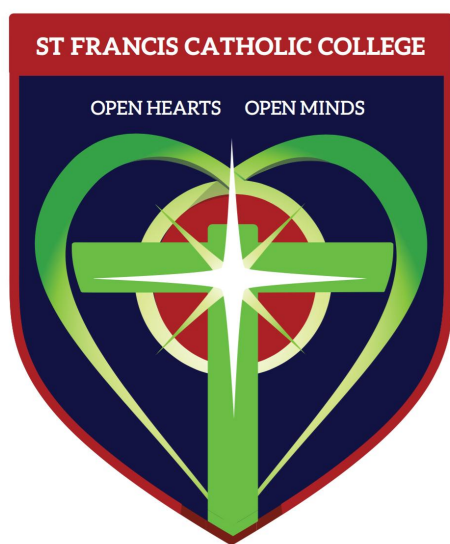


ST FRANCIS CATHOLIC COLLEGE
YEAR 9 2019
ASSESSMENT HANDBOOK



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College Mission

St Francis Catholic College is a P-12 Diocesan school in the Edmund Rice Tradition. We are a welcoming and inclusive community that provides a liberating education built on Gospel values, deeply committed to justice and peace. We are devoted to ecological sustainability and our motto is “Open Hearts; Open Minds”.

College Vision

St Francis is a Christ-centred P-12 Catholic College that draws on strong tradition and community partnerships to develop excellence in quality education and pastoral support. Our graduates are holistic, liberated, lifelong learners who reach their potential by living the Gospel values to become active, responsible global citizens.



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Introduction

This handbook contains essential information for Year 9 students and their parents/carers regarding Stage 5 learning and assessment at St Francis Catholic College.

Section One outlines the details of the SFCC RoSA Stage 5 Assessment Policy as it relates to students presenting for the award of the Record of School Achievement. It contains important information relating to mandatory NSW Educational Standards Authority requirements as well as information relating specifically to St Francis Catholic College.

Section Two outlines the Assessment Schedule for 2019 and the Assessment Programs for each course studied in Year 9.

If any student or parent/carer requires clarification of anything in this handbook or any further information, please feel free to contact the Leader of Learning, Mr Shane Chapman, at the College at any time.

Section One

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) has replaced the School Certificate as the credential for students leaving school prior to receiving their Higher School Certificate (HSC) at the end of Year 12.

What is the RoSA?

- The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10, up until and including some results from Year 12.
- The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, and HSC (Year 12) results.
- The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Who will get it?

Students will need to have completed the mandatory curriculum requirements for Years 7 to 10 to be eligible for the RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA. To receive a RoSA, students must attend school until the final day of Year 10.

When will they get it?

The RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?

The RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

How will students get grades?

A to E grades (using the course performance descriptors) are currently awarded for courses completed in Year 9 and 10. That same system (Common Grade Scale) will now be extended to include courses completed in the Preliminary HSC (Year 11) up to the time a student receives an HSC result.

Students will be required to submit Formal Assessment Tasks. The Assessment Program outlining the schedule of Formal Assessment Tasks for each course is available in this document. Teachers will then use grades from those assessments as well as informal tasks to allocate a grade for each student at the end of the course. Teachers will submit those grades to the New South Wales Education Standards Authority (NESA) for inclusion on the RoSA if required.

Can you be ineligible to receive a RoSA?

- 'N' Determination
 - This is the decision made by the principal at the end of the course, under delegated authority from the NSW Education Standards Authority (NESA), that a student has not satisfactorily completed a course.
 - Students are warned via a letter from their school if it appears they may be in danger of receiving 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.

➤ **Attendance**

- Students must maintain a high level of attendance throughout Stage 5.
- Absence during the year:
 - Principals may grant students leave for legitimate reasons such as illness, physical injury or representative sport. If leave has been granted during the year, there will be no effect on course completion requirements provided that compensatory assessments and other work issued during the period of absence has been completed upon return to school.
- Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on eligibility for the RoSA and progression to Stage 6.

What about the new minimal Literacy and Numeracy Standards?

From this year, Year 9 NAPLAN tests will no longer be available as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focused on its diagnostic purpose and to reduce unnecessary stress on young people.

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests. Students will have two opportunities a year in Years 10, 11 or 12 to pass any tests needed. They will also be able to take them for a few years after they leave school. These tests must be completed to receive their HSC.

Students with Special Education Needs

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students. Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks.

However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff. A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.

STAGE 5 AT SFCC

Throughout Stage 5 (Years 9 and 10), students must study:

- 1) ALL of the courses in Group A.
- 2) Up to FOUR courses from Group B. Two for Year 9 and two for Year 10.

Group A Mandatory Courses	Group B Electives Courses 100 Hour (1 Year Courses)
Religious Education	Design and Technology
English	Food Technology
Mathematics	Industrial Technology – Timber
Science	Information and Software Technology
History	Textiles
Geography	Music
PDHPE	Visual Arts
	Photographic and Digital Media
	PASS (Physical Activity and Sports Studies)



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

RoSA STAGE 5 ASSESSMENT POLICY

INTRODUCTION

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Stage 5 Assessment is directly related to the New South Wales Education Standards Authority (NESA) Record of School Achievement (RoSA) as NSW schools are required to submit grades using the Common Grade Scale (A-E) and Course Performance Descriptors at the end of Year 10.

This Policy has been developed to ensure staff and students of St Francis Catholic College meet the requirements of the NESA Record of Student Achievement and compliance requirements of the CEDoW, NESA and the Australian Education Act 2013. In particular, this Policy has been written in response to the CEDoW Assessment and Reporting Policy.

CONTEXT

St Francis Catholic College is a Diocesan P-12 Catholic school in the Edmund Rice tradition in the Parish of Mary, Mother of the Church, Macquarie Fields at Edmondson Park. The College motto encourages all members of the community to grow and develop 'open minds and open hearts' through opening their minds to enriching new learning experiences, and through opening their hearts by being faith filled people of integrity, courage, compassion, inclusion and justice.

PURPOSE

St Francis Catholic College is committed to enhancing and encouraging students' achievement of learning outcomes. The Stage 5 Assessment Policy is designed to ensure consistency in assessment throughout the College and to ensure that all of our students progressively develop their skills and knowledge in a collaborative and supportive environment.

Assessment at St Francis Catholic College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting;
- coordination of assessment programs to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes. Assessment tasks may include:

- tests which may take a written, practical and oral form;
- class essays, research tasks, assignments, portfolios, log books;
- practical tasks and major works;
- fieldwork and projects.

Teachers must be satisfied that the work presented is the student's own, particularly in tasks that require work to be done at home, and that any help that the student has received has been acknowledged (referenced). Malpractice (including copying someone else's work or breaching school examination rules) is taken very seriously at St Francis Catholic College.

The Assessment Certification Examination (ACE) website provides pertinent information regarding the rules and procedures set by NESA for secondary education in New South Wales. ACE explicitly outlines the criteria for satisfactory completion of courses:

"To have satisfactorily completed a course, students will have -

- ☐ *followed the course;*
- ☐ *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- ☐ *achieved some or all of the course outcomes."* [ACE 4016]

Therefore, this Policy is designed to outline the requirements developed by the College to ensure students satisfactorily complete the courses studied across Stage 5.

1.0 GENERAL EXPECTATIONS FOR STUDENTS

Students must:

- 1.1 adhere to the [SFCC Attendance Policy](#).
- 1.2 ensure their attendance rate remains above 85% for each course.
- 1.3 ensure that the [Application for Foreseeable Absence - Year 9](#) is completed and submitted to the College Principal for approval for any known period of absence. The form must be submitted at least FOUR weeks prior to the student commencing the known period of absence.
- 1.4 demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- 1.5 ensure all assessments, homework and set tasks are completed to the best of their ability.
- 1.6 read the **Year 9 2019 Assessment Handbook**.
- 1.7 adhere to the Assessment Program for each course.
- 1.8 write the Formal Assessment Task due dates in their Student Diary.
- 1.9 meet all assessment deadlines or they will be penalised in accordance with this policy.
- 1.10 follow the instructions outlined in the Assessment Notification regarding the submission of the task.
- 1.11 submit all hard copy Formal Assessment Tasks in person to the subject teacher. If the subject teacher is absent, the task must be submitted to the KLA Leader.
- 1.12 submit all electronic Formal Assessment Tasks by 8.30am on the due date regardless of illness on the day.

- 1.13 ensure they do not submit an electronic Formal Assessment Task on a storage device.
- 1.14 retain a copy of all completed Formal Assessment Tasks.
- 1.15 manage their time to ensure tasks are not left to the last minute. Technology malfunction cannot be used as a reason for submitting a task late.

2.0 GENERAL EXPECTATIONS FOR TEACHERS

Teachers must:

- 2.1 adhere to the [SFCC Attendance Policy](#).
- 2.2 distribute an [Notification of Formal Assessment Task](#) for each formal task electronically and by hard copy.
- 2.3 inform students in the Assessment Notification how to submit the task. For example, via Google Classroom or in-class submission.
- 2.4 ensure a [Change of Formal Assessment Task Submission Date](#) form is distributed to students prior to the amended due date.
- 2.5 provide meaningful, descriptive feedback to students for each Formal Assessment Task.
- 2.6 ensure they keep a record of when students submit a task electronically or hard copy.
- 2.7 use the Stage 5 Course Performance Descriptors to determine Stage 5 grades.

3.0 UNFORESEEABLE ABSENCE FOR FORMAL ASSESSMENT TASK

- 3.1 Students and Teachers must follow the [Year 9 Unforeseeable Absence Procedure](#) if they are unable to submit a Formal Assessment Task on the due date.

Year 9 Unforeseeable Absence Procedure

Please note: All Formal Assessment Tasks that are required to be submitted electronically must be done so by 8.30am on the day the task is due, regardless of illness on the day.

STEP 1

Student/parent to notify relevant class teacher

- Student/parent must notify relevant class teacher by email (see Staff Email Directory on the College Website) on the day of the task.
- Class teacher must notify relevant KLA Leader and enter on Diocesan eSIS.

STEP 2

Obtain documentation relating to reason for absence

- Illness – a Doctor's medical certificate will be required covering the absence.
- Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered.
- Exceptional circumstances – please contact Leader of Learning.

STEP 3

Parent/Carer to complete and submit Year 9 Illness/Misadventure Form

- Student/parent complete a Year 9 Illness/Misadventure Form
- Attach documentation from Step 2
- Submit form and documentation to relevant class teacher
- Class teacher must attach documentation to Diocesan eSIS entry
- This must be done before the commencement of the student's first period on the day of their return to the College.

Please note: Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College.

STEP 4

Relevant KLA Leader to process form

- KLA Leader will process the form and review documentation.
- KLA Leader will notify student and Class Teacher of result which may include an alternative date of submission.
- KLA Leader will notify Year Coordinator, Leader of Learning and AP Teaching and Learning via Diocesan eSIS.

4.0 FORESEEABLE ABSENCE - LEAVE FOR FORMAL ASSESSMENT TASK

- 4.1 Students and Teachers must follow the [Year 9 Foreseeable Absence Procedure](#) if they are aware they will be absent on the submission date for a Formal Assessment Task.

Year 9 Foreseeable Absence Procedure

STEP 1

Obtain approval from the College Principal

- Parent/carer to submit a completed [Application for Foreseeable Absence](#) to the College Reception requesting leave **at least four weeks prior to the leave**.
- Student to see the Leader of Learning with the 'Assessment Requirements' table completed, if there are any assessments scheduled at the time of leave. The form must be signed by the College Principal before the Leader of Learning is notified.



STEP 2

Reschedule task(s) with Leader of Learning prior to leave

- Student must discuss with Leader of Learning details of task(s) that will be missed during absence.
- At the discretion of the Leader of Learning, alternative arrangements may be organised with relevant class teacher and/or KLA Leader. The Leader of Learning will notify the student of the amended Assessment Task submission details.
- Student must complete and submit the assessment task.

Please note: Students who do not have leave approved are at risk of not meeting attendance requirements. An appointment made for the date of submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation - please refer to Year 9 Unforeseeable Absence Procedure.

5.0 EXTENSIONS

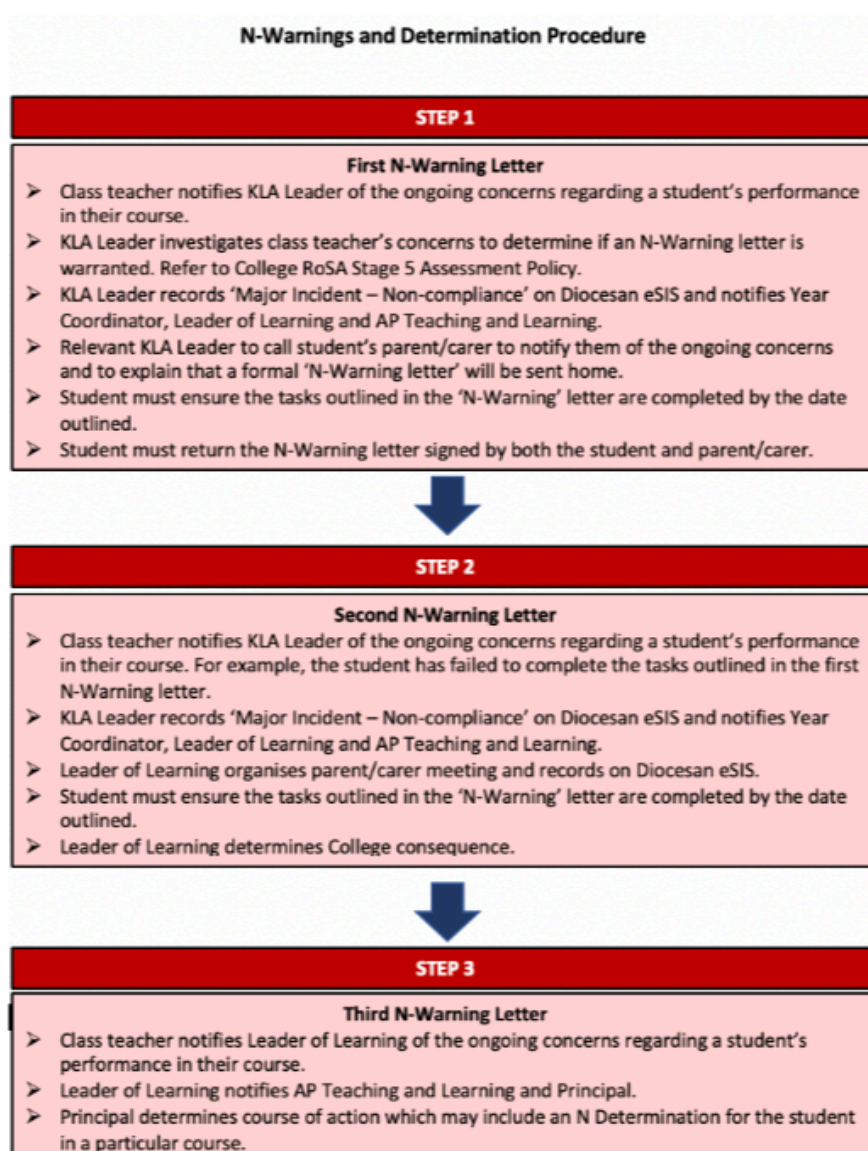
- 5.1 Under exceptional circumstances the Leader of Learning may grant an extension on Formal Assessment Tasks.
- 5.2 Students must complete the [Application for Extension of Formal Assessment Task form](#) and submit to the Leader of Learning a minimum of three days prior to the due date of the submitted task.
- 5.3 Leader of Learning must notify the relevant KLA Leader and subject teacher regarding the application for extension on Formal Assessment Task and outcome.

6.0 N-WARNINGS AND DETERMINATIONS

"Students must be warned if they are in danger of not satisfactorily completing mandatory requirements. This warning must be given by principals in enough time for students to meet the requirements. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a Record of School Achievement in that year. The student may receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5." [ACE 4001]

St Francis Catholic College will issue an 'N-Warning' letter to students if they do not adhere to this Policy and therefore are not satisfying the requirements of the Stage 5 RoSA and the College.

6.1 Staff must follow the [N-Warning and Determination Procedure](#).



7.0 FAILURE TO SUBMIT FORMAL ASSESSMENT TASK

- 7.1 Students and Staff must adhere to the [Year 9 Failure to Submit Formal Assessment Task Procedure](#).

Year 9 Failure to Submit Formal Assessment Task Procedure

Please note: If a student fails to submit a Formal Assessment Task but has a legitimate reason, refer to the Year 9 Unforeseeable Absence for Formal Assessment Task.

Student fails to submit Formal Assessment Task (1st Time)

- Class Teacher must call the student's Parent/Carer to notify them that the task has not been submitted and log on Diocesan eSIS and notify KLA Leader and Year Coordinator.
- Student must submit the task the next school day to the Class Teacher.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



Student fails to submit Formal Assessment Task (2nd Time)

- Class Teacher must notify the relevant KLA Leader and update log on Diocesan eSIS to reflect the failure to submit Formal Assessment Task again.
- Class Teacher to call student's Parent/Carer to notify them that the task has not been submitted and the student will be required to attend the next scheduled Homework Club to complete the task unless it is submitted before.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.



Student fails to submit Formal Assessment Task (3rd Time)

- Class Teacher must notify the relevant KLA Leader and update log on Diocesan eSIS to reflect the failure to submit Formal Assessment Task again.
- Relevant KLA Leader records 'Major Incident – Non-compliance' on Diocesan eSIS with consequence (Break 2 – timeout) and notify Year Coordinator, Leader of Learning and AP Teaching and Learning.
- Relevant KLA Leader to call student's parent/carer to notify them that the task has not been submitted and to explain that a formal 'N-Warning letter' will be sent home. KLA Leader to follow the N-Warning and Determination Procedure.
- Student must ensure the tasks outlined in the 'N-Warning' letter are completed by the date outlined.
- Class Teacher must ensure the student's personal profile in the relevant semester report reflects the discretion.

Student fails to submit multiple Formal Assessment Tasks

- Year coordinator to meet with parents/carers and student to discuss concerns.
- Year coordinator to record meeting on Diocesan eSIS and notify Leader of Learning and AP Teaching and Learning.
- Student attends Afternoon Detention to complete any outstanding tasks.

8.0 ACADEMIC INTEGRITY AND MALPRACTICE

Academic Integrity is a term used to describe honest and ethical behaviour in relation to academic work (student homework, assessments, performance tasks and conduct in exams or in-class tasks).

Academic malpractice is a term used to describe any act by a student that fails to meet the accepted standards of academic integrity. This includes any unfair advantage gained by a student, eg. a student who arrives late before a Formal Assessment Task without reason or a student who is absent the day before a Formal Assessment Task to prepare for the task.

Plagiarism is presenting someone else's work, ideas, thoughts, opinions, data or images as one's own. Plagiarism includes:

- copying, summarising or paraphrasing material from any source without acknowledgement;
- using another's ideas without acknowledgement;
- working with other students on a task and then presenting it as your own;
- submitting work that has been done in whole or part by another student;
- other actions that may contradict the principles of Academic Integrity.

- 8.1 Students must ensure they maintain Academic Integrity whilst completing all work related to the courses studied.
- 8.2 Student must ensure their work is free of plagiarism by referencing appropriately.
- 8.3 Teachers must investigate any reported or suspected incidents of malpractice. If there is evidence to suggest malpractice, the Subject Teacher must notify the relevant KLA Leader who will follow the [N-Warnings and Determination Procedure](#).

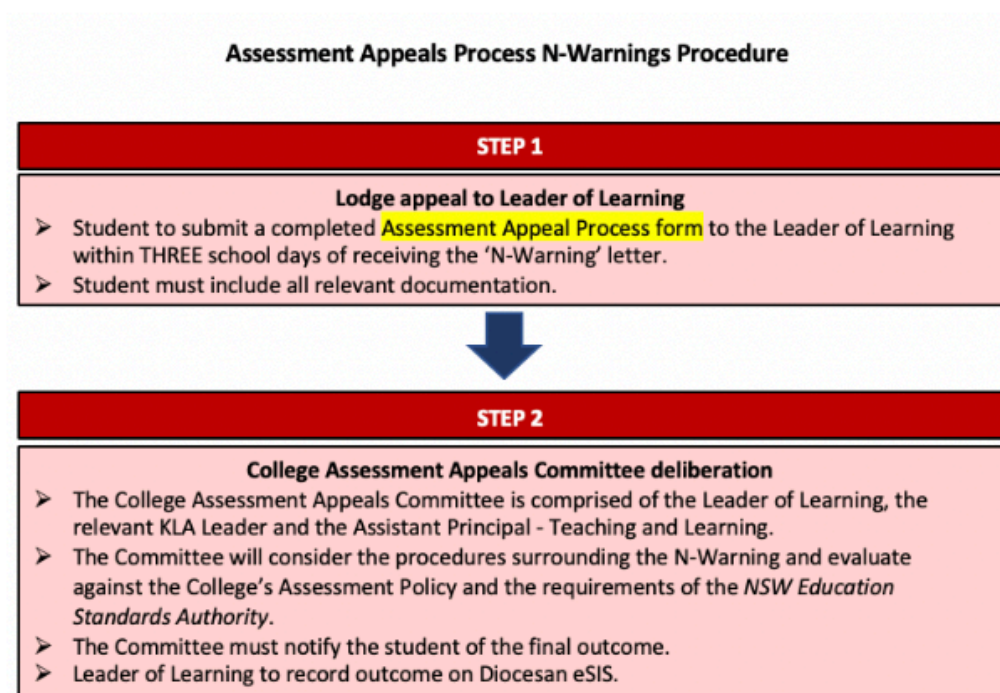
9.0 APPEALS PROCESS - N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has been issued an 'N-Warning' notice, the student has the right of appeal.

Students may receive an 'N-Warning' notice if they are in danger of not satisfactorily completing a Stage 5 course. An 'N-Warning' notice can be issued if a student does not:

- follow the course, including completion of Formal Assessment Tasks
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes

9.1 Students and SFCC staff must follow the Assessment Appeals Process - N-Warnings Procedure.



Policy Publication: February 2019
Policy Evaluation: December 2019

Section Two

YEAR 9 ASSESSMENT OVERVIEW 2019

This assessment overview is a guide for parents/carers and students. Dates are subject to change. Official task notification detailing the nature of the task and actual submission dates will be distributed to each class at least two weeks prior to submission date.

Term 1

Week	Subject	Task
4 (Week starting 18/2/19)	Maths 5.1 / 5.2 / 5.3	Indices/ Single Variable Data Analysis Portfolio In Class tasks - Part 1
6 (Week starting 4/3/19)	Photographic & Digital Media	Photographic Process Diary & Research Task
7 (Week starting 11/3/19)	PASS	Australia's Sporting Identity Research Task Investigate a well known Australian Sports person and their contribution to Australia's Sporting Identity
7	Information & Software Technology	Research and In Class Presentation
8 (Week starting 18/3/19)	Maths 5.1 / 5.2 / 5.3	Indices/ Single Variable Data Analysis Portfolio In Class tasks - Part 2
8	Religious Education	Sacraments of Healing - E-Book Task
8	Food Technology	Food Selection and Health-Media Task and Practical Exam
9 (Week starting 25/3/19)	PDHPE	All For One and One for All Initiative/Challenge Presentation
9	Music	Classical Music: Theme and Variation Composition Task
10 (Week starting 1/4/19)	HSIE	The Industrial Revolution Essay
11 (Week starting 8/4/19)	Industrial Technology	Key Holder Product & Final Folio

Term 2

Week	Subject	Task
2 (Week starting 6/5/19)	Photographic & Digital Media	Photographic Process Diary & 8x10 Photographic Image
4 (Week starting 20/5/19)	Religious Education	Biblical Writing In-class Task
6 (Week starting 3/6/19)	PDHPE	Affirming and Overcoming Diversity In Class Written Task
7 (Week starting 10/6/19)	Maths 5.1 / 5.2 / 5.3	Numbers of Any Magnitude, Financial Mathematics, Area and Surface Area Exam
7	PASS	Nutrition, Physical Activity and Physical Fitness Training Program
7	Science	Practical Exam
9 (Week starting 24/6/19)	HSIE	Australia and the Wars - World War I and World War II Source Analysis/Writing Task
10 (Week starting 1/7/19)	English	Poetry: Voices of War Listening/Writing In Class Task
10	Industrial Technology	Folio

Term 3

Week	Subject	Task
7 (Week starting 2/9/19)	Maths 5.1 / 5.2 / 5.3	Right Angles Triangles - Trigonometry and Properties of Geometrical Figures Investigation - In Class task
7	Information & Software Technology	Website design
8 (Week starting 9/9/19)	HSIE	Biomes Case Study Research Task
9 (Week starting 16/9/19)	English	Drama Speaking Task
9	Science	Student Research Project (SRP)
9	Food Technology	Food Product Development - Portfolio and practical
9	Music	Australian Music: Performance Task
9	Photographic & Digital Media	Product Photography Advertisement
10 (Week starting 23/9/19)	Industrial Technology	Coffee Table & Final Folio
DATE TBC	Religious Education	<i>The Search for Meaning</i> - DOW Common Assessment Task (CAT) Proposal

Term 4

Week	Subject	Task
4 (Week starting 4/11/19)	Religious Education	The Church in Australia Research Task
5 (Week starting 11/11/19)	English	Non-Fiction and Other Texts: Reading and Writing Connections In Class Task
5	Science	Media Analysis
5	Industrial Technology	Cheese board Product and Folio
5	PASS	Coaching and Event Management Task - Oral and Practical Presentation
6 (Week starting 18/11/19)	Maths 5.1 / 5.2 / 5.3	Linear and Non-Linear Relationships, Rates and Ratios Exam
6	HSIE	Changing Places Inquiry Project
6	PDHPE	Safety Sense Health Campaign Task

CURRICULUM OVERVIEWS

Religious Education

In Year Nine Religious Education students continue to be inspired by 'The Emmaus Story' whereby four movements are discerned, which underpin the Religious Education curriculum. These movements are part of a dynamic process, which assists students to find meaning in their experience in the light of revelation. The students develop knowledge and skill and come to value concepts across the five strands of the Religious Education curriculum, which are; Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments and Morality and Justice.

Unit One - Sacraments of Healing.

Unit Two - Biblical Writing.

Unit Three - Living the Commandments and Beatitudes.

Unit Four - The Search for Meaning.

Unit Five - The Church in Australia.

Mathematics 5.1/5.2

Students will explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They will also recognise the application of these Mathematical concepts to daily life and the real world. Maths is everywhere!

Term 1: Indices, Single Variable Data Analysis, Numbers of Any Magnitude

Term 2: Financial Mathematics, Area and Surface Area, Probability

Term 3: Right Angled Triangles - Trigonometry, Properties of Geometrical Figures, Linear Relationships

Term 4: Non- Linear Relationships, Ratios and Rates, Equations, Algebraic Techniques

Mathematics 5.2/5.3

Students will explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They will also recognise the application of these Mathematical concepts to daily life and the real world. Maths is everywhere!

Term 1: Indices, Single Variable Data Analysis, Numbers of Any Magnitude

Term 2: Financial Mathematics, Area and Surface Area, Probability

Term 3: Right Angled Triangles - Trigonometry, Properties of Geometrical Figures, Linear Relationships

Term 4: Non- Linear Relationships, Ratios and Rates, Equations, Algebraic Techniques

English

Term 1: Film/Fiction: *Appropriations of classical literature (Gothic Genre)*

Through the close study of Tim Burton's film *Frankenweenie* as an appropriation of Mary Shelley's *Frankenstein*, students will explore the ways that genre can be adapted and merged, the power of intertextuality to add layers to a text and how our perspectives and those of the composer, influence textual understanding. Students will also learn 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 over time.

Set Texts: Tim Burton's *Frankenweenie*, Mary Shelley *Frankenstein (Abridged version)* (selection of other gothic genre texts)

Term 2: Poetry - *Voices of War*

In this unit, the collection of texts will engender to appreciate different perspectives on the subject of war and conflict in poetry. Students will gain a greater awareness of the context of war and its relevant issues: patriotism, nationalism, love, honour, sacrifice, destruction, pity and despair. This unit of work will explore issues of war as they capture the intensity of emotion that war evokes and demonstrate the ways in which language can be used to communicate powerful ideas and shape audience responses. Students will engage with poetic and linguistic features like language, form and structure.

Set Texts: A collection of poems from poets: Wilfred Owen, John McCrae, Rupert Brooke, Siegfried Sassoon, Jesse Pope, Tadeusz Rozewicz, Angela M.Clifton, Janos Pilinszky, Denise Levertov, Bruce Dawe.

Term 3: Drama - *Close study of Drama*

In this unit, students will extend their love of literature and learning by engaging with drama texts by a contemporary playwright of the teacher's choosing. Students will learn about the power, value and purpose of drama to communicate creatively, expand knowledge and appreciate texts. By analysing the language in their chosen drama text students will gain a greater understanding and appreciation for language used in different contexts and become confident to evaluate this in relation to their own 21st century context.

Set texts: Teacher's choice

Term 4: Non-Fiction and other texts - *Reading and Writing connections*

In this module, students undertake close reading of quality **Non-fiction** texts from a variety of modes and media. In doing so, they will further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships and scenarios. Central to this module is developing student capacity to respond to texts through their own considered and thoughtful writing whilst reflecting on their skills and knowledge, as writers. Through responding and composing for a range of purposes and audiences, students further develop skills in comprehension, analysis, interpretation and evaluation. By reading and writing a variety of texts, students broaden their vocabulary and begin to master control of spelling, punctuation and grammar, to gain further understanding of how their own distinctive voice may be expressed for specific purposes.

Set texts: Variety of Non-Fiction texts with contextual relevance

Science

Term 1: *The Day After Tomorrow*

In this unit, students will explore their responsibility in creating a sustainable future, and whether the choices we make now are supporting a sustainable future. This will include the study of the impact of global issues including the greenhouse effect and climate change, as well as the impact of natural events including volcanoes and earthquakes. Students will examine how these issues/events impact of life; particularly the energy flow in ecosystems.

Term 2: *Hear no Evil, See no Evil, Speak no Evil!*

This unit focuses primarily on energy transfer in the forms of sound and light waves. Students will learn about the features of sound waves, and their transmission through different mediums. Then students will explore concepts related to electricity; including the relationship between voltage, resistance and current, and the difference between series and parallel circuits.

Term 3: *Big Bang Theory + SRP*

In this unit, students will explore the structure of the Earth and the universe, including galaxies, stars, solar systems and nebulae, and the technological developments that have advanced scientific understanding about the universe. This unit will be run concurrently with a Student Research Project (SRP), in which students apply the scientific method to investigate a proposed question.

Term 4: *Truth or Lie*

Students will explore some of the theories in science including the Atomic Theory and the model for the structure of DNA. Students will learn why models, theories and laws have been refined, as new scientific evidence becomes available.

HSIE – History

The Stage 5 History course focuses on the development of a number of historical skills, as well as developing an understanding of a number of historical concepts through the study of the history of the Making of the Modern World and Australia from 1745 to 1945 in Year 9. This period was a period of rapid change and development which had a profound impact on society, the people and their way of life. It was a period which provided the foundation for the world we live in today.

Students will develop skills in the analysis and use of historical sources, comprehension, research, communication, understanding cause and effect, understanding different perspectives of the past, understanding continuity and change, the development of historical arguments, empathetic understanding and the importance of the chronology of historical events.

Term 1: Depth Study 1 - *The Industrial Revolution*

In this unit students will develop an understanding of the technological innovations that led to the development of the industrial revolution, and other conditions that influenced the Industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport systems, and expanding empire) and of Australia. Students will study, the population movements and changing settlement patterns during this period as well as the experiences of men, women and children during the Industrial Revolution and their changing way of life.

Term 2: Depth Study 2 - *Australians at War: World Wars I and II (1914-1918, 1939-1945)*

Students will study an overview of the causes of war, why men enlisted and where Australians fought. They will learn about the scope and nature of warfare and study the significant events and experiences of Australians at war as well as the impact of these wars on Australia. Students will also study the significance of these wars to Australia, commemoration and the nature of the ANZAC legend.

HSIE Geography

The stage 5 course has a focus on the development of the key Geographical Inquiry Skills of Acquiring, Processing and Communicating. Students will do this through the use of Geographical Tools, including; maps, fieldwork, graphs, statistics, spatial technologies and visual representations. An understanding of the Geographical Concepts of place, space, environment, interconnection, scale, sustainability and change will also be developed through the study of Sustainable Biomes and Changing Places in year 9.

Term 3: *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 objections 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 4: *-Changing Places*

Students examine the patterns and trends in populations 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 populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

PDHPE

In Year 9 PDHPE, students will continue to develop knowledge and skills within the areas of; health, wellbeing and relationships, movement skill and performance and healthy safe active lifestyles. Students will plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Whilst having an opportunity to design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Term 1: PDH: *Relating in a Digital World #StatusOfMind*

PE: *All for One and One for All*

Term 2: PDH: *Affirming Diversity and Overcoming Adversity*

PE: *Moving as One*

Term 3: PDH: *Living well*

PE: *Eye on the Ball*

Term 4: PDH: *Safety Sense*

PE: *Shoot and Score*

Information and Software Technology

The aim of Information and Software Technology is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Term 1: *Introduction/The IT Industry*

This unit introduces students to the concepts involved in project development. Students will research information on past, current and emerging technologies and produce a presentation. Students will gain an understanding of the role of people in the IT industry.

Term 2: *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 3: *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.

Term 4: *Databases*

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.

Food Technology

The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Term 1: *Food Selection and Health*

The health of communities is related to the nutritional content of the food eaten. Students will examine the role of food and its nutritional components in the body, explore the nutritional needs of individuals and groups, explain the effects of poor nutrition and investigate means of improving the nutritional status of individuals and groups. Students will select, plan and prepare safe and nutritious foods to reflect national food guides.

Term 2: *Food in Australia*

Students will examine the history of food in Australia, beginning with traditional bush foods prepared by Aborigines, 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 will plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine.

Term 3: *Food Product Development*

Students will examine the reasons for developing food products and the impact of past and present food product innovations on society and explore the processes in food product development. Students will develop, produce and evaluate a food product.

Term 4: *Food for Special Occasions*

Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

Industrial Technology - Timber

The Timber course provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Units undertaken in Year 9 will develop knowledge and skills in the safe use of materials, tools and techniques related to timber. Students will use the design process in each unit to successfully create a functional timber product.

Term 1: Key Holder

In this unit students will be introduced to a variety of tools and machinery needed to create a key holder. Students will demonstrate independently the safe and correct use of these tools as they successfully complete their product. The design process will be used to help students design, plan, create and evaluate the key holder.

Term 2 & 3: Coffee/Occasional Table

Students will continue to use skills developed in Unit 1 to independently create a coffee table. They will further develop skills with the use more techniques and tools. Students will demonstrate the safe and correct use of these tools as they successfully complete their product. The design process will be used in greater detail to help students design, plan, create and evaluate the coffee table.

Term 4: Cheese board

Using skills developed over the year students will create a cheese board independently. This final unit will allow students to continue to practise and refine skills developed over the year. The design process will be used to help students design, plan, create and evaluate the cheese board.

Physical Activity and Sports Studies (PASS)

In Year 9 Physical Activity and Sports Studies (PASS), students will be exposed to a broad view of physical activities and the many possible contexts in which individuals can build physical activity into their lifestyle. Students will partake in a wide range of lifelong physical activities including; recreational and leisure pursuits, competitive and non-competitive games and individual and group physical fitness activities. Students will engage in practical and theory lessons focusing on Physical Activity and Sport in Society, Foundations of Physical Activity and Enhancing Participation and Performance.

Term 1: Australia's Sporting Identity

Term 2: Nutrition, Physical Activity and Physical Fitness

Term 3: Coaching

Term 4: Event Management

Music

In the Music Elective course, students will continue to develop knowledge and skills in a range of musical contexts. Each topic studied provides opportunities for students to participate in a variety of performance, composition and listening experiences. Unlike the mandatory course where all students are required to learn the keyboard and guitar, students can select an instrument to play in order to complete set tasks.

Term 1: *Classical Music*

Term 2: *Music and Technology*

Term 3: *Australian Music*

Term 4: *Music for Film, Radio, TV and Multimedia*

Photographic and Digital Media (PDM)

In the Photographic and Digital Media Course students will be introduced to the foundations of digital photography. Focusing on how to capture, manipulate and edit images. Students will be introduced to editing software such as Lightroom and Photoshop, where they will have the ability to learn key elements in photography and then be encouraged to develop their own individual styles and push their creative abilities.

Term 1: *Light Moves*

Term 2: *Shapes and Shadows*

Term 3: *Strike Fear*

Term 4: *Landscape as Metaphor*