



**BURWOOD GIRLS HIGH SCHOOL**

**YEAR 9**  
**SUBJECT**  
**INFORMATION**  
**2009**

Dear Parents & Carers,

This is the first time we have compiled a booklet like this to give to Year 9 and their parents.

The purpose of this booklet is to give you and your daughter an indication of the work and the range of assessment tasks that are to be covered throughout the year.

Due to ongoing programming and new resources becoming available, topics and tasks may change as the academic year unfolds.

If you have any questions or comments please contact me at the school on 9747 3355.

J. Longman  
**Deputy Principal**

# YEAR 9 SUBJECT INFORMATION 2009

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# 1) GENERAL INFORMATION

## **School Homework**

Homework is a very important part of learning.

Students are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons.

This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision. In this respect teachers will continue to counsel students in home study programs and independent learning techniques including how to revise and summarise work.

## **Study Skills**

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and exams than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve her chance of doing well in exams. All you need to do is listen, learn and practice.

## **Dividing Study Time**

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head').

While completing homework, you should also revise the work done at school that day, because this work will probably not be revised by your teacher before the exam.

Do not give equal time to all subjects. Most study time should be spent on your weakest subjects. Study time (as distinct from homework time) should start with your weakest subject, while you are still fresh.

It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

## **School Diary**

Students are expected to have the Burwood Girls High School Diary with them at all times.

The diary has the following purposes:

- Homework record for students
- Assessment task planning for students
- Record of any late arrivals to school
- Record of toilet passes during the day
- Record of early departures from the school
- Messages from staff to parents.

Students and families have the responsibility to ensure that the diary's communication purposes enable a greater knowledge of what students are doing each day at school.

**BURWOOD GIRLS HIGH SCHOOL**

**HOMEWORK PLANNING SHEET**

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>PERIOD</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>	<b>DATE:</b>
<b>1</b>					
<b>2</b>					
<b>3</b>					
<b>4</b>					

Record details of what homework that you have in the period square that it is due in.

## **2) SUBJECT INFORMATION**

# AUSTRALIAN GEOGRAPHY

(SOCIAL SCIENCES FACULTY)

## Course Content:

- The unique characteristics of Australia's physical environments and the responses of people to the challenges they present
- The ways in which communities in Australia are responding to change

## Course Requirements:

- Covered 128 page A4 book with margins
- Stationary items: pens – blue or black, red, pencil and sharpener or “pacer” pencil, coloured pencils, highlighter, ruler
- School diary

## Course Assessment

In this subject assessment will be based on:

- Your knowledge and understanding of Australian environments and communities
- Your ability to gather and interpret geographical information
- The way you communicate geographical information
- Your active citizenship

Assessment will be both

a) Informal – class work, class tasks, group work etc

AND

b) Formal – which will be completed by all students in Year 9 at the same time.

The formal tasks will include the following:

### For those studying Geography in Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Endangered Australian Flora & Fauna	Oral presentation with the aid of Powerpoint (in pairs)	1	10
2.	Geographical Skills	Test	2	3 & 4

### For those studying Geography in Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Endangered Australian Flora & Fauna	Oral presentation with the aid of Powerpoint (in pairs)	3	8 & 9
2.	Geographical Skills	Test	4	4

# CHILD STUDIES

(TAS FACULTY)

Child Studies is a content endorsed subject.

## Course Content

Course Content is studied through the following units of study:

- Conception, Pre-Natal Development and Birth
- Care of Children
- Childhood Immunisation and Diseases
- Different Families
- Working with Children

## Course Requirements

Each student requires the following

- 2 - 128 page A4 book, covered with contact  
(This class has two teachers working on two separate areas)
- Display Folder
- Payment of Subject Fees

\*\* Full covering black leather school shoes must be worn for practical lessons

## Course Assessment

Course assessment will be both Informal – practical experiences, class work, homework and other as appropriate, and Formal as per the grid below.

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Conception to Birth	Written Test	*	*
2.	Childhood Immunisation and Diseases	Research Assignment and Oral Presentation	*	*
3.	Care of Children	Design Activity and Portfolio	*	*

\*dates to be advised at least 2 weeks prior to assessment

# COMMERCE

## (SOCIAL SCIENCES FACULTY)

### Course Content:

- Problems and Issues that confront consumers and appropriate decision making
- Financial independence and money management
- Strategies to promote products and maximise sales, and the impact on consumers
- E-Commerce
- Planning, organising an running a small business

### Course Requirements:

- Covered 128 page A4 book with margins
- Stationary items: pens – blue or black, red, pencil and sharpener or “pacer” pencil, coloured pencils, highlighter, ruler
- School diary

### Course Assessment

In this subject assessment will be based on:

- Your knowledge and understanding of employment and household finance
- Your ability to gather, organise and interpret commercial information
- Your participation in, and evaluation of, your class business
- The way you communicate information using commercial language

Assessment will be both

- a) Informal – class work, class tasks, homework, group work etc  
AND
- b) Formal tasks which will include the following:

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Consumer Choice and Personal Finance	Common Test	2	4
2.	Promoting and Selling / Running a Business	Participation in and contribution to the Class Business	Term 3 (ongoing)	
3.	Promoting and Selling / Running a Business	Writing Task – evaluation of Class Business	4	2-3

# DANCE

(PDHPE FACULTY)

## Course content

- Lets Dance
- Safe Dance Practices
- Space
- Unpacking the Elements of Dance
- Communicating and Expressing Ideas
- Jazz Dance
- The Dance Critic
- Showcase

## Course requirements

- Display folder with lined paper
- Dance uniform for practical lessons
- Sweat towel and water bottle for practical lessons

## Course Assessment

A range of assessment strategies are used throughout the course: These include: practical skills, analysis of performances, group and individual performances, class tests, research tasks, journals, peer teaching tasks and composition tasks.

## Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Lets Dance	Dance Glossary Performance	1	4 & 6
2.	Safe Dance Practice	Performance Student workbooks Warm up/ cool down presentation	1	9, 10 & 11
3.	Space	Composition/ Performance Self Assessment	2	4 & 5
4.	Unpacking the elements of Dance	Composition Student Workbooks	2	10 & 11

## Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Communicating and Expressing Ideas	Dance Analysis	3	5
2.	Jazz Dance	Journal Performance	3	10
3.	The Dance Critic	Performance Review	4	5
4.	Showcase	Performance/ Composition Journal	4	10

# DRAMA

## (ENGLISH FACULTY)

### Course Content

Students in Stage 5 must engage in an integrated study of:

- The elements of Drama
- through the practices of making, performing and appreciating
- within the context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.

### Course Requirements

In Stage 5 the essential and additional content must be addressed by students undertaking this elective for the School Certificate. Students must explore the elements of Drama within the context of playbuilding and at least two other dramatic forms or performance styles. By the end of the course students will need to demonstrate the ability to:

- make drama that explores arrange of imagined and created situations in a collaborative drama and theatre environment
- perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciate the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience

### Course Assessment

#### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Journal writing	Reflection on activities, terms and the students progress through skill building activities	1	7
2.	Storytelling	Two woman show of a classic children's story	1	8
3.	Theatresports	Team improvisation competition	2	3
4.	Journal writing	Reflection on activities, terms and the students progress through skill building activities	2	4
5.	Physical Theatre	Presentation of Class Circus Show	2	7
6.	Mime and Movement	Performance of abstract movement	2	11
7.	Journal writing	Reflection on activities, terms and the student and class' progress through skill building activities	2	11
8.	Examination	Class test on key terms in improvisation and ensemble performance	2	11

## DRAMA (continued)

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	An introduction to mask	Group devised performance	3	4
2.	Commedia del' arte	Group presentation of commedia characters in original sketches	3	8
3.	Journal writing	Research task on Commedia del' Arte Reflection on activities, terms and the student and class' progress through commedia activities	3	8
4.	What does the Actor do?	Individual Performance of Song lyric	3	10
5.	What does the actor do?	Performance of Duologues	4	4
6.	Journal Writing	Reflection on activities, terms and the student and class' progress through set activities	4	5
7.	Symbolism in text	Oral presentation of directorial vision	4	7
8.	Journal writing	Reflection on activities, terms and the student and class' progress through set activities	4	8

\* Due dates are given to students at least two weeks before a task is due.

# ENGLISH

## (ENGLISH FACULTY)

### Course Content

Students in Stage 5 must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Through responding to and composing a wide range of texts students will develop skills knowledge an understanding in order to:

- Speak, listen, read, write, view and represent
- Use language to communicate effectively for a variety of purposes
- Think in ways that are imaginative, critical and imaginative
- Understand self and their relationships with others and the world
- Learn and reflect on their learning

### Course Requirements

In Stage 5 the essential content requires students to work towards meeting outcomes by studying a range of spoken, print, visual and media/multimedia texts that must give the students experience of:

- Widely defined Australian literature including those that give insights into Aboriginal experiences and multicultural experiences in Australia
- Literature from other countries and times
- Shakespearean Drama
- Cultural heritages, popular culture and youth cultures
- Picture books
- Everyday and workplace texts
- A range of social, gender and cultural perspectives

In Stage 5	
Fiction	At least two works
Poetry	A variety drawn from different anthologies and/or the study of one or two poets
Film	At least two works
Non-fiction	At least two works
Drama	At least two works

### Course Assessment:

Year 9 will be assessed across classes to allow for parallel experiences and skill development. Assessment tasks will be both formative and summative to allow all students a range of opportunities to demonstrate skill development and understanding of course content.

**ENGLISH (continued)**

<b>Task No.</b>	<b>Unit/Area of learning</b>	<b>Task Description</b>	<b>Date Due*</b>
1.	Poets and Poetry through the Ages	<ul style="list-style-type: none"><li>• Poetry anthology including analytical, critical and imaginative writings</li><li>• Examination on poetic techniques</li></ul>	n/a
2.	Fiction 1: Area of Study	<ul style="list-style-type: none"><li>• Synthesis in extended response</li><li>• Representation of area of study as webpage</li></ul>	n/a
3.	Fiction 2: The Classics	<ul style="list-style-type: none"><li>• Group infotainment program</li><li>• Letter to publishing company</li></ul>	n/a
4.	Shakespeare: Romeo and Juliet	<ul style="list-style-type: none"><li>• Extended response</li><li>• Journal writing</li><li>• Critical analysis of imagery</li></ul>	n/a
5.	Film Study: Genre study	<ul style="list-style-type: none"><li>• Written Production Proposal</li><li>• Film script: film openings</li></ul>	n/a
6.	Drama: Transformations/Parody	<ul style="list-style-type: none"><li>• Radio Interview script</li><li>• Script writing of parody</li></ul>	n/a
7.	Non-Fiction: Speeches in Time	<ul style="list-style-type: none"><li>• Impromptu Speeches</li><li>• Contextual Representation using propaganda</li><li>• Persuasive Speech</li></ul>	n/a
8.	Picture Books	<ul style="list-style-type: none"><li>• Picture Book Review</li><li>• Compose an original picture book</li></ul>	n/a

\* Due dates are given to students at least two weeks before a task is due. Dates are not able to be printed as the rotation of units is determined by the individual teacher.

# FOOD TECHNOLOGY

## (TAS FACULTY)

### Course Content

Course Content is divided into Core and Focus Area. The Focus Areas provide a context through which the core will be studied.

- Core – Food Preparation and Processing
- Core – Nutrition and Consumption
- Focus Area – Food Trends (Garnishing and Decorating)
- Focus Area – Food Selection and Health
- Focus Area – Food for Special Needs
- Focus Area – Food in Australia

These are studied through theory component integrated with practical experiences.

### Course Requirements

Each student requires the following

- 128 page A4 book, covered with contact
- Display Folder
- Payment of Subject Fees
- Practical Equipment
  - Apron, full covering, white cotton drill fabric apron (available from school – \$5.50)
  - Hair Net – provided by school.
  - Tea towels – 2
  - Dishcloth, Sponge or Chux
  - Oven Mitt or Pot Holder
  - Serviettes
  - Container, when instructed by the teacher
  - Carry bag, to contain all of the above

\*\* Full covering black leather school shoes must be worn for practical lessons

### Course Assessment

Assessment will be both –

Informal – practical experiences, class work, homework and other as appropriate and

Formal as per the grid below

Task No.	Unit / Area of Learning	Task Description	Date Due /Work Completed
1.	Nutrition and Consumption	Group Research Assignment Dietary Disorders and Oral Presentation	Term 2
2.	Nutrition and Consumption	Unit Test	Term 2
3.	Food Selection in Australia	Individual Research Assignment and Oral Presentation	Term 3
4.	Food in Australia	Practical Examination	Term 4

# HISTORY

## (HISTORY FACULTY)

### Course Content:

The Year 9 course has 4 topics to be studied over ONE semester:

- Australia to 1914
- Australia and World War I
- Australia between the Wars
- Australia and World War II

### Course Requirements

- One 180 page notebook for note taking
- Due dates for assignments and homework to be recorded in the Student Diary when notified
- Regular revision of course notes in preparation for lessons
- Wide reading on the topics of study

### Course Assessment

- Ongoing class assessment of skills based tasks; also and ICT assignment. There is no final exam.

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Australia to 1914	Conditions pre-1914: Written Response	1	5
2.	World War I	Gallipoli Film Study	1	10
3.	Between the Wars	1920's Research	2	5
4.	World War II	Bombing of Darwin Source Analysis	2	9/10

# INFORMATION AND SOFTWARE TECHNOLOGY

## (TEACHING & LEARNING FACULTY)

### Course Content

The year 9 course has topics to be studied over two semesters.

- Design, produce and evaluate
- Software applications
- Social and ethical issues
- Computer systems
- Software programming

### Course Requirements

- A USB storage device for transfer of files between school and home
- A set of earphones or headphones for listening to video tutorials
- Due dates for assignments and homework to be recorded on the Student Diary when notified
- Regular revision of course notes in preparation for lessons

### Course Assessment

Area of learning assessments are in the main project based.

#### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Design, produce and evaluate	Storyboard & produce animation	1	6
2.	Software	Written task	1	8
3.	Software	Project	1	8
4.	Software	Design & produce a logo	1	10
5.	Software	Design & produce web site	2	10

#### Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
6.	Issues	Present research	3	5
7.	Computer systems	Written task	3	9
8.	Software Programming	Project	4	5

# INTERNATIONAL STUDIES

(SOCIAL SCIENCES FACULTY)

## Course Content:

- The concept of culture and cultural diversity in today's world
- Religions of the world and the ways in which they interact with, and influence, culture
- The ways in which culture is created and expressed through food, the arts, and advancing science and technology

## Course Requirements:

- Covered 128 page A4 book with margins
- Stationary items: pens – blue or black, red, pencil and sharpener or “pacer” pencil, coloured pencils, highlighter, ruler
- School diary

## Course Assessment

In this subject assessment will be based on:

- Your knowledge and understanding of a range of cultural similarities and differences around the world
- Your ability to recognise different perspectives and understand issues from a range of viewpoints
- Your ability to gather, organise and interpret information from a range of sources
- The way you communicate information through spoken, written, graphic and technological means

Assessment will be both

i) Informal – class work, class tasks, homework, group work etc

AND

ii) Formal. These tasks will include the following:

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Core: Understanding Culture and Diversity in Today's World	Individual written extended response	1	7
2.	Core: Understanding Culture and Diversity in Today's World	Cultural Briefing: written and oral report	2	4
3.	Religion and Culture:	Group work research and multimedia presentation	3	7
4.	Cultural Expression	Concept and Knowledge Test	4	6

# LANGUAGES

(LOTE FACULTY)

**CHINESE**

**FRENCH**

**INDONESIAN**

**ITALIAN**

In Year 9, elective languages students study their Year 8 language up to the School Certificate level, and if they wish to, beyond to the HSC level. Students are awarded a SC grade at the end of Year 10 based upon their performance in SC Assessment tasks. Language programs are based on the K-10 Syllabus and incorporate Stage 5 outcomes and Quality Teaching and Learning principles.

## **Course content**

As Stage 5 courses build upon Stage 4 learning, there is a natural progression in content and skills development. Students develop their language skills, content knowledge and key competencies through the use of texts, workbooks and related materials, CDs, DVDs, magazines and puzzles. With a strong focus on interactive and communicative class work, students regularly work in pairs and groups to practise skills and to produce dialogues and role plays. Restaurant and film excursions, overseas study trips, cultural performances and research assignments incorporating ICT skills may also further enrich students' learning experiences.

## **Course requirements**

Students continue with their workbook from Year 8 which they must bring to class every period. Homework and assignments are set and must be completed on the due date. Students are strongly encouraged to regularly revise class content and to practise their language skills at home.

## **Course assessment**

Students are assessed on the content topics of the course in the four language skills of listening, speaking, reading and writing. Assessment comprises both informal class tests (workbook exercises, role play and dialogue presentations, homework exercises) and more formal tests (end of topic tests, individual speaking tests and assignments). Usually students are tested at the end of each term although this timing may vary. For formal tests students are given at least one week prior notice plus information regarding the content and skills to be tested, and marking criteria and schemes if applicable to the task. Feedback will be in written form and will include advice for future improvement.

## LANGUAGES (continued)

### Chinese Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Out & About	Weather Report – Powerpoint presentation/speaking	1	9
2.	Sports, Activities	Reading/Writing	2	5
3.	Celebrations/Out & About/ Sports	Semester 1 Test – Listening/Reading/ Writing	2	9

### Chinese Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	School Life/Telephone	Role play – speaking	3	9
2.	School Life/Telephone/ Describing People	Semester 2 Test – Listening/Reading/ Writing	4	8

### Indonesian Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Listening	Days/Dates/Times	1	5
2.	Listening/Reading/Writing	Ch.5: Jam Berapa? (time, days of the week, dates, years, birthdays)	1	10
3.	Speaking/Reading/Writing/ Listening, Ch.5&6	Ch.6: Keluarga saya (family members, animals and pets, age, where you live)	2	10

### Indonesian Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Listening/Reading/Writing	Ch.7: Bagaimana dia? (descriptions & adjectives, comparisons)	3	9
2.	Speaking Ch.7&8/Listening/ Reading/Writing	Ch.8: Aduh, sakit!	4	8

## LANGUAGES (continued)

### Italian Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Reading/Writing	Units 5,6, Italian Regions	1	10
2.	Listening/Speaking	Landmarks	1	10
3.	Reading/Writing	Immigration	2	10
4.	Listening/Speaking	Sport in Italy and in Australia	2	10

### Italian Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Writing/Reading	Units 7,8, Youth and leisure activities	3	10
2.	Speaking/Listening	Units 7,8, Youth and leisure activities	3	10
3.	Reading/Writing	Foods and drinks in Italy/Australia	4	10
4.	Listening/Speaking	Foods and drinks in Italy/Australia	4	10

Note: The actual timing of the tasks will vary according to the specific needs and progress of the class.

### French Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Listening/Speaking/Reading/Writing	School & daily routine (Units 10-11)	1	10
2.	Research Assignment	Francophone countries assignment	2	5
3.	All 4 Skills	Directions & Purchases (Units 12-13)	2	10

### French Semester 2

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Listening/Speaking/Reading/Writing	Weather, future plans, leisure activities & celebrations (Units 14-16)	2	4
2.	Reading/Writing	Book 2 Unit 0 Revision	4	10

Note: The actual timing of the tasks will vary according to the specific needs and progress of the class.

# MATHEMATICS

## (MATHEMATICS FACULTY)

### Course Content

The course further develops the process strand Working Mathematically and the five content strands Number, Patterns and Algebra, Data, Measurement, Space and Geometry

### Course Requirements

1. Exercise book, writing and measuring equipment and Signpost Homework book
2. Completion of assignments, projects, other assessments

### Course Assessment

There is a variety of assessment types and the major ones will be taken into consideration when constructing the classes for year 10.

### Semester 1

Task No.	Unit/Areas of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Basic Number Skills (incorporated in other topics)	*	2	10
2.	Working Mathematically	*	1	5
3.	Algebraic Expressions 5.3 Binomial Expansion 5.2 Factorisation only	*	1	8
4.	Probability	*	1	10
1-4	Major Assessment	Written Test	2	2
5.	(Deductive) Geometry 5.3 +Congruency	*	2	3
6.	Indices 5.3 +Surds	*	2	7
7.	Measurement 5.3 +Volumes incl. Cylinder	*	2	10

\* These tasks may be projects, assignments, group problem solving, written tests ...

### Semester 2

Task No.	Unit/Areas of Learning	Task Description	Date Due/Work Completed	
			Term	Week
5-7	Major Assessment	Written Test	3	2
8.	Equations 5.3 +Formulae	*	3	4
9.	Consumer	*	3	7
10.	Coordinate Geometry 5.3 +Distance, MP, Gradient	*	3	10
11.	Statistics	*	4	2
12.	Graphs of Physical Phen.	*	4	4
	<b>5.2 Level Only</b>			
13.	Formula & Problem Solving.	*	4	6
14.	Coordinate Geometry	*	4	8
	<b>5.3 Level Only</b>			
13.	Factorising incl. Trinomials	*	4	6
14.	Simultaneous Equations	*	4	8
15	Trigonometry	*	4	10
1-15	Major Assessment	Written Test	4	8

\* These tasks may be projects, assignments, group problem solving, written tests ...

# MUSIC

## (CREATIVE ARTS FACULTY)

### Course Content

Students will develop knowledge, understanding and skills in the musical concepts through their experiences in performance, composition, musicology and aural work. In Year 9 students are timetabled for two 75 minute periods per week.

Topic contexts will be chosen from those listed in the 7-10 Syllabus and each year these will vary according to the needs and interests of the class.

### Course Requirements

Students extend their learning about music through critical, aural and historical study as well as through performance and composition. These activities are experienced within the context of three topics chosen from the categories laid out in the syllabus. A requirement for the students is that they perform, compose, complete research and aural work within the context of these three topics.

### Course assessment

Students are assessed on a continual basis in Music. This takes place through regular teacher monitoring and feedback to students. Two major research assignments are given in the course of the year, an important component of which is individual aural response to the musical examples.

There are a number of assessments in the other skills required by the syllabus, including group and individual work.

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Group composition and written submission	<ul style="list-style-type: none"> <li>Introduction and consolidation of the concepts of music.</li> </ul>	1 1	6 8
2.	Topic 1	<ul style="list-style-type: none"> <li>Individual performance</li> </ul>	9	
3.	Topic 1	<ul style="list-style-type: none"> <li>Aural assessment and topic test.</li> </ul>	9	10
4.	Topic 2 Musicology	Musicology research and aural responses: Assignment. Research and viva voce.	2	8
5.	Performance and composition. Topic 2.	<ul style="list-style-type: none"> <li>Performance and viva voce.</li> </ul>	6	7

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
6.	Topic 3. Compositional techniques relating to third topic.	<ul style="list-style-type: none"> <li>Class test.</li> <li>Composition diary for composition 3, and composition 3.</li> </ul>	3 3	4 8
7.	Topic 3	Musicology research and aural responses. Assignment.	3	10
8.	End of year examinations	<ul style="list-style-type: none"> <li>Performance</li> <li>Aural exam</li> </ul>	4 4	7 8

# PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

## (PDHPE FACULTY)

### Course content

- Rhythmic Gymnastics
- Turn Around A Put Down
- Modern Dance
- The Party
- Backyard Footy
- Wise Choices
- Healthy Lifestyle

### Course requirements

- Display folder with lined paper
- PDHPE uniform for practical lessons

### Course Assessment

A range of assessment strategies are used throughout the course: These include: practical skills, group planning and self reflection tasks for practical assessments, group and individual performances, journal and oral presentations, board game and learning logs, research task, fitness testing laboratories and analysis task.

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Rhythmic Gymnastics	Practical skills in offence, defence and team play	1	5
2.	Turn Around a Put Down	Stress management strategy, journal and oral presentation	1	10
3.	Modern Dance	Practical performance Group choreography	2	5
4.	The Party	Board game Group learning log	2	10

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Backyard Footy	Modified game plan Practical skills Planning written task	3	5
2.	Wise Choices	Research and oral presentation task	3	10
3.	Healthy Lifestyle	Fitness Testing Laboratories Written Task Goal Setting	4	5
4.	Healthy Lifestyle	Self Reflection Task	4	10

# PHOTOGRAPHIC & DIGITAL MEDIA

(CREATIVE ARTS FACULTY)

## Course Content

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

In Year 9 students are timetabled for two 75 minute periods per week. Classes are timetabled into the Media Room, a specialist room equipped with Mac Computers designed for this course.

The units of study for Year 9 students are:

- Introduction to Photographic and Digital Media: Manipulating Still Images
- Making a video project: The Thriller
- Music Video Project

## Course Requirements

Students extend their learning about digital artmaking through critical and historical study as well as making digital artworks using still and moving images. The syllabus specifies that students use frames to make and study artworks. ie Structural, Subjective, Cultural and Postmodern. Students also learn about Artistic Practice and the Conceptual Framework which is the relationship between the artwork, artist, world and audience.

Students are required to document their digital artmaking and study of art in their PDM Journal.

Equipment required: Memory stick (2 GB minimum), A4 2 ring folder for PDM Journal, 2 x 2B pencils, eraser, ruler, pens, PDM contribution.

## Course assessment

Students are assessed on a continual basis in PDM. This takes place through regular teacher monitoring and feedback to students. Each term students are to submit their digital artmaking tasks and their PDM Journal for assessment. Each semester students are to complete an assignment and a test.

## Semester 1

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Introduction to Photographic and Digital Media: Manipulating Still Images	<u>Making</u> <ul style="list-style-type: none"> <li>Digital Artwork</li> <li>PDM Journal Documentation (making and studying)</li> </ul>	1 1	9 10
2.	Introduction to Photographic and Digital Media: Manipulating Still Images	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>Assignment (1 per semester) OR</li> <li>Class Test (1 per semester)</li> </ul>	1 1	7 7
3.	Making a video project: The Thriller	<u>Making</u> <ul style="list-style-type: none"> <li>Thriller video</li> <li>PDM Journal Documentation (making and studying)</li> </ul>	2 2	9 10
4.	Making a video project: The Thriller	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>Assignment (1 per semester) OR</li> <li>Class Test (1 per semester)</li> </ul>	2 2	7 7

## Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
5.	Music Video Project	<u>Making</u> <ul style="list-style-type: none"> <li>Music Video progress</li> <li>PDM Journal Documentation (making and studying)</li> </ul>	3 3	10 9
6.	Music Video Project	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>Assignment</li> </ul>	3	7
7.	Music Video Project	<u>Making</u> <ul style="list-style-type: none"> <li>Music Video complete</li> <li>PDM Journal Documentation on completed music video(making and studying)</li> </ul>	4 4	6 8
8.	Music Video Project	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>Class Test</li> </ul>	4	2

# PHYSICAL ACTIVITY and SPORTS STUDIES

(PDHPE FACULTY)

## Course content

- The Body in Action
- Fundamentals of Movement Skills
- Australia's Sporting Identity
- Enhancing Performance
- Developing Movement Skills in Children
- Participating with Safety
- Event Management

## Course requirements

- Display folder with lined paper
- PDHPE uniform for practical lessons

## Course Assessment

A range of assessment strategies are used throughout the course: These include: practical skills, analysis of practical skills and performances, group and individual performances, class tests, research task, journal and teaching strategies, case studies, and roles and responsibilities in event management planning task.

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	The Body in Action	Class test	1	6
2.	Fundamentals of Movement Skills	Performance task	1	10
3.	Australia's Sporting Identity	Research Task	2	4
4.	Enhancing Performance	Analysis of practical performance	2	10

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Developing Movement Skills in Children	Teaching strategies	3	5
2.	Developing Movement Skills in Children	Journal	3	10
3.	Participating with Safety	Case study	4	5
4.	Event Management	Roles and responsibilities planning task	4	10

# SCIENCE

## (SCIENCE FACULTY)

The aim of the Science programs is to provide learning experiences through which students will:

- Acquire knowledge and understanding in the fields of science
- Acquire skills in working scientifically
- Develop appropriate science specific skills in literacy and numeracy and be able to communicate effectively
- Develop values and attitudes in relation to the role of science in society.

### Course Content

The Year 9 course includes the following topics:

1. The Acidic Environment
2. Fossils and Evolution
3. Keeping The Balance
4. Birth, Life, Death, Infinity
5. Keeping The Balance
6. On The Beach
7. Gone Fishing

### Course Requirements

Students will require in class:

- A plastic covered, spiral bound 240 page A4 book with margin
- Stationery items: pens (blue or black, and red); pencil and sharpener or 'pacer' pencil; rubber; ruler; highlighter.
- School diary
- Covered leather school shoes; hair tie (to tie back long hair in practical work)

### Course Assessment

Assessment is based on the achievement of outcomes relating to:

- Knowledge and Understanding
- Skills (planning and conducting investigations; communicating information and understanding; recording, presenting and analysing data)
- Values and Attitudes

Teachers will assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement.

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Describes properties of acids and bases and their reactions / Describes conditions under which fossils form	Common written test	1	11
2.	Identifies the acidic nature of substances using chemical indicators	Practical Test - pH	1	10
3.	Collects and presents data using computer based technology	Database activity	1	9
4.	Plans and conducts investigations	Class teacher initiated activities	ongoing	
5.	Extracts information from a variety of sources and organises for a specific purpose	Comprehension / Writing / literacy tasks	ongoing	

**SCIENCE (continued)****Semester 2**

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Assesses models of the universe and describes examples of wave motion / identifies systems which maintain a balance in the body	Common written test	2	4
2.	Extracts information from a variety of sources and organises for a specific purpose	Writing task	2	10
3.	Collects and presents data using computer based technology	Spreadsheet activity	3	6
4.	Plans and conducts investigations	Experimental research task	3	6
5.	Communicates information and understanding	Oral presentation	3	9

# TEXTILES TECHNOLOGY

(TAS FACULTY)

## Course Content

Course Content is studied through four areas of study

- Project Work
- Design
- Properties and Performance of Textiles and
- Textiles and Society.

These are studied in relation to the five focus areas

- Apparel
- Furnishings
- Costume
- Textile Arts and
- Non-Apparel

## Course Requirements

Each student requires the following

- 128 page A4 book, covered with contact
- Display Folder
- Visual Arts Diary – A4
- Sewing Equipment – glass head pins, sewing needles, stitch un-pick, tape measure, and threads.
- Other Items – as required for individual projects as chosen by student.
- Payment of Subject Fees

\*\* Full covering black leather school shoes must be worn for practical lessons.

## Course Assessment

Assessment will be both Informal – practical experiences, class work, homework and other as appropriate and Formal as per the grid below.

Task No.	Unit/Area of Learning	Task Description	Date Due/ Work Completed	
			Term	Week
1.	Project Work	Sample Folder and Procedures	*	
2.	Project Work and Design	Practical (Apparel) and Portfolio	*	
3.	Textiles and Society	Research Assignment & Oral Presentation	*	
4.	Project Work and Properties and Performance of Textiles	Practical (Non – Apparel / Furnishing) and Portfolio	*	

\*dates advised at least 2 weeks prior to assessment

Each area of study is completed in a 13 week period. Students rotate to complete all 3 units of work during the year.

# VISUAL ARTS

## (CREATIVE ARTS FACULTY)

### **Course Content**

Students have the opportunity to understand the visual arts, including the different kinds of creative works they, and others, make.

In Year 9 students are timetabled for two 75 minute periods per week.

Each term students move with their teacher to a new specialist room, either painting, printmaking, ceramics or sculpture.

The programs studied by Year 9 students are:

- Painting: Journey through the landscape
- Ceramics: Treasures
- Sculpture: Bodies in Motion
- Printmaking: Images of Concern

### **Course Requirements**

Students extend their learning about visual arts through critical and historical study as well as making artworks. The syllabus specifies that students use frames to study artworks. ie Structural, Subjective, Cultural and Postmodern. As well students learn about Artistic Practice and the Conceptual Framework which is the relationship between the artwork, artist, world and audience.

Students are required to document their artmaking and study of art in their Visual Arts Diary.

Equipment required: 60 leaf Visual Arts Diary 11"x 14", 2 x 2B pencils, eraser, ruler, pens, Visual Arts contribution.

### **Course assessment**

Students are assessed on a continual basis in Visual Arts. This takes place through regular teacher monitoring and feedback to students. Each term students are to submit their artmaking tasks and their Visual Arts Diary for assessment. Each semester students are to complete an assignment.

## VISUAL ARTS (continued)

### Semester 1 & Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Ceramics: Treasures	<u>Artmaking:</u> <ul style="list-style-type: none"> <li>• Ceramic Vessel</li> <li>• Art Diary Documentation (making and studying)</li> </ul>		Wk 9 Wk 10
2.	Ceramics: Treasures	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>		Wk 7 Wk 7
3.	Sculpture: Bodies in Space	<u>Artmaking:</u> <ul style="list-style-type: none"> <li>• Sculpture</li> <li>• Art Diary Documentation (making and studying)</li> </ul>		Wk 9 Wk 10
4.	Sculpture: Bodies in Space	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>		Wk 7 Wk 7
5.	Printmaking: Images of Concern	<u>Artmaking:</u> <ul style="list-style-type: none"> <li>• Postcard</li> <li>• Art Diary Documentation (making and studying)</li> </ul>		Wk 9 Wk 10
6.	Printmaking: Images of Concern	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>		Wk 7 Wk 7
7.	Painting: Journey Through the Landscape	<u>Artmaking:</u> <ul style="list-style-type: none"> <li>• Painting</li> <li>• Art Diary Documentation (making and studying)</li> </ul>		Wk 9 Wk 10
8.	Painting: Journey Through the Landscape	<u>Art Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>		Wk 7 Wk 7

Throughout the year students will study all units listed, however different classes will complete these in different terms. Therefore “Due dates” indicate the week in that term that work is to be submitted.

# VISUAL DESIGN

## (CREATIVE ARTS FACULTY)

### **Course Content**

Students have the opportunity to understand Visual Design, including the different kinds of creative works they, and others, make.

In Year 9 students are timetabled for two 75 minute periods per week.

Each term students move with their teacher to a new room to allow for equitable sharing of resources. While all classes will undertake the units of study listed in the matrix below they may study them in a different sequence.

The programs studied in by Year 9 students are:

- Introduction to Visual Design: Logos
- Product Design: Poster
- Jewellery Design
- Product Design: Hip Handbag

### **Course Requirements**

Students extend their learning about Design through critical and historical study as well as making design works. The syllabus specifies that students use frames to make and study artworks. ie Structural, Subjective, Cultural and Postmodern. As well students learn about Artistic Practice and the Conceptual Framework which is the relationship between the artwork, artist, world and audience.

Students are required to document their Visual Design making and study of art in their Visual Design Diary.

Equipment required: 60 leaf Visual Design Diary 11"x 14", 2 x 2B pencils, eraser, ruler, pens, Visual Design contribution.

### **Course assessment**

Students are assessed on a continual basis in Visual Design. This takes place through regular teacher monitoring and feedback to students. Each term students are to submit their Visual Design making tasks and their Visual Design Diary for assessment. Each semester students are to complete an assignment.

## VISUAL DESIGN (continued)

### Semester 1

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
1.	Introduction to Visual Design: Logos & Logotypes	<u>Making</u> <ul style="list-style-type: none"> <li>• Logo/Logotype Designs</li> <li>• Design Diary Documentation (making and studying)</li> </ul>	1	9
			1	10
2.	Introduction to Visual Design: Logos & Logotypes	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>	1	7
			1	7
3.	Product Design: Poster	<u>Making</u> <ul style="list-style-type: none"> <li>• Poster</li> <li>• Design Diary Documentation (making and studying)</li> </ul>	2	9
			2	10
4.	Product Design: Poster	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>	2	7
			2	7

### Semester 2

Task No.	Unit/Area of Learning	Task Description	Due Date/ Work Completed	
			Term	Week
5.	Product Design: Hip Handbags	<u>Making</u> <ul style="list-style-type: none"> <li>• Hip Handbag</li> <li>• Design Diary Documentation (making and studying)</li> </ul>	3	9
			3	10
6.	Product Design: Hip Handbags	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>	3	7
			3	7
7.	Product Design: Jewellery	<u>Making</u> <ul style="list-style-type: none"> <li>• Jewellery</li> <li>• Design Diary Documentation (making and studying)</li> </ul>	4	9
			4	9
8.	Product Design: Jewellery	<u>Critical and Historical Study</u> <ul style="list-style-type: none"> <li>• Assignment (1 per semester)</li> <li>• Class Test (1 per semester)</li> </ul>	4	7
			4	7