mediums. This transfer of energy can be explained using wave and particle models. Radiation is an example of a transfer of energy. Students will learn to identify types of waves, describe how they transfer energy, and compare properties of different waves.	**Term 2** Weeks 6 - 10
MANAGING ECOSYSTEMS Most natural ecosystems are sustainable, if they have a supply of matter and energy, and some biodiversity. 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 2** Weeks 1-5
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 3** Weeks 1-5
COORDINATION AND CONTROL Students will investigate how humans function as organisms due to a range of organ systems working together. 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 vaping. Some scientific understanding of these substances and how they affect body systems may enable some wiser lifestyle choices to be made.	**Term 4** Weeks 1-10

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

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.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Working Scientifically and Our Atomic World	Written processing skills task	Term 1 Week 10	20%
2	Plate Tectonics, Waves and Our Atomic World	Half yearly examination	Term 2 Week 7	25%
3	AC/DC and Working Scientifically Skills	Practical Examination	Term 3 Week 10	25%
4	Managing Ecosystems and Coordination and Control as well as Working Scientifically skills	Semester 2 Examination	Term 4 Week 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

- 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 are expected to follow safety procedures in the laboratory to carry out investigations.

Teachers:
9A – Ms Zhang
9L – Mr Bashir
9E – Ms Heslop
9X – Ms Biddle
9P - Ms Heslop and Ms Zhang

Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

Geography

Google Classroom Code	**9A** - 6cp52at **9L** - kovskvz **9E** - ngiz3tx **9X** - i6nidhv **9P**- ij75dtj

Scope and Sequence	**Timing**
Topic 1: Changing Places Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.	Term 1 Wk 1 -10
Topic 2: Sustainable Biomes Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.	Term 2 Wk 1 -10
Topic 3: Environmental Change and Management Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.	Term 3 Wk 1 -10
Topic 4: Human Wellbeing Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.	Term 4 Wk 1 -10

In Year 9 Geography student will develop an understanding of the following:

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 change environments and places?
- What strategies are used to manage environmental change in urban areas to enhance sustainability?
- How do environments function?
- How do people's worldview affect their attitudes to and use of environments?
- What are the causes and consequences of change in the environment and how can this be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?
- What makes human wellbeing a geographical issue?
- How are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human well being for a sustainable future?

	Topic Assessed	**Type of Assessment Task**	**Date**	**Weighting**
1	Changing Places	Geography Skills Test - Multiple choice and short answers	Term 1 Week 9	25%
2	Sustainable Biomes	Sustainable Biomes Geography Report	Term 2 Week 6	25%
3	Environmental Change and Management	Multimodal presentation comparing management of ONE Australian environment with ONE other country	Term 3 Week 9	25%
4	Human Well Being	Video Podcast Research on global Human Wellbeing Indicators	Term 4 Week 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.

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 the teacher or HT prior to due date.

Teachers:
9A - Mr Miles
9L - Mr McEwan
9E - Mr Cutts
9P - Mr Cutts
9X - Mr Craig

Head Teacher HSIE: Stewart Okell
Email: stewart.okell@det.nsw.edu.au

Personal Development, Health and Physical Education

Scope and Sequence			
Theory	**Timing**	**Practical**	**Timing**
Just the way you are	Term 1 Wks 1-10	Court Games	Term 1 Wks 1-10
Risk Taking	Term 2 Wks 1-10	Net Games	Term 2 Wks 1-0
The Power to change!	Term 3 Wks 1-10	Invasion Games	Term 3 Wks 1-10
Changes and Challenges	Term 4 Wks 1-10	Striking Games	Term 4 Wks 1-10

	Topic Assessed	Assessment Task	Details of submission	Date	Weighting
1	Just the way you are	Exam	In class task	T1 Wk 9	25%
2	Risk taking	Researched Written Response	Submitted through Google Classroom	T2 Wk 7	25%
3	Invasion Games	Practical Skills Tests	In class task in practical lessons	T3 Wk 9	25%
4	The Power to change!	Healthy Living Challenge Based Learning Task	Benchmarks on Google Classroom	T4 Wk 2	25%

Assessable Outcomes:

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self- management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Semester 1 Reported Outcomes	Semester 2 Reported Outcomes
PD5-1:assesses their own and others' capacity to reflect on and respond positively to challenges **PD5-2:**researches and appraises the effectiveness of health information and support services available in the community **PD5-4**:adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts **PD5-6**:critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	**PD5-7:** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities **PD5-8:**designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity **PD5-9**:assesses and applies self- management skills to effectively manage complex situations **PD5-11**:refines and applies movement skills and concepts to compose and perform innovative movement sequences.

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:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

Homework expectations: once every 2 weeks and assessment tasks.
Students also must 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.

Head Teacher: Ms Baker
Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	Google Classroom Code
9A - Ms J. Stafford	ueyk55u
9L - Ms L. Habachou	7ps6csm
9E- Mr W. Ridley	m4uli2g
9X - Ms T. Kasz	jt7g446

Aboriginal Studies

Google Classroom Code	ylaqxom

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.

	Topic Assessed	**Assessment Task**	**Date**	**Weighting**
	Aboriginal Identity	Create a website that helps people who would like to find out more about Aboriginal culture and help build a person's Identity. Students will submit their presentations electronically.	Term 2 Week 2	25%
2	Aboriginal Enterprises and Organisations	Create a presentation that demonstrates the positive social outcomes that are created through Aboriginal organisations and enterprise. Students will submit their presentations electronically.	Term 2 Week 9	25%
3	Aboriginal people in film and television	Students are to create a biography of an Indigenous person who has had a positive impact in the industry and is breaking the stereotypes. Students will submit their presentations electronically.	Term 3 Week 8	25%
4	Aboriginal People in sport	Students are to create a presentation on an Aboriginal sports person who is representing their culture in chosen sport. Students will submit their presentations electronically.	Term 4 Week 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.

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: Mr Okell
Email: stewart.okell@det.nsw.edu.au

Commerce

Google Classroom Code	**9COM1** jqz2l45 **9COM2** snyz7mz

Scope and Sequence	**Timing**
Topic 1: Consumer and Financial Decisions	10 Weeks
Topic 2: Our Economy	10 Weeks
Topic 3: The Economic and Business Environment	10 Weeks
Topic 4: Investing	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 citizensh

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Consumer and Financial Decisions	Product Comparison Report 20 marks	Term 1 Week 6	25%
2	Our Economy	Federal Budget Report and Presentation 20 marks	Term 2 Week 5	25%

3	The Economic and Business Environment	In class test	Term 3 Week 5	25%
4	Investing	ASX Team Report	Term 4 Week 4	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.

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 Johnson
Commerce 2 - Mr Craig

Head Teacher HSIE: Mr Okell
Email: stewart.okell@det.nsw.edu.au

Drama

Google Classroom Code	**9DRM1 -** amcbkca

Scope and Sequence – Topics	**Timing**
Improvisation and Playbuilding Students explore dramatic forms, and their own personal style to build their own performances. Students learn to collaborate and how to extend and accept offers. Elements of Drama: Role & Character, Place, Situation, Time Focus Questions: What are the elements of Drama? How can we challenge ourselves to extend further?	10 weeks
History of Theatre – Ancient to Modern Students learn about the history of theatre and performance styles from 550 BCE to 1625 CE. Elements of Drama: Atmosphere, Language, Movement, Rhythm Focus Questions: What makes different time frames of theatre unique? How can the history of theatre inform our own performances?	10 weeks
Special Interest Project Students determine which area of Drama they would like to expand out on. For example puppeteering, acting for the screen, or script writing. Elements of Drama: Audience Engagement, Focus, Moment, Space, Symbol Focus Questions: How can we challenge ourselves as creators? What makes our special interest unique?	10 Weeks
Musical Theatre Students will learn about the elements of musical theatre and reflect on how its place within theatre. Elements of Drama: Audience Engagement, Sound, Structure, Tension Focus Questions: What makes musical theatre unique? What is good musical theatre?	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.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Improvisation and Playbuilding	Performing (20%) Collaborative performance games. + Process Diary (5%)	Term 1 Week 9	25%
2	History of Theatre	Making (20%) Creating a diorama /set box / model. + Process Diary (5%)	Term 2 Week 8	25%
3	Special Interest Project	To be determined by choice (20%) Due + Process Diary (5%)	Term 3 Week 7	25%
4	Musical Theatre	Appreciating (20%) Theatre Review. + Process Diary (5%)	Term 4 Week7	25%

Students will be issued with a formal assessment notification at least 2 weeks prior to the due date. The notification will also be posted on Google Classroom.

Students need to bring their Drama Log Books to each lesson and be wearing clothing suitable for movement.

Teacher: Mrs Riedstra

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

Food Technology

Google Classroom Code	6u3wtv7

Scope and Sequence – Topics	**Timing**
FOOD TRENDS Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.	**Term 1** Weeks 1-10
FOOD SERVICE AND CATERING Through scientific research, we have come to understand the mechanisms for reproduction and inheritance of characteristics. The technology which has already been developed, along with that which should become available in the foreseeable future, allows choices about our own reproduction.	**Term 2** Weeks 1-10
FOOD PRODUCT DEVELOPMENT An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.	**Term 3** Weeks 1-10
FOOD FOR SPECIAL OCCASIONS Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine	**Term 4**

small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.	Weeks 1-10

In Year 9 Food Technology students will develop:

Knowledge, understanding and skills

Students develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

Values and attitudes

Students:

- appreciate the contribution and impact of innovation and technologies now and in the future
- appreciate the significant role of food in society and how food is used to develop solutions to personal, social and global issues
- appreciate the finite nature of some resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to solve problems and create quality products.

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	FOOD TRENDS	Assess the role of the media in promoting food styling and photography. Design, plan, prepare, present and evaluate appealing contemporary foods that reflect food trends.	TERM 1 WEEK 8	25%
2	FOOD SERVICE AND CATERING	Investigate a variety of menus from a range of food service and catering operations. Design, plan and prepare appealing food items appropriate for catering for small or large-scale functions.	TERM 2 WEEK 8	25%
3	FOOD PRODUCT DEVELOPMENT	Research, design, produce, market and evaluate an innovative food product.	TERM 3 WEEK 9	25%
4	FOOD FOR SPECIAL OCCASIONS	Design, plan, prepare and evaluate safe and hygienic food items for special occasions.	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 kitchen during practical and written lessons.

Teacher: Faridul Mishra
Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

Graphics Technology

Google Classroom Code	mzfgwf2

Scope and Sequence – Topics	**Timing**
Core Module 1: Instrument Drawing - Descriptive geometry In Instrument Drawing students explore the significance of graphical communication and the techniques and technologies used to convey technical ideas and information in a range of contexts. Students are provided with opportunities to develop technical skills through participation in the production of a range of graphical drawings.	**Term 1** Week 1 **-** **Term 1** Week 7
Core Module 2: Computer-Aided Design (CAD) - Basic shapes – Sketchup Computer-Aided Design students explore the significance of graphical communication and the techniques and technologies used to convey both technical and non-technical ideas and information in a range of contexts. Students are provided with opportunities to develop technical and visual literacy skills through participation in the production of graphical designs.	**Term 1** Week 8 - **Term 2** Week 4
Option Module 3: Cabinet and Furniture Drawing – Sketchup /layout The Cabinet and Furniture Drawing module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used in the furniture and cabinetmaking industries.	**Term 2** Week 5 - **Term 3** Week 5
Option Module 6: Engineering Drawing/CAD Drawing The Engineering Drawing module extends students' knowledge, understanding and skills of graphics technology with a particular emphasis on the standards and presentation methods used in civil, mechanical, mechatronic and structural engineering.	**Term 3** Week 6 - **Term 4** Week 8

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	Practical and assessment	T1 W7	25%
2	Simple sketchup (CAD) drawings	Practical and assessment	T2 W4	25%
3	Optional Module 3: Cabinet and Furniture Drawing	Practical and assessment	T3 W5	25%
4	Optional Module 6: Engineering Drawing	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.

Teacher: Mr Tungka

Head Teacher Technology: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

INDUSTRIAL TECHNOLOGY - TIMBER

Google Classroom Code	fjq7i65

Course Structure The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies. Projects support the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.	**Timing**
Timber Introduction Key topics and skills covered in this unit include: ● safe workshop practices and procedures ● safely use and maintain hand, power and machine tools ● develop and produce practical projects allowing for the characteristics and properties of materials, systems, components, tools and equipment available ● development of a simple project using hand tools	**Term 1**
Major Project: Occasional table The occasional table project introduces students to frame construction and associated skills and techniques. Skills in marking out, measuring, cutting, shaping, joining and finishing are further developed. In particular, students gain knowledge and skills in the production of framing and widening joints, including dowel and biscuit joints, and the application of a range of timber finishes.	**Term 2/3**

Furniture Restoration The furniture restoration project requires a higher level of student autonomy. Students are tasked with identifying and finding a piece of furniture during the year to restore. Each project will be unique to the piece of furniture and students will need to apply their skills and understanding from earlier in the year to restore their chosen piece. Students will also learn about sustainability and the ethical considerations of fast furniture. Students are required to complete an engineering report on their piece of furniture.	**Term 4**

	Topic Assessed	**Type of Assessment Task**	**Week Due**	**Weighting**
1	Introduction to Timber	Final Portfolio	Term1 Week 7	25%
2	Occasional Table	Plan/Design	Term 2, Week 4	25%
3	Occasional Table	Final product and Reflection	Term 3, Week 7	25%
4	Furniture Restoration	Engineering Report	Term 4, Week 3	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/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
Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

Information and Software Technology

Google Classroom Code	IST 1 - 34ojm22 IST 2 - 75akp67

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 systems and identify the components and their functions. Students evaluate the suitability of hardware devices for particular solutions and develop skills in breaking 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: Ms Biddle
Head Teacher: Ms Biddle
Email: kylie.biddle@det.nsw.edu.au

Music

Google Classroom Code	kthakkh

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	10 Weeks

continue to develop their musical understandings and skills though integrated experiences in performing, composing, notating and listening.	
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
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Physical Activity and Sports Studies

Scope and Sequence	**Timing**
Physical Fitness	Term 1 Wks 1-10
Body - Energy Systems	Term 2 Wks 1-10
Nutrition	Term 3 Wks 1-10
Australia's Sporting Identity	Term 4 Wks 1-10

	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	Nutrition	News Article	Submitted on Google Classroom	T3 Wk 9	25%

4	Australia's Sporting Identity	Athlete Profile Analysis	In class task	T4 Wk 5	25%

Assessable Outcomes:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Semester 1 Outcomes	**Semester 2 Outcomes**
PASS5-1 discusses factors that limit and enhance the capacity to move and perform **PASS5-2** analyses the benefits of participation and performance in physical activity and sport **PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport **PASS5-9** performs movement skills with increasing proficiency	**PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport **PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives **PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

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:

- Theory lessons: Laptop, pens, pencils, highlighters, & water bottle.
- Practical lessons: Red sport uniform, appropriate running footwear, a hat & a water bottle.

Homework expectations: once every 2 weeks and assessment tasks.

Students also must wear their red sports shirt and sports shoes on **Thursday** to participate in sport 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

Head Teacher: Ms Baker
Email: alexandra.baker9@det.nsw.edu.au

Classroom teachers:	**Google Classroom Code**
PASS 1- Mr. W. Ridley	4fttfbq
PASS 2 - Ms L. Habachou	o2aklna

Visual Arts

Google Classroom Code	2qq4ksg

Scope and Sequence – Topics	**Timing**
Judgement 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, and develop their skills in making informed, independent judgements about their own artmaking practice.	10 Weeks
Teaching and Learning In this unit, students will learn about the lino printing process and create their own prints of landscapes that have been transformed by human activity. In their artmaking practice and their study of other artists, 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, will explore the roles of curators, galleries and museums in sharing knowledge with audiences, and develop their own virtual exhibitions of landscape artworks.	10 Weeks

Persistence 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 Vipoo Srivilasa, 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, refine and decorate sculptures of their hands that represent their identities.	10 Weeks
Storytelling Through a critical and historical investigation of abstract painting, students will develop and extend their skills in critical, academic writing in Visual Arts. Students will also apply their knowledge of abstract painting and develop skills in acrylic painting in order to develop their own abstract artworks that represent and communicate significant or personal stories.	10 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	**Judgement**	Body of Work and Visual Arts Process Diary	Term 1 Week 9	30%
2	**Teaching and Learning**	Virtual Exhibition	Term 2 Week 9	20%
3	**Persistence**	Clay Sculpture	Term 3 Week 8	30%
4	**Storytelling**	Critical Response Task	Term 4 Week 5	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
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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