



# **Stage 5**

**YEAR 9**

**ASSESSMENT SCHEDULE**

**2021**



Cabramatta High School -2021

# **CREATIVE ARTS FACULTY**

**(CAPA)**

**2021**



## **CAPA FACULTY**

### **YEAR 9 MUSIC**

**COURSE OUTLINE:** In the Music elective course, students are required to develop further knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics. There are 3 main areas of focus:

Performance, Composition & Listening/Aural.

### **MUSIC YEAR 9 ASSESSMENT GRID**

#### **Semester 1**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	COMPOSITION	PERFORMANCE	MUSICOLOGY	PERFROMANCE
TASK DESCRIPTION	Write A Melody for A 12 Bar Blues Songs (25%)	Group performance Popular Music (25%)	Research the musical developments of rock & roll (25%)	Perform own Composition as a Soloist over a given choral pattern (25%)
DATE	Term 1, Week 7	Term 1, Week 8	Due Date: Term 2, Week 7	Term 2, Week 8
OUTCOMES ASSESSED	5.1, 5.8, 5.9, 5.11, 5.12	5.1, 5.3, 5.4, 5.8, 5.11, 5.12	5.2, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 5.12	5.1, 5.3, 5.4, 5.5 5.8, 5.10, 5.11, 5.12

#### **Semester 2**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Composition	Performance	Musicology	Performance
TASK DESCRIPTION	Create a 1-minute piece of film Music based on a given video (25%)	Performance as a Soloist (25%)	Present to the class a musical analysis of a chosen piece of music (25%)	Performance of a piece of chamber music (25%)
DATE	Due Date: Term 3, Week 10	Term 3, Week 6	Due Date: Term 4, Week 4	Term 4, Week 5
OUTCOMES ASSESSED	5.2, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 5.12	5.1, 5.3, 5.4, 5.8, 5.11, 5.12	5.2, 5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11, 5.12



## Cabramatta High School -2021

### MUSIC YEAR ( SCOPE AND SEQUENCE

Unit 1	Introduction to Music	
Duration	Term 1	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
3 lessons/cycle with a focus on:	Notation (Traditional forms, Treble & Bass Clef + Rhythm) Ledger Lines Transposition 12 Bar Blues Progression (Structure)	<b>Practical Focus (3 Lessons/Cycle):</b> <ul style="list-style-type: none"><li>• Seven Nation Army by The White Stripes</li><li>• Rock Around the Clock by Bill Haley and the Comets</li><li>• Student created 12 Bar Blues Composition</li><li>• Group Performance of a Popular Music piece</li></ul>
2 lessons/cycle with a focus on:	Technology (Learning the basics of Garage band Software / Note Flight in the creative process). Google Classroom – Additional content, method of assessment submission/feedback.	
Unit 2	History of Rock and Roll	
Duration	Term 2	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
3 lessons/cycle with a focus on:	The Origin of Rock and Roll – Blues / Country Figures of Rock – The Beatles, Led Zeppelin, Pink Floyd, David Bowie, Queen View and discuss Oh Darlin’ by The Beatles & Another Brick in the Wall by Pink Floyd Composition using given choral patterns. Research of the Musical Developments of Rock and Roll	<b>Practical Focus (3 Lessons/Cycle):</b> <ul style="list-style-type: none"><li>• Soloist performance of student Composition</li><li>• 12 Days A Week by The Beatles &amp; Mercy by Duffy</li></ul> <b>Extension Students:</b> <ul style="list-style-type: none"><li>• Choral composition with a variation for the Chorus</li></ul>
2 lessons/cycle with a focus on:	Technology (Learning the basics of Garageband / NoteFlight in the creative process). Google Classroom – Using PowerPoint in a collaborative setting	
Unit 3	Film Music	
Duration	Term 3	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
3 lessons/cycle with a focus on:	History of Film Music from silent films to modern day. Creating Mood, Setting & Place Use of Themes, Diegetic and Non-Diegetic sounds Evoking emotion through soundscape	<b>Practical Focus (3 Lessons/Cycle):</b> <ul style="list-style-type: none"><li>• Selection of Film Themes</li><li>• Young and Beautiful by Lana Del Ray</li><li>• Soloist performance</li></ul>
2 lessons/cycle with a focus on:	Technology (Using Garageband Software with video to create a soundtrack).	
Unit 4	Music for Small ensemble	
Duration	Term 4	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
3 lessons/cycle with a focus on:	Musical analysis of a chosen piece of music Traits of Chamber Music/Jazz ensembles Contemporary examples of small ensembles How Expressive Techniques create interest in performance	<b>Practical Focus (3 Lessons/Cycle):</b> <ul style="list-style-type: none"><li>• Performance of a piece of Small Ensemble</li></ul>



## Cabramatta High School -2021

### YEAR 9 VISUAL ARTS-2021

#### COURSE OUTLINE:

Studying year 9 Visual Arts allows students to begin to investigate the world as a source of ideas, concepts and subject matter, make informed choices to think about and develop concepts and different meanings and to develop technical accomplishment and refinement in making artworks.

### YEAR 9 VISUAL ARTS ASSESSMENT GRID

2021 YEAR 9	WEIGHT %	TASK 1	TASK 2	TASK3	TASK 4	TOTAL
VISUAL ARTS ASSESSMENT SCHEDULE		Painting & Case study  PAINTING  TERM 1 Week 11	DI TURNER TILE & CASE STUDY  CERAMICS  TERM 2 Week 9	BANSKY   MURAL TERM 3 Week 9	PORTRAITS ALIVE Portrait & CASE STUDY  Drawing and 3D sculpture TERM 4 Week5	
	Task:	>Painting >Case study worksheet	>Ceramic tile >Case study worksheet	>Mural >Case study worksheet	> Portrait series >Case study worksheet	
ART MAKING	60%	20	15	15	10	60
ART HISTORICAL & CRITICAL STUDIES	40%	10	10	10	10	40
TOTAL	100%	30	25	25	20	100
OUTCOMES ASSESSED		5.1,5.2,5.3,5.4,5.5, 5.6,5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5 5.6,5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5 5.6,5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5 5.6,5.7,5.8,5.9,5.10	

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/visual-arts.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/visual-arts.html)



## Cabramatta High School -2021

### Visual Arts Stage 5 Scope and Sequence

Year 9	Term 1				Term 2				Term 3				Term 4			
<b>Practical Artmaking , Critical and Historical Studies</b>	<b>Contemporary Painting</b>  A Structural exploration of painting techniques and composition through Portraiture.				<b>Let's go Shopping</b>  A structural exploration of the community we live in.				<b>On the Street</b>  A postmodern exploration of street art and social commentary  Mural				<b>Picture a Portrait</b>  A subjective exploration of the digital photography and what it can communicate			
<b>Forms</b>	<b>Painting</b>				<b>Ceramic (Tile)</b>				<b>Mural</b>				<b>Digital/Photography</b>			
<b>Frames</b>	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
<b>Conceptual Framework</b>	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
<b>Key Artists/ Examples</b>	<b>Sarah Fordham/ Picasso</b>				<b>Di Turner</b>				<b>Jason Wing/Banksy</b>				<b>Morrimura</b>			
<b>Outcomes</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10			



## Cabramatta High School -2021

### YEAR 9 VISUAL DESIGN

2018 YEAR 9  VISUAL DESIGN  ASSESSMENT SCHEDULE	WEIGHT  %	TASK 1	TASK 2	TASK3	TASK 4	TOTAL
		<b>TYPOGRAPHY</b> CONCERT PROMO MATERIAL AND CASE STUDY Design folio  PRINT DIGITAL MEDIA  TERM 1 Week 9	<b>TOTEM</b> TOTEM PIECES AND CASE STUDY  OBJECT INSTALLATION CERAMICS  TERM 2 Week 9	<b>CARTOONING</b> FLIP BOOK, COMIC STRIP AND CASE STUDY  PRINT DRAWING  TERM 3 Week 9	<b>MINI ME</b> PORTRAIT & CASE STUDY  SPACE/TIME PHOTOSHOP  TERM 4 Week 5	
	Task:	> Concert Material > Case study worksheet > Jewellery Monogram	>Ceramic totem Pieces >Case study worksheet	>Flip book and comic >Case study worksheet	>Portrait series >Case study worksheet	
ART MAKING	60%	5 - Concert  10 -Jewellery	20 -Totem	15	10	60
ART HISTORICAL & CRITICAL STUDIES	40%	10	10	10	10	40
TOTAL	100%	25	30	25	20	100
OUTCOMES ASSESSED		5.1,5.2,5.3,5.4,5.5, 5.6,5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5 5.6,5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5 5.6,5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5 5.6,5.7,5.8,5.9,5.10	



## Cabramatta High School -2021

### DIGITAL MEDIA STAGE 5 Year 9-10

VISUAL DESIGN (100 Hours)	TERM 1				TERM 2				TERM 3				TERM 4			
<b>Practice Making, Critical &amp; Historical Interpretations</b>	<b>Typography</b> An exploration of the use of text in advertising material. Use Publisher to create the final documents.				<b>Totem</b> A Ceramic installation of a totem in the school. Totem pieces will be based on seed pods and natural shapes.				<b>Mini Me</b> Exploring the environment through photography, then, working in Photoshop to manipulate the image and place themselves into the photo.				<b>Cartoon</b> An investigation of cartooning styles. Students will create either a flipbook of a comic strip to make a comment on a social issue.			
<b>FORMS</b>	PRINT – advertising material for the school concert				OBJECT – Installation				SPACE/TIME – Fantasy images				PRINT - flipbook or comic strip			
<b>FRAMES</b>	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
<b>CONCEPTIONAL FRAMEWORK</b>	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
<b>Key Artists/ Examples</b>	<b>Flux Advertising</b> <b>Dinosaur Jewellery</b>				<b>JENNY ORCHARD</b>								<b>Stan Lee</b> <b>Manga/Anime</b>			
<b>Outcomes</b>	5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10				5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10				5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10				5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10			

Photography (100 Hours)	TERM 1				TERM 2				TERM 3				TERM 4			
<b>Practice Making, Critical &amp; Historical Interpretations</b>	<b>LUNA PARK</b> An investigation and exploration of Luna Park – students visit to access imagery for photo-shop manipulated images.				<b>THE PAST - APPROPRIATION</b> Exploring the self and art history through photography, then, working in photo-shop to manipulate the image appropriation and cultural references.				<b>STREET ART COMES ALIVE</b> A Stop motion animation exploring street art in a social and political viewpoint.				<b>INDEPENDENT BOW</b> Students choose their chosen media and concept to create a BOW. An investigation on a chosen photographer and concept must be present in their artwork.			
<b>FORMS</b>	Photoshop – Digital Prints (Photo book and posters design)				APPROPRIATION, ART HISTORY THE SHELF				Stop Motion - ANIMATION				Individual BOW			
<b>FRAMES</b>	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
<b>CONCEPTIONAL FRAMEWORK</b>	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
<b>Key Artists/ Examples</b>	<b>Luna Park, Martin Sharpe, Sidney Nolan, Deborah Klien</b>				<b>Morimura, Cindy Sherman</b>				<b>Banksy, various street artists.</b>							
<b>Outcomes</b>	5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10				5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10				5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10				5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,5.10			





Cabramatta High School -2021

# ENGLISH AND EAL/D FACULTIES

2021



## Cabramatta High School -2021

### SCOPE and SEQUENCE /Year 9

Persuasive Voices	Exploring Shakespeare	Contemporary Australian Voices	Teen Fiction
Term 1	Term 2	Term 3	Term 4
Students investigate different perspectives in persuasive texts. They study how language is used to persuade the responder to consider a point of view on the topic of sustainability.	Students are introduced to the world of William Shakespeare. They will become familiar with the language of Shakespeare through a study of his sonnets and play excerpts. Teachers may choose to study a full Shakespearean play. But this is not a requirement of this unit of work.	Students investigate perspectives in Contemporary Australian Voices, through the forms of <b>poetry</b> , speech, short story and song, with a focus on poetry.  An understanding of how language and structure positions responders to accept the values being expressed in texts is central component of this unit of work.	Students investigate the concepts/themes in Teen Fiction. They are exposed to texts that explore the ideas associated with teen culture. ICT, critical and creative thinking and personal social capability will be central components of this unit.
<b>Outcomes Assessed:</b> 1A, 2A, 3B, 4B, 5C, 6C, 7D, 9E	<b>Outcomes Assessed:</b> 1A, 2A, 3B, 5C, 7D, 8D	<b>Outcomes Assessed:</b> 1A, 3B, 4B, 5C, 6C, 7D, 8D, 9E	<b>Outcomes Assessed:</b> 1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D
<b>Text Type Focus:</b> Non-fiction	<b>Text Type Focus:</b> Drama	<b>Text Type Focus:</b> Poetry	<b>Text Type Focus:</b> Fiction/Film
<b>Assessment:</b> <b>Assessment Journal (10%)</b> – designed to assist students plan, compose and present their multi-modal task. This will be checked and marked by the class teacher.  <b>Multi-modal (15%)</b> – students will demonstrate their understanding of the topic and concepts by composing a PowerPoint or Keynote presentation aimed at persuading the audience. Students may choose to film their presentation.	<b>Assessment:</b> <b>Responding (15%)</b> – Students will respond to comprehension questions based on an unseen text on the topic of sustainability and/ or William Shakespeare. This will not be a Shakespearean sonnet or play excerpt. This will be an in-class assessment.  <b>Composing (10%)</b> – students will compose a persuasive response to a stimulus. This will be an in-class assessment.	<b>Assessment:</b> <b>Assessment Journal (10%)</b> – designed to assist students to process their writing. This will be checked and marked by the class teacher.  <b>Published Writing (15%)</b> – Students will compose an imaginative, discursive or informative text using their Assessment Journal to guide them, then publish their work for assessment.	<b>Assessment:</b> <b>Responding (15%)</b> – students will respond to comprehension questions based on unseen texts. At least one question will look at the connections between texts this will be an in-class assessment.  <b>Composing (10%)</b> – students will compose an imaginative. Informative or discursive response to a stimulus. This will be an in-class assessment.



## Cabramatta High School -2021

### Year 9 Assessment Schedule 2021

Students engage with various text types of increasing complexity and create their own increasing complex texts in certain text types. Students will be assessed on what is stipulated in the syllabus; speaking, reading, writing, listening and viewing.

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	PERSUASIVE VOICES	EXPLORING SHAKESPEARE	CONTEMPORARY AUSTRALIAN VOICES	YOUNG ADULT FICTION
TASK DESCRIPTION	Multimodal Task <ul style="list-style-type: none"><li>Assessment Journal 10%</li><li>Multimodal Presentation 15%</li></ul>	Semester 1 Exam <ul style="list-style-type: none"><li>Responding Task 15%</li><li>Composing Task 10%</li></ul>	Processed Writing <ul style="list-style-type: none"><li>Assessment Journal 10%</li><li>Published Writing Task 15%</li></ul>	Semester 2 Exam <ul style="list-style-type: none"><li>Responding Task 15%</li><li>Composing Task 10%</li></ul>
DATE	<ul style="list-style-type: none"><li>Assessment Journal to be completed in class throughout the term.</li><li>Multimodal Task = Term 1, Week 10</li></ul>	<ul style="list-style-type: none"><li>Responding Task = Term 2, Week 4</li><li>Composing Task = Term 2, Week 4</li></ul>	<ul style="list-style-type: none"><li>Assessment Journal to be completed in class throughout the term.</li><li>Published Writing Task = Term 3 Week 10</li></ul>	<ul style="list-style-type: none"><li>Responding Task = Term 4, Week 4</li><li>Composing Task = Term 4, Week 4</li></ul>
OUTCOMES	2A, 4B, 5C, 6C, 7D, 9E	1A, 3B, 5C, 7D	2A, 4B, 5C, 6C, 7D, 9E	1A, 3B, 5C, 7D, 8D

Syllabus link: [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/english.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/english.html)



Cabramatta High School -2021

# **HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) FACULTY**

**2021**



## Human Society and its Environment

**COURSE OUTLINE:** A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments

### YEAR 9 GEOGRAPHY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Sustainable Biomes: Part 1	Sustainable Biomes: Part 2	Changing Places: Part 1	Changing Places: Part 2
TASK DESCRIPTION	Class tasks	Research Task	Class tasks	Examination
DATE	Ongoing	Term 1, Week 9	Ongoing	Term 2, Week 5
OUTCOMES ASSESSED	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8

HEAD TEACHER – A. Mikulic

SUBJECT COORDINATOR – R. Hussayni & C. Phung

[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/geography\\_710\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/geography_710_syl.pdf)

### YEAR 9 GEOGRAPHY SCOPE AND SEQUENCE

TERM	TOPIC	SUBTOPIC	WEEK	SKILLS/TOOLS ASSESSED
1 2021	Sustainable Biomes	Biomes Changing Biomes Biomes produce food Challenges to food production Food security	1-10	<b>Skills:</b> acquiring, processing and communicating geographical information <b>Tools</b> - maps, graphs and statistics, spatial technologies, visual representations, fieldwork
2 2021	Changing places	Causes and consequences of urbanisation Urban settlement patterns Internal and international migration Australia's urban future	1-10	<b>Skills</b> - acquiring, processing and communicating geographical information <b>Tools</b> - maps, graphs and statistics, spatial technologies



## Cabramatta High School -2021

### YEAR 9 HISTORY

**COURSE OUTLINE:** A study of history builds students' knowledge and skills to inquire into the past so that students are able to explain how people, events and forces from the past have shaped our world.

### HISTORY YEAR 9 ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Movement of peoples: Part 1	Movement of peoples: Part 2	Australians at War: WWI	Australians at War: WWII
TASK DESCRIPTION	Class tasks	Examination	Class tasks	Research task
DATE	Ongoing	Term 3, Week 9	Ongoing	Term 4, Week 5
OUTCOMES ASSESSED	HT5-2, HT5-4, HT5-6 HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-7, HT5-9 HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9 HT5-10	HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10

HEAD TEACHER – A. Mikulic

SUBJECT COORDINATOR – R. Hussayni & C. Phung

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/>

### YEAR 9 HISTORY SCOPE AND SEQUENCE

TERM	TOPIC	SUBTOPIC	WEEK	SKILLS/TOOLS ASSESSED
3 2021	Movement of Peoples	Influence of the Industrial Revolution Experiences of slaves, convicts and free settlers Changes in way of life of key groups Impacts of the movement of peoples	1-10	Comprehension: chronology, terms and concepts Analysis and use of sources Perspectives and interpretation Empathetic understanding Explanation and communication
4 2021	Australians at War: WWI & WWII	Causes of the wars, enlistment and places of conflict Scope and nature of warfare Significant events and experiences of Australians at war Impact and significance of the wars on Australia The ANZAC legend	1-10	Analysis and use of sources Research Explanation and communication Perspectives and interpretation



## Cabramatta High School -2021

### YEAR 9 COMMERCE

**COURSE OUTLINE:** Studying commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

#### YEAR 9 COMMERCE ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Consumer and Financial Decision (CORE)	Investing Employment and Work Futures (CORE)	Employment and Work Futures (CORE) Running a business	Promoting and selling School-developed option
TASK DESCRIPTION	Research task	Examination	Commerce Challenge & Research report	Examination
DATE	Term 1, Week 9	Term 2, Week 5	Term 3, TBA	Term 4, Week 4
OUTCOMES ASSESSED	COM5-1, COM5-4, COM5-5, COM5-7, COM5-8	COM5-1, COM5-4, COM5-5, COM5-8	COM5-1, COM5-5, COM5-6, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-8

[http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/commerce\\_710\\_syllabus.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/commerce_710_syllabus.pdf)

#### YEAR 9 COMMERCE SCOPE AND SEQUENCE

Term	Weeks	Topic – Short Descriptions	Assessment Task
1	1 – 10	Consumer Choice (CORE)	<b>Task 1:</b> <i>Budgeting Assignment</i>
2	1 – 6	Investing	<b>Task 2:</b> <i>Half-yearly examination</i>
	7 – 10	Employment and Work Futures (CORE)	
3	1 – 4	Employment and Work Futures (CORE)	<b>Task 3:</b> <b>Part A:</b> <i>Commerce Challenge Teamwork (5%; Week 7)</i> <b>Part B:</b> <i>Report (20%; Week 8)</i>
	5 – 10	Running a business	
4	1 – 6	Promoting and selling	<b>Task 4:</b> <i>Yearly examination</i>
	7 – 10	School-developed option	



Cabramatta High School -2021

# HOME ECONOMICS FACULTY

2021





## Home Economics Faculty

### YEAR 9 FOOD TECHNOLOGY

**COURSE OUTLINE:** The aim of Food Technology in years 9 and 10 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 develop confidence and proficiency in their practical interactions with and decisions regarding food.

#### Semester 1

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
UNIT	Food in Australia	Food in Australia	Food in Australia	Food Selection and Health	Food in Australia & Food Selection and Health
TASK DESCRIPTION	Research task	Half Yearly Exam	Booklet	Nutrition research and meal planning task	Practicals
WEIGHTING	15%	15%	10%	20%	40%
DATE	Week 6, Term 1	Week 1, Term 2	Week 1, Term 2	Term 2, Week 4	Term 1 and 2
OUTCOMES ASSESSED	FT5-6, FT5-8, FT5-12, 13	FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	FT5-6, FT5-7, FT5-12, FT5-13	FT5-3, FT5-6, FT5-7, FT5-8, FT5-9	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11

#### Semester 2

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Food For Specific Needs	Food For Specific Needs	Food Selection and Health and Food For Specific Needs	Food Selection and Health and Food For Specific Needs
TASK DESCRIPTION	Meal planning task and practical task	Booklet	Yearly Exam	Practicals
WEIGHTING	30%	10%	20%	40%
DATE	Week 8, Term 3	Week 1, Term 4	Week 1, Term 4	Term 3 and 4
OUTCOMES ASSESSED	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-6, FT5-7, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11



## YEAR 9 FOOD TECHNOLOGY SCOPE AND SEQUENCE

	Unit	Outcomes
<b>Term 1</b>	Focus Area: <i>Food in Australia</i>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
<b>Term 2</b>	Focus Area: <i>Food Selection and Health</i>	FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
<b>Term 3</b>	Focus Area: <i>Food for Specific Needs</i>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
<b>Term 4</b>	Focus Area: <i>Food for Special Occasions</i>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/food\\_tech\\_710\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/food_tech_710_syl.pdf)



## YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY

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

### YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY (IST) ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	Task 5
<b>UNIT</b>	<ul style="list-style-type: none"> <li><b>Core Topics</b> Design, Produce and Evaluate Data Handling</li> <li>Option 4 Digital Media</li> </ul>	<ul style="list-style-type: none"> <li>Core Topics Hardware Software</li> <li>Option 6 Networking Systems</li> </ul>	<ul style="list-style-type: none"> <li><b>Option 5</b> The Internet and Website Development</li> </ul>	<ul style="list-style-type: none"> <li>Design, Produce and Evaluate</li> <li>Hardware</li> <li>Software</li> <li>The Internet and Website Development</li> <li>Robotics and Automated Systems</li> </ul>	<ul style="list-style-type: none"> <li>Option 7 Robotics and Automated Systems</li> </ul>
<b>TASK DESCRIPTION</b>	Logo Design Project 20%	Group Project + Report 25%	Website Project 25%	Yearly Examination 30%	Practical (Non-weighted)
<b>DATE</b>	Term 1, Week 10	Term 2, Week 4	Term 3, Week 6	Term 4, Week 3	Term 4, Week 9
<b>OUTCOMES ASSESSED</b>	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3	5.2.1, 5.2.2, 5.2.3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	5.2.1, 5.2.2, 5.2.3

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdf\\_doc/info\\_soft\\_tech\\_710\\_syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/info_soft_tech_710_syl.pdf)



## **YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY SCOPE AND SEQUENCES**

<b>Topic</b>	<b>Outcomes</b>	<b>Duration</b>	<b>Weeks</b>
Core Topic 1: Design, Produce and Evaluate	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	3 Weeks	Term 1: Week 1 – 3
Core Topic 3: Data Handling	5.3.2	3 weeks	Term 1: Week 4 – 6
Option Topic 4: Digital Media	5.2.1, 5.2.2, 5.2.3	4 weeks	Term 1: Week 7-10
Core Topic 4: Hardware	5.1.2, 5.3.1	3 Weeks	Term 2: Week 1 – 3
Core Topic 7: Software	5.1.1, 5.2.2	3 Weeks	Term 2: Week 4 – 6
Option Topic: Networking Systems	5.2.1, 5.2.2, 5.2.3	4 Weeks	Term 2: Week 7 – 10
Option 5: The Internet and Website Development	5.2.1, 5.2.2, 5.2.3	8 Weeks	Term 3: Week 1 – 8
Option Topic : Robotics and Automated Systems	5.2.1, 5.2.2, 5.5.1	12 Weeks	Term 3: Week 9 – 10 Term 4: Week 1 – 9



Cabramatta High School -2021

# **INDUSTRIAL ARTS FACULTY**

**2021**



## INDUSTRIAL ARTS

### INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY ENGINEERING COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes whilst related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

### INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY ENGINEERING ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	CORE MODULE: Engineering 1	ENGINEERED STRUCTURES	ENGINEERING MECHANICS
TASK DESCRIPTION	Research and report	Bridge building	STEM Task
DATE	T2 W 5	T3 W9	T4 W8
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10

### Syllabus Link -

#### Stage 5 Scope and Sequence Plan-Industrial Technology – Engineering

Term	Year 9 Engineering 1 (structures) Engineering 2 (Mechanisms)	Year 10- Specialised Modules
1	Common content for Core Module (10 Weeks)	Alternative Energy (19 Weeks)
2	Engineered Structures (15 Weeks)	
3	Engineered Mechanics (15 Weeks)	Transport (18 Weeks)
4		



## INDUSTRIAL ARTS

### INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER 1

#### COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes whilst related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

### INDUSTRIAL ARTS - YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Chopping board	Condiment Tray	Toolbox
DATE	T2 W 5	T3 W9	T4 W8
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,

#### Syllabus Link -

#### Stage 5 Scope and Sequence Plan-*Industrial Technology – Timber*

Term	Year 9 Timber 1	Year 10- Specialised Modules
1	WHS, Design (10 Weeks)	TBA 2022 (19 Weeks)
2	Materials, Design, (15 Weeks)	
3		TBA-2022 (18 Weeks)
4	Links to industry (15 Weeks)	



Cabramatta High School -2021

# LANGUAGES FACULTY

2021





## 2021 LANGUAGES

### YEAR 9 CHINESE

**COURSE OUTLINE:** Year 9 Chinese students study a range of topics. Students explore Chinese texts that give an insight into Chinese and Australian experiences. They study popular and youth culture as well as a range of social and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

### ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Speaking Listening Research	Reading Writing	Speaking Listening Research	Reading Writing
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 9-10	Term 2 Weeks 2-3	Term 3 Weeks 9-10	Term 4 Weeks 2-3
OUTCOMES ASSESSED	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C	LCH5-2C, LCH4-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C	LCH5-2C, LCH4-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U

**Syllabus Link** - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

### SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
MY BIRTHDAY Greetings and Self-introduction Ages and numbers month  MY DAILY ROUTINE Daily schedule and Chinese verbs Telling time and School Subjects	SWEET HOME House descriptions Housing allocation and price  MY CLOTHES Types of clothes Colours Adjectives for describing clothes sizes, colors	LET'S GO SHOPPING Shopping places Prices and quality of goods Currency  VISITING A FRIEND AND MAKING PHONES CALLS invitation Request	LET'S EAT Likes / dislikes Western foods vs Chinese food Table manners  WEATHER Four seasons Weather forecast



## YEAR 9 KOREAN

**COURSE OUTLINE:** Year 9 Korean students study a range of topics. Students explore Korean texts that give an insight into Korean and Australian experiences. They study popular and youth culture as well as a range of social and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

### ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
<b>SKILL</b>	Speaking Listening Research	Reading Writing	Speaking Listening Research	Reading Writing
<b>TASK DESCRIPTION</b>	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
<b>DATE</b>	Term 1 Weeks 9-10	Term 2 Weeks 2-3	Term 3 Weeks 9-10	Term 4 Weeks 2-3
<b>OUTCOMES ASSESSED</b>	LKO5-1C, LKO5-2C, LKO5-3C, LKO4-4C, LKO5-5U, LKO5-6U	LKO4-2C, LKO4-3C, LKO4-4C, LKO5-5U, LKO5-6U, LKO5-7U	LKO5-1C, LKO5-2C, LKO5-3C, LKO4-4C, LKO5-5U, LKO5-6U	LKO4-2C, LKO4-3C, LKO4-4C, LKO5-5U, LKO5-6U, LKO5-7U

**Syllabus Link -** <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

### SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
HANGEUL – KOREAN WRITING SYSTEM  Korean alphabet  Consonants and vowels  Korean Names  GETTING TO KNOW EACH OTHER  Greetings and introducing self	GETTING TO KNOW EACH OTHER  Nationality Ages and Numbers  MY FAMILY  Family members  Occupations	MY SCHOOL  Classroom objects  Time and School grades  School Subjects  Classroom instructions	SPORTS AND HOBBIES  Personal interests  Popular sports in Korea, Australia and around the world  Likes / dislikes  DAILY ROUTINE  Daily schedule and Korean verbs



## YEAR 9 VIETNAMESE

**COURSE OUTLINE:** Year 9 Vietnamese students study a range of topics. Students explore Vietnamese texts that give an insight into Vietnamese and Australian experiences. They study popular and youth culture as well as a range of social and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

### ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Speaking Listening Research	Reading Writing	Speaking Listening Research	Reading Writing
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 9-10	Term 2 Weeks 2-3	Term 3 Weeks 9-10	Term 4 Weeks 1-2
OUTCOMES ASSESSED	LVIE5-1C, LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U	LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVIE5-7U	LVIE5-1C, LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U	LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVIE5-7U

**Syllabus Link** - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

### SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
<b>FOOD CULTURE</b> <ul style="list-style-type: none"> <li>■ Personal eating/drinking preference</li> <li>■ Vietnamese traditional foods/drinks</li> <li>■ International cuisine and recipes</li> <li>■ Eating/drinking etiquette</li> </ul>	<b>HEALTHY LIVING</b> <ul style="list-style-type: none"> <li>■ Healthy diet</li> <li>■ Personal hygiene</li> <li>■ Fitness routine</li> <li>■ Common illnesses</li> <li>■ Personal wellbeing</li> </ul>	<b>SHOPPING and MARKETING</b> <ul style="list-style-type: none"> <li>■ Shopping places</li> <li>■ Prices and quality of goods</li> <li>■ Advertising and marketing</li> <li>■ Customer services</li> </ul>	<b>LEISURE ACTIVITIES</b> <ul style="list-style-type: none"> <li>■ Personal interests</li> <li>■ Popular recreational activities in Vietnam and Australia</li> <li>■ Artistic entertainments</li> <li>■ Sport and arts legends</li> </ul>



Cabramatta High School -2021

# MATHEMATICS FACULTY

2021



## YEAR 9 MATHEMATICS

**Course Outline:** Students in Year 9 undertake one of three pathways: Stage 5.3, Stage 5.2 and Stage 5.1. The Year 9 assessment is divided into 5 tasks.

### MATHEMATICS YEAR 9 (STAGE 5.3) ASSESSMENT GRID

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>
<b>TOPICS</b>	Financial Mathematics	NAPLAN exam	Equations and Inequalities, Trigonometry, Rates and Ratios	Linear Relationships, Length, Area and Volume, Indices and Surds	Yearly – All topics
<b>DATE</b>	TERM 1 WEEK 5	TERM 2 WEEK 2	TERM 2 WEEK 8	TERM 3 WEEK 5	TERM 4 WEEK 3
<b>DESCRIPTION</b>	Written test 45 Minutes	Half Yearly 45 Minutes	Investigation	Written test 45 Minutes	Yearly 45 Minutes
<b>WEIGHT</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>15%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>	MA5.1-4NA MA5.2-4NA	MA4-4NA MA4-12MG MA4-13MG MA4-15MG MA4-17MG MA4-18MG MA4-19SP MA4-20SP MA4-21SP MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.1-13SP	MA5.2-8NA MA5.1-10MG MA5.2-5NA	MA5.1-6NA MA5.2-9NA MA5.3-8NA MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.3-14MG MA5.1-5NA MA5.2-7NA MA5.3-6NA	MA5.1-11MG MA5.2-14MG MA5.3-16MG MA5.2-6NA MA5.2-8NA MA5.3-5NA MA5.3-7NA MA5.1-12SP MA5.1-13SP MA5.2-15SP MA5.2-16SP MA5.2-17SP MA5.1-4NA MA5.2-4NA MA5.2-8NA MA5.1-10MG MA5.2-5NA <b>+ Task 1 and 3 outcomes</b>

### YEAR 9 (STAGE 5.3) MATHEMATICS SCOPE AND SEQUENCE

<b>TERM 1</b>	Financial Mathematics	Equations and Inequalities	Trigonometry
<b>TERM 2</b>	Rates and Ratios	Linear Relationships	Area, Surface Area & Volume
<b>TERM 3</b>	Indices and Surds	Properties of Geometrical Figures	Quadratic Expressions & Algebraic Fractions
<b>TERM 4</b>	Probability & Single Variable Data Analysis	Quadratic Equation and Parabolas	Numbers of Any Magnitude



**MATHEMATICS YEAR 9 (STAGE 5.2) ASSESSMENT GRID**

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>
<b>TOPICS</b>	Financial Mathematics	NAPLAN exam	Linear and Non-linear Relationships, Numbers of Any Magnitude	Right-angled Triangles, Properties of Geometrical Figures	Yearly – All topics
<b>DATE</b>	TERM 1 WEEK 5	TERM 2 WEEK 2	TERM 2 WEEK 8	TERM 3 WEEK 5	TERM 4 WEEK 3
<b>DESCRIPTION</b>	Written test 45 Minutes	Half Yearly 45 Minutes	Written Test 45 Minutes	Investigation	Yearly 45 Minutes
<b>WEIGHT</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>15%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>	MA5.1-4NA	MA4-4NA MA4-12MG MA4-13MG MA4-15MG MA4-17MG MA4-18MG MA4-19SP MA4-20SP MA4-21SP MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.1-13SP	MA5.1-6NA MA5.1-7NA MA5.1-9MG	MA5.1-10MG MA5-11MG	MA5.1-4NA MA5.1-6NA MA5.1-7NA MA5.1-9MG MA5.1-10MG MA5-11MG MA5.1-5NA MA-5.1-8MG

**YEAR 9 (SATGE 5.2) MATHEMATICS SCOPE AND SEQUENCE**

<b>TERM 1</b>	Financial Mathematics	Linear Relationships	Non-linear Relationships
<b>TERM 2</b>	Numbers of Any Magnitude	Right-angled Triangles	
<b>TERM 3</b>	Properties of Geometrical Figures	Indices	Area and Surface Area
<b>TERM 4</b>	Single Variable Data Analysis	Probability	



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### MATHEMATICS YEAR 9 (STAGE 5.1) ASSESSMENT GRID

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>	<b>TASK 5</b>
<b>TOPICS</b>	Integers, Fractions and Decimals	NAPLAN exam	Financial Maths, Expressions and Equations	Pythagoras' Theorem, Linear Relationships	Yearly – All topics
<b>DATE</b>	TERM 1 WEEK 5	TERM 2 WEEK 2	TERM 2 WEEK 8	TERM 3 WEEK 5	TERM 4 WEEK 3
<b>DESCRIPTION</b>	Written test 45 Minutes	Half Yearly 45 Minutes	Written Test 45 Minutes	Investigation	Yearly 45 Minutes
<b>WEIGHT</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>15%</b>	<b>35%</b>
<b>OUTCOMES ASSESSED</b>	MA4-4NA MA4-5NA MA4-7NA MA5.1-9MG	MA4-4NA MA4-12MG MA4-13MG MA4-15MG MA4-17MG MA4-18MG MA4-19SP MA4-20SP MA4-21SP MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.1-13SP	MA4-5NA MA4-6NA MA5.1-4NA MA4-8NA MA4-10NA	MA4-16MG MA5.1-10MG MA4-11NA MA5.16NA	MA4-13MG MA4-14MG MA4-18MG MA4-9NA MA5.1-5NA MA5.1-9NA MA4-16MG MA5.1-10MG MA4-11NA MA5.16NA MA4-5NA MA4-6NA MA5.1-4NA MA4-8NA MA4-10NA MA4-4NA MA4-5NA MA4-7NA MA5.1-9MG

### YEAR 9 (SATGE 5.1) MATHEMATICS SCOPE AND SEQUENCE

<b>TERM 1</b>	Integers, Fractions and Decimals	Financial Mathematics
<b>TERM 2</b>	Expressions and Equations	Pythagoras' Theorem
<b>TERM 3</b>	Linear Relationships	Length, Area, Surface Area and Volume
<b>TERM 4</b>	Indices	Probability



Cabramatta High School -2021

# **PDHPE FACULTY**

**2021**





## YEAR 9 CHILD STUDIES

**COURSE OUTLINE:** Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. Areas of study include; preparing for parenthood, family interactions, conception to birth, newborn care, and growth and development.

### YEAR 9 CHILD STUDIES ASSESSMENT GRID

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Preparing for Parenthood	Term 1 Week 9	25%
Task 2	Conception to Birth/New Born Care	Term 2 Week 4	25%
Task 3	Family Interactions	Term 3 Week 8	25%
Task 4	Growth and Development	Term 4 Week 2	25%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
	Theoretical and Practical Application	Practical Application	ICT Assessment Task	Practical Application	
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2	
Marks	25	25	25	25	100

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/child-studies.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/child-studies.html)



## Cabramatta High School -2021

Year 9 & 10 Child Studies		
Scope and Sequence		
Timeline	Stage 5	Stage 5
	Year 9	Year 10
	Child Studies	Child Studies
<b>TERM 1</b>		
Week 1		
2		
3	<b>Module 1</b>	<b>Module 6</b>
4	<b>Preparing For Parenthood</b>	<b>Play and the developing child</b>
5	(28 lessons)	(28 lessons)
6		
7		
8		
9		
10		
<b>TERM 2</b>		
Week 1	<b>Module 2</b>	<b>Module 7</b>
2	<b>Conception to Birth</b>	<b>Health and safety in childhood</b>
3	(28 lessons)	(28 lessons)
4		
5		
6		
7		
8		
9	<b>Module 3</b>	<b>Module 8</b>
10	<b>Family Interactions</b>	<b>Food and nutrition in childhood</b>
	(28 lessons)	( 28 lessons)
<b>TERM 3</b>		
Week 1		
2		
3		
4		
5		
6	<b>Module 4</b>	<b>Module 11</b>
7	<b>Newborn Care</b>	<b>Media and technology in childhood</b>
8	(28 lessons)	(28 lessons)
9		
10		
<b>TERM 4</b>		
Week 1		
2		
3		
4		
5	<b>Module 5</b>	<b>Module 13</b>
6	<b>Growth and Development</b>	<b>Childcare services and</b>
7	(28 lessons)	<b>career opportunities</b>
8	34	(28 lessons)
9		
10		
Optional Modules - The Diverse needs of Children		



## **PASS YEAR 9 ASSESSMENT GRID**

**COURSE OUTLINE:** Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. Areas of study include; team games focusing on rules and referring, coaching principals, sport and its impact on Australian society, Australian and international sports.

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/physical-activity-sports-studies.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/physical-activity-sports-studies.html)

### **PASS- Year 9 Yearly Assessment Schedule**

<b>TASK</b>	<b>TOPIC</b>	<b>DATE</b>	<b>YEARLY WEIGHTING</b>
<b>Task 1</b>	Australian Sporting Identity	<b>Term 1</b> Week 5	15%
<b>Task 2</b>	Fundamentals of Movement	<b>Term 2</b> Weeks 3-4	25%
<b>Task 3</b>	Option 1	<b>Term 3</b> Week 2	15%
<b>Task 4</b>	Physical Activity & Sport	<b>Term 3</b> Week 8	20%
<b>Task 54</b>	Final Exam	<b>Term 4</b> Week 4	25%

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Yearly Weighting</b>
	Written Assessment	Practical & Theory Assessment	Written Task	Practical & Theory Assessment	Final Exam	
	<b>Term 1</b> Week 5	<b>Term 2</b> Week 3-4	<b>Term 3</b> Week 2	<b>Term 3</b> Week 8	<b>Term 4</b> Week 3	
<b>Marks</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>20</b>	<b>25</b>	<b>100</b>



# Cabramatta High School -2021

Stage 5 PASS			
Scope and Sequence			
	Timeline		
		Stage 5	
		Year 9	
			Assessment
<b>TERM 1</b>	<b>Week 1</b>	<b>Australian Sporting Identity (AoS-2)</b>	
	2		
	3		
	4		<b>Australian Sporting Identity</b>
	5		<b>Week 5</b>
	6	<b>Fundamentals of Movement Skill Development (AoS-1)</b>	<b>15%</b>
	7		
	8		
	9		
	10		
<b>TERM 2</b>	<b>Week 1</b>		
	2		
	3		
	4		<b>Fundamentals of Movement</b>
	5		<b>Week 3-4</b>
	6	<b>Option 1</b>	<b>25%</b>
	7		
	8		
	9		
	10		
<b>TERM 3</b>	<b>Week 1</b>	<b>Physical Activity and Sport for Specific Groups (AoS-2)</b>	<b>Option 1</b>
	2		<b>Week 2</b>
	3		<b>15%</b>
	4		
	5		
	6	<b>Option 2</b>	
	7		
	8		<b>Physical Activity and Sport</b>
	9		<b>Week 8</b>
	10		<b>20%</b>
<b>TERM 4</b>	<b>Week 1</b>	<b>Option 3</b>	
	2		
	3		
	4		<b>Final Exam</b>
	5		<b>Week 4</b>
	6		<b>25%</b>



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	7		
	8		
	9		
	10		
	<u>OPTIONS</u>		Technology, Participation & Performance
	Participating with Safety (AoS-1)		(AoS-3)
	Physical Fitness (AoS-1)		
	Issues in Physical Activity and Sport: Commercialisation (AoS-2)		
	Promoting Active Lifestyles (AoS-3)		



## **YEAR 9 PDHPE**

**COURSE OUTLINE:** Personal Development, Health and Physical Education (PDHPE) contribute significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives. Areas of study include; cross country and athletics, development of movement skills using the elements of composition (dance), development of movement skills associated with AFL, mental health and associated coping strategies, nutrition and access to health services.

### **PDHPE- Year 9 Yearly Assessment Schedule**

<b>TASK</b>	<b>TOPIC</b>	<b>DATE</b>	<b>YEARLY WEIGHTING</b>
<b>Task 1</b>	Enhancing Performance	Ongoing <b>Term 1</b> Week 11	20%
<b>Task 2</b>	Changes in my world	<b>Term 2</b> Weeks 2- 3	30%
<b>Task 3</b>	Move and Groove	<b>Term 3</b> Weeks 1- 3	20%
<b>Task 4</b>	Final Exam	<b>Term 4</b> Week 2	30%

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Yearly Weighting</b>
	Practical Assessment	Oral presentation	Practical Assessment & ICT Presentation	Final Exam	
	Ongoing <b>Term 1</b> Week 11	<b>Term 2</b> Week 2- 3	<b>Term 3</b> Weeks 1- 3	<b>Term 4</b> Week 2	
<b>Marks</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



## Cabramatta High School -2021

Year 9 PDHPE Scope and Sequence				
	Timeline	Stage 5		
		PDH (2)	PE (2)	Assessment
TERM 1	Week 1	Changes In My World (PD5-1, PD5-2, PD5-6)	Game Strategies Invasion Games - Large Target (Gaelic Football, soccer, AFL, Futsal) (PD5-5, PD5-10, PD5-11)	
	2			Game Strategies
	3			(Practical)
	4			(Ongoing completion T1, Week 10)
	5			20%
	6			
	7			
	8			
	9			
	10			
TERM 2	Week 1	A State of Mind (PD5-6, PD5-7)	Move & Groove Dance (Latin Dance, Bush Dance, Line Dance, Hip Hop) (PD5-4, PD5-9, PD5-11)	
	2			Changes In My World
	3			(Theoretical - Week 2-3)
	4			30%
	5			
	6			
	7			
	8			
	9			
	10			
TERM 3	Week 1	Commit to Be Fit (PD5-6, PD5-7, PD5-8)	Commit to Be Fit (Prac) (PD5-6, PD5-7, PD5-8)	Move & Groove
	2			(Practical/ICT)
	3			(Assessment T2 - Week 10)
	4			(Ongoing completion T3, Week 3)
	5			20%
	6			
	7			
	8			
	9			
	10			
TERM 4	Week 1	Equal Opportunity (PD5-1, PD5-2, PD5-3, PD5-8)	Teachers Choice (Hockey, Basketball, Frisbee Golf, End Zone, Lawn Bowls, Bocce, Darts, Slide Hockey Dodgeball)	
	2			Final Examination
	3			(Theoretical - Week 2)
	4			30%
	5			
	6			
	7			
	8			
	9			
	10			



## Stage 5 Dance Yearly Assessment Schedule

2021

### Year 9 Dance

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Safe Dance	Term 1 (Week 6)	25%
Task 2	Manipulating the Elements of Dance in Composition	Term 2 (Week 9)	25%
Task 3	Pioneers of Dance	Term 3 (Week 9)	25%
Task 4	Final Exam	Term 4 (Week 4)	25%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
Task Type	Theoretical	Practical	Theoretical & Practical	Theoretical	
Marks	25	25	25	25	100

#### YEAR 9 REPORT OUTCOMES – HALF YEARLY

A student:

- demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances (5.1.1)
- demonstrates an understanding and application of aspects of performance quality and interpretation through performance (5.1.3)
- explores the elements of dance as the basis of the communication of ideas (5.2.1)
- composes and structures dance movement that communicates an idea (5.2.2)

#### YEAR 9 REPORT OUTCOMES – YEARLY

A student:

- demonstrates enhanced dance technique by manipulating aspects of the elements of dance (5.1.2)
- explores the elements of dance as the basis of the communication of ideas (5.2.1)
- describes and analyses dance as the communication of ideas within a context (5.3.1)
- identifies and analyses the link between their performances and compositions and dance works of art (5.3.2)

Syllabus Link - [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/pdhpe.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdhpe.html)





## Stage 5 DANCE Scope and Sequence

		Stage 5	
		Year 9	
			Assessment
TERM 1	Week 1	Safe Dance	Safe Dance Week 5-6 25%
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
TERM 2	Week 1	Manipulating the Elements of Dance	Manipulating the Elements of Dance Week 9 25%
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
TERM 3	Week 1	Exploring Stimuli	Constructing a Composition Work Week 9-10 25%
	2		
	3		
	4		
	5		
	6	Constructing a Composition Work	
	7		
	8		
	9		
	10		
TERM 4	Week 1	Pioneers of Dance	Final Exam Week 4 25%
	2		
	3		
	4		
	5		
	6		
	9		
	10		



Cabramatta High School -2021

# SCIENCE FACULTY

2021



## Cabramatta High School -2021

### Year 9 Science

**COURSE OUTLINE:** Studying science allows students to develop a distinctive view and understanding about the biological, physical and technological world. Areas of study include Waves, Atoms and their role in Chemical Reactions, Natural Disasters including Earth Quakes and Volcanoes, Motion, Newtons Laws, the Human Co-ordination system, DNA and Evolution, The Universe and Global Patterns

Term 1	Term 2	Term 3	Term 4
Big Ideas	Energy	Your Body	Science and Society

#### **ASSESSMENT:**

Assessment is based upon application to the course outcomes and performance in tests, assignments and activities.

#### **ASSESSMENT SCHEDULE:**

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
<b>Topic Test (20%)</b> Big Ideas	Term 1, Week 10 Thursday 2/4/20 Period 3 and 4	LW3, LW4, ES2
<b>Practical Test (20%)</b> Big Ideas Energy	Term 2, Week 5 Thursday 28/5/20 Period 3 and 4	PW1, PW2, LW4, WS6, WS7, WS8
<b>Research Assignment (30%)</b>	Term 3, Week 9 Thursday 17/9/20 Period 3 and 4	LW3 (e) & (f), WS7, WS8, WS9
<b>Yearly Exam (30%)</b> All topics	Term 4, Week 3 Thursday 29/10/20 Period 3 and 4	LW1, LW3, LW4, ES2, PW1, PW2, CW4 (a) & (b)

Syllabus Link - <http://syllabus.bos.nsw.edu.au/science/science-k10/>

Each unit takes 10 weeks (approx)