

KINROSS COLLEGE

Course Outlines

Year 9



Term Three

2011

Dear Parent/Guardian,

The information contained in this booklet outlines the key curriculum content and assessment that will be covered for students at Kinross College for Term 3, 2011, (and in some cases Semester 2).

While at times, the exact timing of assessments may vary due to unforeseen circumstances or a need to review concepts taught is necessary, the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

I would suggest that you read through the information with your child and help them to prepare for the heaviest assessment periods. This could be done by working out a study plan and creating a space at home where completion of work and study can be conducted away from the hustle and bustle of family life.

In order to ensure each student is catered for, all students have been allocated a Mentor Teacher. Students will see their Mentor Teacher every morning for 10 minutes (except Wednesdays), where they see them for an extended session of 30 minutes just before lunch. The Mentor Teacher is often the best 'first point of contact' in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant teachers directly. Year Coordinators can also be a useful contact. The Year 9 Coordinator is Graham Gorman and can be reached on 9306 6000 or graham.gorman@det.wa.edu.au.

In the booklet, nearly all subjects offered to Year 9 students have been included. Some additional outlines will be added in the near future. Not all students will obviously cover all curriculum offered each term/semester due to student choice for elective options. The others have all been included so as parents are aware of the different opportunities available for each year group.

Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term.

The Course Outline booklet for each year group for each term will be posted on the College website so you can ensure you are up to date with the curriculum content and concepts your child is accessing. Along with the updates there will be parent information evenings throughout the year relevant to each year group. Hard copies of the Course Outline booklets can be posted home upon request.

If you have any curriculum queries, please contact the relevant Head of Faculty, any other queries or feedback relating to information in this booklet, please do not hesitate to contact me.

Regards



Dale Beaton
Associate Principal (Curriculum)
(08) 9306 6000
1 August, 2011

Faculty of English

ENGLISH

The course will include a program of study on Shakespeare's Merchant of Venice in addition to a Speaking and Listening unit called "The Personnel Manager's Dilemma." Students will conclude the year with a study of the animated film Up.

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Introduction to Speaking and Listening criteria The Memo Current Affairs		
2	Meet the candidates	Reading – candidates notes S&L - candidates	5% 5%
3	Additional information Letters of application	Writing – apply for your job	5%
4	Champion a candidate	Writing – speech S&L - speech	5% 5%
5	Management team deliberation	Group discussion	5%
6	Management team presentations	S&L - presentation	5%
7	Evaluation	Writing	5%
8	Background to Shakespeare's <u>Merchant of Venice</u> historical context – comprehension activities		
9	Reading Act 1 Exploring Character	Reading – Character Profile	5%
10	Reading Act 2 Analysis of scene	Reading – Modern Storyboard of scene	5%
11	Reading Act 3 Themes Dramatise a Scene	S&L – Dramatise a scene using modern language	5%
12	Reading Act 4 Comparing a scene from play with film	Viewing – comparative essay	5%
13	Reading Act 5 Timeline of events	Reading	5%
14	Teacher Supervised in – class essay	Viewing – comparative essay	5%
15	Introduction to animation – History and conventions	Viewing Reading	5%
16	History of Pixar – Reading activities	Reading comprehension	5%
17	Viewing of animated film <u>Up</u>	Viewing Scene analysis – retrieval charts	5%
18	Character Study – Stereotypes	Viewing	5%
19-20	Essay writing	Writing	5%
1-20	Homework – writing tasks and/or Collaborise	Writing	5%

Faculty of Mathematics

MATHEMATICS MAINSTREAM (9Math)

This course is based on functional mathematics and is designed to increase basic numeracy.

Week	Key Concepts/Essential Content	Assessments	Weighting
1	Number patterns review Finding patterns rules from tables.		
2	Four Quadrant coordinate plane. Graphing linear equations from table		
3	Applications of linear equations	Test to week 3, Algebra Complete	25
3-4	Maps, Grid reference and scale Understanding and drawing with True and Compass bearings		
4	Transformations Translation	Assignment	15
5	Reflection Rotation		
6-7	Isometric and orthogonal Drawing		
8-9	Euler's Rule Networks	Test to week 9 Space.	25
10	Language of probability. Sample Space, grids, two dice and trees		

Some courses run across terms, therefore some assessments will already have taken place, or will take place next term.

Faculty of Mathematics

MATHEMATICS - ENRICHMENT

In Term 3, students will develop and use a variety of problem solving techniques. They will complete a number of practical investigations. This course also involves the research and presentation of an historical mathematical problem as part of a small group.

Week	Key Concepts/Essential Content	Assessment	Weighting
1 - 3	Working mathematically problem solving techniques	Investigation	20%
4 - 6	Famous Problems in the History of Maths Small group work		
7	Group reports and presentations	Report and Presentation	30%
8 - 10	Open ended investigations small group work	Investigation	20%

Some courses run across terms therefore some assessments will already have taken place or will take place next term.

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Mathematics
MATHEMATICS EXTENSION (9Maths)

This course is based on high order mathematics and is designed to prepare students for University pathways.

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Plotting linear graphs General equation of a straight line Sketching linear graphs		
2	Determining linear rules Applications of linear graphs: word problems		
3	Key features of a quadratic function Plotting quadratic functions Sketching parabolas of the form $y=ax^2$	Test	15%
4	Angles revision Angles and parallel lines Exploring polygons		
5	Polygon facts Congruent shapes Similar figures		
6	Polygon facts Congruent shapes Similar figures	Test	15%
7	Transformations (inc 3D) Translation (inc 3D) Reflection (inc 3D)		
8	Rotation (inc 3D) Enlargement and reduction (inc 3D)	Investigation	15%
9	Wages and salaries Working overtime Piecework Commission and royalties		
10	Discount Profit and loss Simple Interest	Test	15%

Some courses run across terms, therefore some assessments will already have taken place or will take place next term.

Please note that dates are a guide only and may change to suit teacher/student needs.

COURSE OUTLINE 2011

SCIENCE

The Science curriculum for 2011 will be delivered in 15 week blocks, with most topic rotations occurring half way through. For example, two Yr 8 classes will study Life Processes (Biology) and the other two will study The Particle Model (Chemistry). After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with variety. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 15 weeks allows for Term 4 to be negotiated with students to best reflect their area of interest and need. For example Yr 10 students wishing to study more difficult Science subjects in Yr 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time.

Please encourage your child to retain their notes over the holidays for study purposes.

ASSESSMENT AND REPORTING

Process skills will be assessed continuously throughout the year. Knowledge and understanding of specific Science fields will depend on the topics being taught in each rotation.

The Semester 1 report will reflect achievement from the first rotation (ie. the first 15 weeks of the year). Semester 2 report will reflect achievement in the second rotation and the negotiated curriculum in Term 4.

If you have any questions regarding your child's education in Science please contact me at the school on 9306 6000.

John Avenell
HOD Science Kinross College

Science Topics 2011

Block	Year 8	Year 9		Year 10	
1	Life processes SP	Physics – energy KA MSE9 SP		Chemistry – bonding Periodic table Dot diagrams Model/research formula eq NF	Ion valency covalent predict Balance
2	Chem – particle model E C M Sepn tech PB	Biology – Human body Digestive Circulatory Respiratory Skeletal muscular NF MSE9 SP		Motion Speed Acceleration Impact Prac – car JA	Nuclear – Isotopes Power Radiation PB
3	E & B rocks NF	Basic chemistry -atoms Formula Periodic table PB	Extension Reaction rates and types PB	Biology Sampling tech Human impacts Reproduction JA	Genetics – cell div Biotech Evolution JA
4	Physics – Forces Energy KA	Physics- -cond NF/JA	Electricity Solar challenge KA	Light & Sound PB	Forces /motion Applied maths JA
5	Ecology SP	Solar system JA	Nutrient cycles Carbon Water Nitrogen PB	Project based Or Negotiated curr.	Trans Chem.. For 11 Mining Lab skills Water purification

7-8 week blocks of work. Report Semester 1 on blocks 1&2, Semester 2 on blocks 3, 4 &5. Extra weeks for investigation or negotiated at end of year to match class interests.

Person responsible for Curriculum development indicated by initials in each box: i.e..

SP Sonia Prinsloo
 KA Kim Alexander
 NF Nick Fitzgerald
 PB Philomena Bradley
 JA John Avenell

Faculty of Science

CHEMISTRY 1

Main text: Science Aspects 2

Week	Key Concepts/Essential Content	Assessment	Weighting
1	<p>The atom:</p> <ul style="list-style-type: none"> • Structure of the atom • Atomic particles • Atomic number <p>Elements:</p> <ul style="list-style-type: none"> • The periodic table of elements • Definition of an element 		
2	<p>Properties of metals:</p> <ul style="list-style-type: none"> • Structures, properties and uses of metals • Physical properties of metals • Chemical properties • Rusting and oxidation of metals as common examples of chemical change • Source and uses of metals • Alloys 	<ul style="list-style-type: none"> ▪ Element assignment 	20
	<p>Non-metals:</p> <ul style="list-style-type: none"> ▪ Structures, properties and uses ▪ Physical properties of non-metals ▪ Chemical properties of non-metals ▪ Uses of non-metals ▪ Source and uses of metals 		
3	<p>Acids:</p> <ul style="list-style-type: none"> ▪ Properties and uses of acids ▪ Common acids ▪ Concentrations and strength ▪ Reaction with indicators ▪ Reaction with bases ▪ Reaction with metals* ▪ Reactions with carbonates and hydrogen carbonates* ▪ The pH scale 	Investigation "Colour magic"	20

	Bases and salts: <ul style="list-style-type: none"> • Properties and uses • Common bases • Reaction with indicators • Reaction with acids • Common salts* • Uses of salts* 		
4	Chemical bonding: <ul style="list-style-type: none"> ▪ Use of models, especially the kinetic theory ▪ Relating properties and uses to atomic structure ▪ Types of chemical bond and properties 		
5	Chemical formulas: <ul style="list-style-type: none"> ▪ Structures, properties and uses ▪ Interactions and changes ▪ Formulas written from valencies or names 		
6	Chemical reactions: <ul style="list-style-type: none"> ▪ Reactants and products ▪ Types of chemical reaction such as; Combination, decomposition, combustion ▪ Chemical symbols, formulas and general reactions ▪ Word equations, chemical equations of common reactions 		
7	Rates of chemical reactions: <ul style="list-style-type: none"> ▪ Factors affecting reaction rates (temperature) 		
8	Revision End of topic test	Test ABE	60 10

The above course will be modified to suit the ability of the class.

Faculty of Science

PHYSICS 2 – SIMPLE MACHINES

Main text: Science Focus 2 (SF2).

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Intro: Effort, load, Work and Power Practical “Who is the most powerful?”		
	Inclined plane: Ramps and types of ramps (wedge, screw) Mechanical Advantage P244 Qu1-11		
	Practical: ramps P244 Qu19		
2	Levers: Levers and types (Classes) of levers. Force multipliers and speed multipliers P250 Qu1, 4,5,6		
	Practical: The see-saw P250 Qu11		
	Applications of levers Practical: Lifting books (Class 1) P250 Qu12-14, 16,17.	Levers Prac report	20
3	Practical: Class 3 levers; Practical: Levers at work		
	Wheels, axles and gears: Wheels as force and speed multipliers P259 Qu 10,11 Practical: Geared machines		
	Applications of gears Practical: Investigating bicycles	Assignment	20
4	Pulleys: Single and multiple pulley systems P265 Qu2,5,6,8 Practical: Using pulleys		
	Historical uses of simple machines. Focus: Aboriginal technology		
5	Revision: Chapter review	Test ABE	40 10

Assessment items in **bold** font are common assessment tasks for all classes.

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Science
PHYSICS 3 - ELECTRICITY

Main text: Science Aspects 2 (SA2), Science Focus 2 (SF2) 1st Edition.

Week	Key Concepts/Essential Content	Assessment	Weighting
1	<p>Atomic structure – Charged particles: Revise atomic structure Revise friction Explain +, - and Neutral charge- Demonstration/lab – static electricity- balloons, rods fabric etc SA2 pg 89, Vander Graf Generator demonstration Explain electrical current Magnetic effects of electricity Revise/teach atomic structure of metals- conductors vs insulators- SA2 pg 91 SF2 pg 134.</p>		
2	<p>Conductors and insulators of electrical current /electrical circuits: Conductors and insulators practical activity pg 96 SA2 Read and summarise SA2 pg 90- 93 Reading ammeters.</p>		
	<p>Circuit diagrams – Concepts of voltage, current and resistance: Group activities- Discuss and get student to come up with similes or analogies of voltage, current and resistance- share with class. Introduce relationships $V=I \times R$</p> <p>Build simple electrical circuits SA2 pg 95 SA2 p98 circuit diagrams Read and copy diagram 5.2.2 and 5.2.1pg 133 SF2 Read SA2 pg 97- 98 and copy diagrams SA2 P101 Qu1-5 , 14 pg 101 Aspects</p>	<p>Homework worksheet: Simple electrical devices</p> <p>Water heater practical</p>	20
3/4	<p>Series and parallel circuits – how and why: Make examples of series and parallel circuits using magneto. Using electricity SF2 pg141- 143 Qu1,2,3,6,7,8. Activity SF2 pg 145. Extension – dry cell /wet cells SF2 pg 135 Light globes and Kettles – resistance SF2 pg 136</p>		
	<p>C/DC Earth wire – Fuses and circuit breakers: How electricity is generated (SA2 p106) and transmitted to our homes Read discus SA2 pg 109 and 110 Copy diagram 3.8.4- make into a flow chart. SA2 pg 110-111 Discuss three pin power plugs, students to bring in old appliance electrical cords from home dissect and discuss colours of wires and how they work. Activity SA2 pg 115. SA2 pg 112 – 113 circuit breakers and fuses. Prac activity Short circuits and fuses SA2 pg 115.</p>	<p>Commercial production - opinion</p> <p>Safety Poster</p>	20 10
5	<p>Read SA2 pg 99-101 answer questions 6-13; pg 102 Electricity and movement practical- SA2 pg 103</p>	<p>Test</p> <p>ABE</p>	60 10

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Faculty of Science BIOLOGY 2 - ECOLOGY

Main text: Science Focus 2 and 3

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Energy: Food chains and webs Conservation of energy		
	PHS: Photosynthesis, energy transfer and food pyramids		
2	Human impact Human impact: Bioaccumulation Report		10
	Cycles in Nature: Water Cycle Testing for water Changing the boiling point of water		
3	Carbon cycle		
	Nitrogen cycle		
	Biomes: Ecosystems and habitats		
4	Construct a mini-biome		
	Measuring a habitat: Investigate a local ecosystem Sampling techniques – quadrats and transect lines		10
5	Australia's ecosystems		
	Adaptations: Being suited to your environment Behavioural, Functional and structural adaptations.		
6	Adaptations research: organism of your choice		20
	Ecology test		40
	Attitude, Behaviour, Effort		10

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Science
EARTH SCIENCE 2 - SPACE

Main text: Science Quest 1, 2 and 4; Jacaranda 3.

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Solar System: Introduction to our solar system. Allocate planets for research. History of understanding of the SS Act Q1,2,3, ThinkQ1 Colonising new worlds		
2	Survival in Space DVD "The solar system" Planet research (computers)		
3	Planet statistics – What does it all mean? Continue planet research Year, day length, gravity, seasons		
	Model solar system building		
4	Presentation of planet of choice to class	Talk: peer assessment	10
5	Asteroids, comets, meteoroids Act Q1-5, Think Q1-4 Life on Mars Topic summary / test revision		
	Topic Test	Test (open book)	20
	Attitude, behaviour, effort	ABE	10
6	Stars and Galaxies Is there anybody out there?		

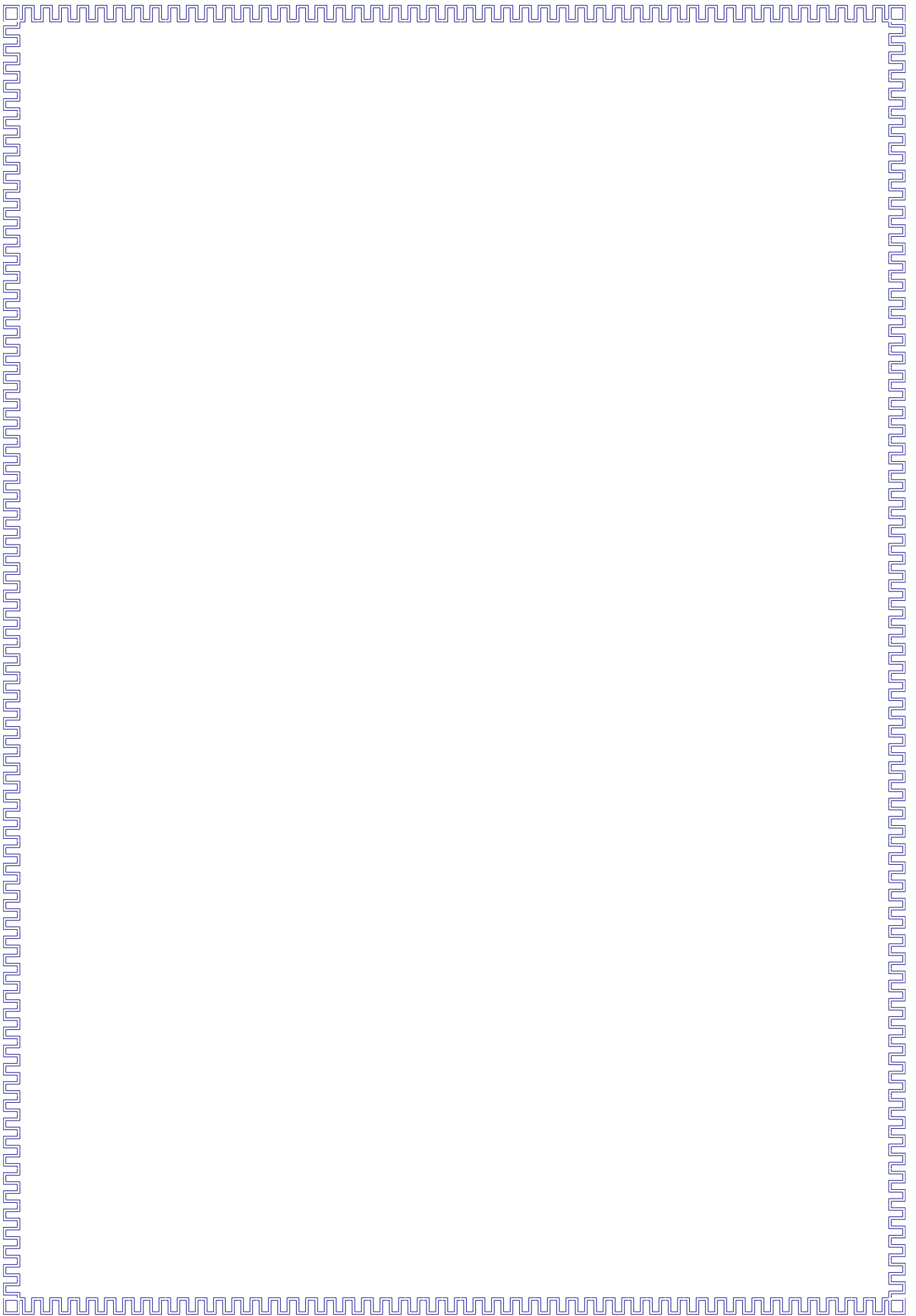
Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Society & Environment

HISTORY

Week	Topic /s	Key Concepts / Essential Content	Assessment	Weighting
1	Industrial Revolution (1750 – 1914)	INDUSTRIAL REVOLUTION: What were the technical innovations that led to the Industrial Revolution? What were some of the changes in technology? How and why were the colonies important (in particular Australia)?	Develop an inquiry question for research & subsequent questions	
2	Colonisation & Resources	Students to map the spread of the British Empire. What resources was Britain able to obtain from the colonies?		
3	Population Movement	Why did people move to cities? What was the impact of this migration? What were the positives and negatives of this move of people? What changes did society face?	Locate historical sources from archives	Class Work 20%
4	Living and Working Conditions	What was the impact of steam – gas – electricity on people's way of life during the Industrial Revolution? How did working conditions change? Why did Trade Unions emerge at this time?	Use extracts from Dickens as sources of information about living conditions	
5	Global Impact of the Industrial Revolution	Describe the impact that cities, factories and mines had on the environment, population growth and distribution?		
6	Settlement and its effect	MAKING A NATION: Settlement to a 'new' nation had impact that were intended and unintended. Students examine: massacres, the spread of disease, killing of sheep and cultural differences.	Discuss historical terms such as 'settlement' & 'invasion'	Homework 20%
7	19 th Century Goldfields	Students explore the immigration of non-Europeans to Australia. What was the impact of the Chinese, South Sea Islanders and Afghans on the Goldfields? What were the prevailing attitudes of Europeans?	Interpret Primary Sources (diaries / letters)	
8	Living & Working Conditions	How housing, sanitation, transport, education and industry influence living and working conditions in Australia? What was the impact of gold rushes?	Create a travel brochure related to 20 th Century Immigration	Assignment 20%
9	Federation	What factors contributed to the making of Federation? 1890s depression? Nationalist ideals? The Westminster system? How did the new Federal Government affect how Australian's lived?		
10	WW1 1914-1918	WORLD WAR 1: What were the causes of WW1? Why did men enlist? Did people have idealistic notions of war?	Placing key events in sequence	Bookwork 20%
TERM FOUR				
1	Gallipoli and Trench Warfare	Where did Australians fight? What was the nature of warfare? Investigate Gallipoli and trench warfare? Students to investigate primary sources such as diaries and letters.	Assemble a range of sources for researching the causes of WW1	
2	The Impact of WW1	Graphing statistics – Australian deaths compared to other countries. What was the impact of the War on the Australian economy? Society? Who opposed conscription and why?	Graphing data to draw conclusions	End of Term Test 20%
3	Commemoration of WW1	What is the Anzac legend? What is the significance of Anzac? Why does Australian society still commemorate Australia's contribution to conflict? Why is this ideal so 'Australian'?		

Please note that dates are a guide only and may change to suit teacher/student needs.



Faculty of Health & Physical Education
PHYSICAL EDUCATION (9PE)

Week	Topic	Key Skills & Strategies	Assessment	Weighting
1 - 6	Athletics	<p>Students will continue developing skills and techniques for a range of athletics events. They will also complete trials for each event which is how they qualify to compete at the College Athletics Carnival. Events include;</p> <ul style="list-style-type: none"> - 100m & 200m (sprint events) Running posture, arm action, leg action, starts & finishes. - 800m (distance event) Pace, judgment and tactics. - Hurdles Body position, rhythm & stride, arm action and leg action. - Relays (4x100) Baton changes, change-over zone, maintaining speed and acceleration. - Long, Triple & High (jump events) Run-up, take-off, flight and landing phases. Scissor kick progressing into the flop for high jump. - Tee-ball throw (throw event) Throw technique, weight transfer, body rotation and release. - Leaderball, Passball & Footy Relay Team game tactics and practice. 	<ul style="list-style-type: none"> - Assessment of Focus skills. - Trial data is recorded for each year and gender group. - Year / gender averages attained. - Assessment of Self-management skills. - Completion of all event trials will indicate participation levels, this will be reflected in their Self-management grade 	<p>Trial & participation data is collected and will contribute to 50% of the semester grade.</p>
7	<p>Kinross College Athletics Carnival – Jump and Throw events Wednesday 7 September. - Track and Tabloid events Friday 9 September.</p>			
8 - 10	<p>Boys – Baseball & Badminton Girls – Softball & International Rules Football</p> <p>Fundamental skills & strategies</p>	<ul style="list-style-type: none"> - Develop fundamental skills through individual & partner practice, drills and modified games. - Develop an understanding of rules and court / field positioning. - Develop basic offensive and defensive game strategy through drills and game play. 	<ul style="list-style-type: none"> - Informal assessment of focus skills / strategies, self-management & Interpersonal skills. 	<p>Assessment of this program will occur next term and contribute to 50% of semester grade.</p>
<p>Note – Students will continue this program next term.</p>				

Faculty of Health & Physical Education
HEALTH EDUCATION (9HE)

Week	Key Concepts / Essential Content	Assessment	Weighting
1	Introduction to topic Mental Health, Self Esteem & Resiliency - Defining mental health, self esteem & resiliency. - Factors affecting mental health		Weighting represents 50% of semester the grade
2	Self Esteem - Influences on our self esteem. - Personal skills and qualities - Defence mechanisms - Promoting positive self esteem in yourself and others.		
3	Stress - Definitions - Causes - Signs and symptoms - Coping strategies		
4	Anxiety - Definitions - Causes - Signs and symptoms - Coping strategies		
5	Grief, Loss & Depression - Definitions - Causes - Signs and symptoms - Coping strategies		
6	Accessing Support Agencies Evaluating practicality / accessibility of support available		
7 - 9	Assessment Task – Group presentation In small groups, students will research a mental health topic and present information and statistics to the class in week 9.	Formal assessment of Knowledge & Understanding, Self-Management & Interpersonal Skills.	40%
10	Assessment Task - Extended answer question Analysing mental health and wellbeing and identifying strategies to improve confidence, self esteem and resiliency.		10%

Faculty of Health & Physical Education

OUTDOOR RECREATION (9HPE1)

Weeks	Topic/s	Key Concepts / Skills /Strategies	Assessment	Weighting
Term 3 1-2	Team building	Cooperative team games. Communication strategies.	Team challenge.	5%
3-4	Mapping, Orienteering	Map skills- direction and scale Orienteering- pacing, compass work, set courses.	Orienteering course.	10%
5 - 7	Cycling	Safety, risk identification. Planning cycle routes using local area, distance, topography and ability.	Cycle course (timed trial) and practical assessment.	15%
8-10	Kayaking	Safety considerations, different strokes and rescue techniques. Camp cooking, menu planning during theory session.	Kayaking is assessed practically.	10%
Term 4 1	Team building	Team building challenges. Reflection task.	2 nd Team challenge. Reflection task.	5%
2-4	Beach fitness Beach rescues Aquatic first aid	Run, swim, run. (timed) Safety considerations & self preservation. Different aquatic rescues. Aquatic first aid in theory session.	Run, swim, run. Beach rescues are assessed practically. Theory test for aquatic first aid.	10%
5-6	Snorkelling	Safety, risk identification, buddy systems, best practices and rescue techniques.	Snorkelling is assessed practically.	10%
7	Camp cooking	Planning a menu for an extended hike.	Meal plan.	15%
8-9	Surfing Menu Planning & Survival skills	Safety considerations, surf etiquette, skills for surfing.	Surfing is assessed practically. Menu planning and problem solving tasks.	15% 5%
All	Workbook	All topics covered.	Knowledge & understanding of all units.	

The assessment breakdown in the above table highlights the practical skills and theory that students will be assessed on under the **Skills for Physical Activity** Outcome. Students will also be assessed on the level to which they develop and demonstrate a range of **Self-management skills** and **Interpersonal skills**.

Please note – weeks advised are a s guide only and practical components may be subject to change due to staffing factors and environmental conditions.

Faculty of Health & Physical Education
SPECIALISED TEAM SPORTS (9HPE3)

Week	Topic/s	Key Concepts / Skills	Assessment	Weighting
Term 3 1-7	Basketball	<ul style="list-style-type: none"> • Develop, practice and demonstrate Sport Specific skills & game strategies • Passing and receiving • Dribbling • Triple Threat • Shooting - Jump shots & lay ups • Driving into the keyway • Defending- Man on Man / Zone • Offence - Evasion skills • Umpiring • Application of knowledge of rules 	Students will be assessed on their; - Skills for Physical Activity - Self-management & Interpersonal Skills.	20 % 15%
Term 3 8-10 Term 4 1-3	Hockey	<ul style="list-style-type: none"> • Develop, practice and demonstrate Sport Specific skills & game strategies • Passing and receiving • Dribbling • Evasive skills • Offensive & defensive play • Specific plays and strategies • Umpiring • Application of knowledge of rules 	Students will be assessed on their; - Skills for Physical Activity - Self-management & Interpersonal Skills.	20% 15%
Term 4 4-9	Touch / Rugby	<ul style="list-style-type: none"> • Develop, practice and demonstrate Sport Specific skills & game strategies • Passing and receiving • Taking the touch / roll ball • Defending • Offensive & defensive play • Specific strategies – switch / wrap etc • Umpiring • Application of knowledge of rules 	Students will be assessed on their; - Skills for Physical Activity - Self-management & Interpersonal Skills.	15% 15%

The assessment breakdown in the above table highlights the practical skills that students will be assessed on under the **Skills for Physical Activity** Outcome. Students will also be assessed on the level to which they develop and demonstrate a range of **Self-management skills** and **Interpersonal skills**.

Faculty of Arts
VISUAL ART 3D ART

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Create folder cover. Introduce medium of sculpture. Introduce Pop Art Art movement. Students start drawing pictures of their favourite food using their memory/imagination.	Food drawings	5%
2	Students draw from some real food dishes looking at shape, colour and texture. Students select a food to develop into a hollow container. Design Drawing.	Real food drawing Design Drawings	5% 5%
3	Finalise designs, work on presentation of design work.		
4	Demonstrate coiling and slab technique used in construction of hollow forms. Students make their hollow clay container of a food item.		
5	Clay		
6	Glazing and Firing.		
7	Reflect on clay work. Complete reflection sheet. Display sculptures in cabinet. Start drawing robots. Explore different robots from movies and cartoons.	Reflection sheet Finished Pop Art container	5% 20%
8	Robot drawing. Develop some finished drawings using collage, pen, ink, pencil etc.	Robot drawing	10%
9	Excursion- Go to Remida (Recycling place) and collect materials to assemble into a robot. Consider different joining methods.	Participation on excursion	5%
10	Making robots		
1	Making robots		
2	Completing robots	Robot sculpture	15%
3	Reflect and display Introduce Public Art. What is it? Look to examples in our school. Discuss their success. Using iPads research examples of Public Art from around the world. Look to Sculptures by the Sea. (Cottesloe) and the artists Christo.	Reflection sheet Public Art Research	5% 5%
4	In pairs or individually start exploring an idea for a sculpture in a public space. Design on paper.	Design ideas	10%

5	Design and creating maquette		
6	Making maquette	Maquette	10%
7	Making maquette		
8	Finish maquette and present for display		
9	Small sculpture activity		
10	Cleaning and taking work home		

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Arts
VISUAL ART - FASHION & TEXTILES

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Introduce subject. Decorate folders. Research interior design fashions.		
2	Students design a motif to carve out of lino and print on a tea towel. Start carving.	Motif design	10%
3	Carving and experimenting with printing patterns.	Pattern experimentation	10%
4	Print onto tea towel	Tea towel print	10%
5	Finish printing/ Batik introduction	Batik Research	5%
6	Drawing animals. Draw onto square paper.	Animal Drawing	5%
7	Apply cold wax		
8	Apply dye/ iron to remove	Batik	10%
9	Removing wax, start making cushion. Introduction to sewing machine.		
10	Sewing cushion		
1	Sewing cushion		
2	Sewing cushion	Cushion due for assessment on sewing skills.	20%
3	Introduction to my tie dye. Work on samples		
4	Tie dye samples	Samples	10%
5	Tie dye 1m length	Length	10%
6	Cut fabric and start making tote bag		
7	Making tote bag	Sewing processes	10%
8	Making tote bag		
9	Finish sewing		
10	Clean up and take work home		

Please note that dates are a guide only and may change to suit teacher/student needs.
This is a whole –semester course.

**Faculty of Technology and Enterprise-
HOME ECONOMICS - FOOD FOR HEALTH**

Week	Key Concepts/Essential Content	Assessment	Weighting
1a	No class (PD day)		
1b	Introductions. Group allocation, file organisation. Safety overview.	.	
2a	SOP's - standard operating procedures. Working hygienically.	Task 1: Create a poster on Safety in the kitchen	10%
2b	Practical: Boost Juices. New technology: Thermomix and blender use.		
3a	Practical: Omelette. Plan a breakfast with restricted list of ingredients. Time management. Complete a work plan sheet.	Task 2: plan a breakfast	10%
3b	Cleaning up. Why do we eat food? Importance of breakfast. Raw and natural - Fibre rich foods - fruit. Teens low on fibre.		
4a	Practical: Breakfast	Evaluate practical skills.	5%
4b	Healthy Eating Plan. Place burger ingredients on HFP chart. Practical: Burger		
5a	Iron and anaemia.		
5b	Practical: Beef Stir-fry.		
6a	Planning meals, choosing recipes, Ingredients suitable, flavours. Food orders, work plan. Submit food order for basic ingredients plus show personal modifications for a stir-fry.	Task 3: plan a One dish meal with a stir-fry.	20%
6b	Practical: Home Made Bread and butter.		
7a	Practical: Own stir-fry		20%
7b	Fibre rich foods, sources- vegetables. Antioxidants. Prevention of constipation and bowel cancer. Grains and cereals – bread making. Carbs, fibre and GI. Prac blueberry pancakes		
8a	Practical: Spaghetti Bolognaise		5%
8b	DRD: choose a recipe to help prevention.	Task 5: Diet Related Disease.	30%
9a	Assignment work and research		
9b	Practical: Fried rice		
10a	Practical: Soup. Vegetables antioxidant vitamins.		
10b	Practical assignment recipe Assignment due		

Please note that dates are a guide only and may change to suit teacher/student needs.

LOTE - FRENCH
Passetemps et loisirs

Week	Topics	Assessment	Weighting
1 - 2	<ul style="list-style-type: none"> - Revision on the Present Tense – conjugating regular and irregular verbs. - La Vie Quotidienne (Everyday Life) – Revision on reflexive verbs and pronouns, daily routine. - More common prepositions - Introducing more irregular verbs - Verb Tables 		
3	<ul style="list-style-type: none"> - Le téléphone (The Telephone) - Learn essential vocabulary and expressions for speaking on the phone, leaving messages, and checking voicemail. - Cell Phone Use in France - The Imperative – Giving Commands - Demander le chemin (Asking for Directions) - Expressing Location or Direction with y - Students to look at town plan and give directions to various places. 	-Speaking Task	15%
4 - 5	<ul style="list-style-type: none"> - Family Life in France - Votre Famille (Your Family) - Life in Paris - Possessive Adjectives - Negation - Gender and Articles - Adjective Agreement - Questioning – qui (who), quoi (what), quand (when), où (where). 		
6 – 7	<ul style="list-style-type: none"> - Revision on the passé composé - Verbs that take être and avoir in the past tense - Easy to learn rhymes - Regular and irregular past participles - Questioning - Describing events in the past tense - Comic strip using the passé composé 	- Comic strip (Past Tense)	30%
8 - 9	<ul style="list-style-type: none"> - Reflexive verbs in the past tense - Daily routine in passé composé - Reading Comprehension - Group Speaking Tasks 	- Role play (Group performances)	20%
10	<ul style="list-style-type: none"> - French film - Excursions (dates yet to be confirmed) - Quiz 		

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MEDIA 9

The course will include a series of workshops and assignments and finish with a major project that will be negotiated with the teacher.

The main goal of this class is to give the student an elementary understanding of how to operate a camera and how to edit using imovie and GarageBand..

Week	Key Concepts/Essential Content	Assessment	Weighting
1	Introduction to the Techniques of apple Mac		
2	How to operate a simple digital camera		
3	How to download and process Movie files		
4	Imovie navigation		
5	Imovie navigation effects transitions		
6	GarageBand introduction exporting to itunes		10%
7	Idvd		
8	Burning Movies to disk and exporting to iPhone		
9	An overview of Movie genre		
10	Bringing it all together Printing on DVD's		10%
11	Exhibition and Portfolio Presentation		
12	Exhibition and Portfolio Presentation		60%

1. Students are responsible for their class/homework assignments.
2. Students must adhere to the "Code of Conduct" in and out the classroom.
3. Attitude 20%

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METALWORK

GROUP ONE (New students)

Week	Key Concepts/Essential Content	Assessment	Weighting
1-3	Task 2: Oxy-acetylene <ul style="list-style-type: none"> - Basic Oxy-Acetylene processes: Set-up and shut down, correct flame selection, safety - Running a weld pool - Practice Oxy exercises 	Oxy exercises Oxy research sheet	5% 5%
3-8	Task 3: Dice Paper Weight <ul style="list-style-type: none"> - Basic hand, tool and machine skills - What is fusion welding - Fusion welding techniques - Material properties and selection – Mild Steel 	Material research sheet Working drawing Dice	3% 2% 15%
8-10	Task 4: Hand Vice <ul style="list-style-type: none"> - Basic hand, tool and machine skills - Material properties and selection – Aluminium - What is a Lathe - Use of a Lathe 	Lathe research sheet Hand vice	5% 15%

GROUP TWO (Returning students)

Week	Key Concepts/Essential Content	Assessment	Weighting
1-4	Arc Welding – Revision: Students must: <ul style="list-style-type: none"> - Equipment: identification, set-up, operation, safety - Create a neat weld bead - Demonstrate a knowledge of the basic types of welds: Butt, Lap, Tee joints - Create a sample of each of the above welds. 	Arc Welding research assignment Completed Joints	10% 5%
5-8	Project – Model rocket: Students must: <ul style="list-style-type: none"> - Design a model rocket within given specifications - Demonstrate and understanding of the design and development process of a project - Develop an understanding of various material properties and how they can be used in conjunction with each other - Demonstrate skill development in Arc welding, Oxy welding and the use of common hand tools - Demonstrate skill development in basic workshop practices. - Demonstrate safe workshop practices 	Design and development process Completed model	5% 25%
9-10	Plasma cutting: Students must: <ul style="list-style-type: none"> - Demonstrate a knowledge of a plasma cutting system - Demonstrate a knowledge of safety precautions associated with plasma cutting - Create a name plate using plasma cutting techniques. 	Name plate	5%

Please note:

- **Mark allocations will be collated with Term 4.**
- **Schedule and weighting are subject to minor change.**