



ALL SAINTS'
COLLEGE
Maitland

Year 9
Curriculum Handbook



Dear Parents and Students in Year 9,

This booklet contains general information relating to all courses, details regarding assessment in each subject and a sample of forms to be completed if Assessment Tasks are late or students are absent for an Assessment Task. If you have any questions about assessment procedures throughout the year, please ask your subject teacher, the relevant Leader of Learning for the subject or the Assistant Principal – Learning.

The Leaders of Learning or Assistant Leader of Learning for each subject area are:

| KLA | Leader of Learning | Assistant Leader of Learning |
|-------------------|--------------------|------------------------------|
| Religious Studies | Mrs Scott | Ms Pantaleo |
| Creative Arts | Mrs Frize | Mrs Gibson |
| English | Ms Nowalinski | Miss Hartcher |
| Mathematics | Mrs Daley | Mr McDonald |
| Science | Mrs Rainima | Mrs Berman / Ms Tully |
| HSIE | Mr Hopson | Miss Payne |
| PDHPE | Mr Whereat | Mrs Stock |
| TAS | Mr Koen | Mr Rolfe |
| Diverse Learning | Mr Whiting | Mrs Bertram |

Mrs Abela can assist with Learning Technology.

The purpose of providing you with this booklet is to assist you in preparing for each of your assessment tasks to the best of your ability. Please note that some subjects are continuously assessing all classwork and homework tasks throughout the semester and there will not be a formal assessment schedule. A small task common to all classes will be set for moderation purposes.

Those subjects that are setting a formal Assessment schedule please note that Assessment tasks will be available to students via Compass Class NewsFeed and the Assessment Calendar and Assessment Schedules will be placed on the Student SharePoint.

Yours sincerely,

Sharon Hibbert

Assistant Principal - Learning

Glossary of Terms

Using the Glossary will help students understand what is expected in response to assessment tasks

| | |
|--------------------------------|---|
| Account | Account for: state reasons for, report on. Give an account of, narrate a series of events or transactions |
| Analyse | Identify components and the relationship between them; draw out and relate implications |
| Apply | Use in a different, new or unfamiliar situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analysis/evaluate) | Use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis Add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |

| | |
|------------|---|
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

Assessment Procedures

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, *assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment for learning (sometimes referred to as *formative assessment*) involves teachers using evidence about student's knowledge, understanding and skills to inform their teaching. *Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. *Assessment of learning* (sometimes referred to as *summative assessment*) assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Advice on Assessment, NSW Education Standards Authority.

Evidence of achievement is based on assessment as learning, assessment for learning during the teaching and learning cycle and/or assessment of learning activities. Ongoing assessment may take the form of observations, questioning, class based tasks and work samples. Planned assessment is a formal task given across the course specifically designed to assess achievement at a particular point in time.

At key times throughout the year, teachers use their professional judgement from evidence collected during *assessment for learning*, *assessment as learning* and *assessment of learning* to inform parents and students of their progress.

Compass Calendar

All planned assessment tasks for 2024 will appear in Compass in the calendar icon. The assessment will appear on the due date in the calendar. School events particular to your year group will also appear on the Compass calendar.

Notification of Assessment

Notification of an Assessment Task will be given out as early as possible (at least two weeks prior to the task). The notification will be placed on the Compass Class Newsfeed for each subject. The Curriculum Handbooks are also placed on MNConnect>Student Documents>Assessment Notifications.

Variation from Published Assessment Program

Should it become necessary to change the date of a planned Assessment Task, the Leader of Learning will publish the amended date to Compass Class NewsFeed and it will be changed on the Compass Year 9 Assessment Calendar.

Submission of Planned Assessment Tasks

Hand-in tasks are to be submitted on the due date. Hand-in tasks are to be handed personally to the class teacher who will keep a record that the task has been submitted. ***It is each student's responsibility to submit an assessment task on time.***

If an assessment task requires a personal presentation, e.g. performance, speech, seminar etc., the whole task is considered due on the *first day of presentations at the specified time (if stated)*.

Digital/electronic submission is the student's responsibility to ensure they submit by the due date and time (if specified). They are strongly advised to keep a copy of their work and not to leave their submission to the last minute in case of a technical issue.

Non-Submission of a Task

If a student does not hand in a task, the teacher and/or relevant Leader of Learning will contact parents/caregivers and an alternative arrangement will be made to complete the task.

NOTE: if no sufficient reason is provided, the penalties may be imposed (see *Penalties for Late Submission* below).

Illness or Misadventure on the day of a task

If a student is unable to attend school on the day of an assessment task or exam, the student's parent/caregiver is to **telephone the school on the day before 9am**.

STUDENTS MUST COMPLETE/SUBMIT THE TASK ON THE FIRST DAY THEY RETURN TO SCHOOL (regardless of whether a lesson is timetabled for that day or not), unless an extension has been granted by the subject teacher and Leader of Learning.

The class teacher is to use Compass email to student and parent at the end of the day to remind the student that they will do a 'catch-up' task in the library, period 3, on their first day back at school. The teacher should create an 'ad hoc' activity on Compass to indicate when the task will be completed.

STEPS that MUST be followed when returning to school after missing a planned assessment task:

On the first day back at school, students must:

- Collect and complete out an *Application for Illness/Misadventure/Extension* form from Student Services (or download one from the school portal)
- Attach any evidence which may be a letter of explanation to the form.
- Hand the form and letter from home to Student Services **within 3 days of the return to school**.

Following the submission of the *Application for Illness/Misadventure/Extension* form and a signed note from parents/guardian either of the following will take place:

If a student submits an *Application for Illness/Misadventure/Extension* form with sufficient evidence, and it is approved, normal marking and reporting procedures will take place. If the Application is declined, contact will be made with the parents/caregivers by the Leader of Learning.

If the task remains incomplete/not submitted after 5 days AND an *Application for Illness/Misadventure/Extension* form is **NOT** submitted OR there is not supporting evidence, it is assumed that there is not a legitimate reason for the task not being submitted/completed with the cohort, the student may need to complete this task during

the breaks under teacher supervision. In this instance a penalty of 100% will be imposed (see *Penalties for Late Submission* below) and contact will be made by the Leader of Learning to the parents outlining the task that was not submitted/completed and informing the parents that an *Application for Illness/Misadventure/Extension* form was not provided. This may also be reflected by a comment on the Semester Report.

If a student is on a school-based activity/excursion when a hand in assessment task is due to be submitted, they are still required to submit the task on or prior to the due date. If a student is on a school-based activity/excursion when an in-class assessment task is completed, they are required to complete the task either prior to going or on the next available day at the discretion of the Leader of Learning.

In the event of a student being **absent from school for a semester exam** during the exam block, the student is to report to the relevant Leader of Learning on the first day back at school where arrangements will be made for the completion of the exam paper. If a student misses an exam, it is expected that he/she will complete this task or a substitute task at the first available time slot. ***On the first day back at school, the student must complete an Application for Illness/Misadventure/Extension form and submit it to Student Services.***

If a student is on a school-based activity/excursion when a hand in assessment task is due to be submitted, they are still required to submit the task on or prior to the due date. If a student is on a school-based activity/excursion when an in-class assessment task is completed they are required to complete the task prior to the activity excursion if possible, or on the next available day, at the discretion of the Leader of Learning.

The Grading System

Students will receive a grade from A to E in all courses. Each student will receive a grade based on his/her achievement in the school's assessment program against the common grade scale. Teachers will evaluate the student's achievement and use the performance descriptor which best matches that achievement to allocate the grade.

Notes:

- There is no predetermined percentage of students who will receive particular grades.
- The grades are based on evidence of student achievement, related to knowledge and skills, not attitudes, values and interest.

To avoid a conflict of interest or a perceived conflict of interest when allocating grades, the College will make every effort to:

- avoid a teacher who is a parent/carer or close relative, from taking their child's class.
- avoid having that teacher, who is a parent/carer or close relative, teaching on that cohort.

Where this is not possible, the College will make arrangements to ensure tasks from the student (who is a child of the teacher/carer or close relative) are double marked by a different teacher to ensure equity and fairness to all students.

General Performance Descriptors / Common Grade Scale

All Saints' College maps student work and evidence of learning against the Common Grade Scale. This can be found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

Each subject develops tasks based on Stage outcomes and a variety of evidence is used during the reporting process. Students should use the feedback given to continuously work on areas identified for improvement and practice areas they are doing well at.

| | |
|----------|---|
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |
| N | Where "N" appears in place of an A to E grade this indicates the student has failed to meet one or more of the above requirements. |

STEPS THAT MUST BE FOLLOWED WHEN RETURNING TO SCHOOL AFTER MISSING AN ASSESSMENT TASK

On the FIRST day back at school...



Bring in evidence to support your claim for Illness/Misadventure from home. This may be a signed a signed letter of explanation from home and/or a medical certificate.



Get an *Application for Illness/Misadventure* from Student Services.
Complete this and return this with your evidence to Student Services.



Check Compass to see when your task will be completed (usually period 3 in the library the day your return).



Ensure you attend to complete the task and return the task to the librarian.

Application for Extension of Time

If a student has grounds for an **extension of time** to submit or complete an assessment task, they need to apply for this at least 3 days before the due date. They need to collect an *Application for Illness/Misadventure/Extension* form from Student Services. They will need to apply to their class teacher and the extension must be approved by the relevant KLA Leader of Learning.

Penalties for Late Submission

A penalty of 20% of the available total mark will be calculated for each day a task is overdue, i.e. Day 1 - 20%, Day 2 - 40%, Day 3 - 60%, Day 4 - 80%, Day 5 - 100% (Please note: Each day of the weekend will be included in the calculation of 'days late for submission').

E.g.: If I receive 18/20 for a task that I handed in 1 day late I will only to be eligible to receive 14/20 (loss of 4 marks – 20%)

- 2 days late – 10/20 (loss of 8 marks – 40%)
- 3 days late – 6/20 (loss of 12 marks – 60%)
- 4 days late – 2/20 (loss of 16 marks – 80%)
- 5 days late – 0/20 (loss of all marks – 100%)

Unacceptable Behaviour

If students are continually misbehaving or disturbing others or found to be cheating in a class test or formal examination, in consultation with the Leader of Learning & Assistant Principal – Learning, they will be awarded a ZERO mark and parents will be notified. Plagiarism is also considered malpractice and will result in a penalty of some or all marks depending on the extent of the plagiarism.

Exceptional Circumstances

In exceptional and unforeseen circumstances, the school may require the student to do alternative tasks for missed assessments. These will form the basis of an estimate and will, where possible, reflect the nature of the missed task type and cover the same outcomes. This is covered under the Principal's delegated authority.

Plagiarism & Malpractice

Plagiarism is the use of another's ideas, words, theories or research findings without proper referencing. Plagiarism from the internet or any other information source is not acceptable. If there are any doubts about plagiarism, students are advised to consult with the class teacher. It is recommended that you develop your literacy skills and write answers using your own language and style.

Plagiarism occurs when:

- part or all of another student's work is copied
- there is a total lack of or insufficient referencing
- there is deliberate deception by inventing references or not acknowledging passages that are direct quotes from another author
- ideas and information are paraphrased but are not referenced
- AI has been used and detected

How is plagiarism detected?

Plagiarism is obvious when two assignments submitted are either identical or very similar to each other. Some teachers check student's work using plagiarism detection software, such as *Turnitin*. This is particularly useful in checking for cases of collusion between students.

Examples of Plagiarism:

You compile a research assignment by copying and pasting numerous sections of your assignment from different web sources. Because this is a 'new' piece of work, you don't see it as plagiarism as you have found the information and made informed selections from it. You have been part of an online discussion board. Many contributors posted useful information you use for an assessment task. As it's an online group, you believe your teacher will never know it's not your own work.

You decide to download an essay from the internet which answers the same topic that you have been set as an assessment task.

You use AI to complete all or part of a task.

Malpractice can also include behaviour in a classroom when a task is completed under examination conditions. This includes, but is not limited to:

- Having access to electronic devices such as phones, smart watches, earphones
- Talking loudly and distracting other students
- Taking notes into the room when not permitted

Consequences:

- Any work NOT referenced/acknowledged will be disregarded in the marking of the task.
- Repeat occurrences may lead to further consequences
- Malpractice in an examination task may lead to a result of zero being awarded.

Referencing

What is referencing?

Referencing allows you to acknowledge the work of others you use when completing an assignment. You need to cite your information sources when you directly quote the words or ideas of someone else. This is known as an ***in-text citation***. If you include in-text citations in your assignment you need to include a **reference** list at the end of your assignment. A **bibliography** is another form of referencing. It is a list of not only the sources cited in your assignment but also any other material you may have read or viewed when completing your research task.

How do I reference?

When you reference it is important to follow a particular referencing style or method so that your teacher can easily interpret where you found your information. At All Saints College, students use the *American Psychological Association (APA)* method. This method has guidelines for all types of information formats, including books, websites, maps, encyclopedias, teacher's notes, etc. For example, see below the APA method for referencing a single-author book:

Quoting in the body of your work:

Format: **(Author's Last Name, Year of publication, Page number)**

Australia is in "the top three nations for critically endangered animals"
(Pearson, 2021, p.34).

Bibliographies are written in alphabetical order according to the author's last name:

Format: **Author's Last Name, Initials. (Year of publication). Title of work. Publisher.**

Pearson, E. (2021). *Saving Australia's Endangered Animals*. Oxford Press.

Using a referencing generator to create your bibliography.

All students have **free access** to the **SLASA** referencing generator via the Junior Campus Library homepage: (Compass/ ★ Favourites/Library):

<https://mncatholic.softlinkhosting.com.au/oliver/home/news>



For any assistance with this referencing generator, please see Library staff members.

Online Referencing Generator

APA Referencing: Author-date system as outlined in the American Psychological Association Publication Manual, 7th ed.



Home Junior Middle School Senior All Saints College - Maitland (St Mary's Campus) ▾

Junior Level

- Basic selection of sources.
- Reference list examples.
- Guide on how to create a reference list.
- Example of a reference list.

Let's begin >

Middle School Level

- Wide range of source examples.
- Rollover function describing elements of a reference.
- Reference list examples.
- Guide for setting out a reference list.
- Sample reference list.
- Reference list compared to a bibliography.

Let's begin >

Senior Level

- Comprehensive range of sources.
- Rollover function describing elements of a reference.
- In-text citation examples.
- Notes for tricky citations.
- Reference list examples.
- Guide for setting out a reference list.
- Difference between a bibliography and a reference list.

Let's begin >

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The **Middle School Level** is recommended for Year 7 students, but you can access the **Senior Level** to find the appropriate forms for your information sources. For example, the form for referencing teachers' notes is found at the **Senior Level**.

Additional information if you wish to add it:

To create references, simply select the appropriate information source format from the lists provided and fill in the given form with the details of your source. Click on the *Create* button, then *select*, *copy*, and *paste* the reference into your bibliography.

Book with one author

Reference list example

Shuckburg, E. (2014). *Polar scientist*. Raintree.

Fill in the following fields. Use the examples given as a guide.

Author's last name

Shuckburg

Author's initials

E

Year of publication

2014

Title

Polar scientist

Publisher

Raintree

Create Reference

The referencing generator icon is



Home Learning Organiser

Set aside time each night, Monday to Friday for the following tasks. It will help if you make it the same time every day. During this time, you will only do school tasks so make sure that it fits in with everything else in your life. Complete the following tasks in order.

Check your notes and work from today.

- Read what you have written
- Paste in any sheets
- Complete any unfinished questions or activities
- Underline the headings
- Put an * next to anything that do not understand (10 - 15 minutes in total)

Homework

- Complete tasks set by your teacher for that night. Do it in the order it was given eg. Period 1 work before Period 4.
- Take time to work as accurately as possible.
- Attempt all questions. This means you will have something to discuss with your teachers for those questions you have difficulty.

Assignments

- Keep your diary up to date or your Assessment Calendar.
- Divide your assignments into workable “chunks”. Your teachers will show you how to do it when the assignment is given.
- Be realistic about how much you can do at any one time.

Revision

- Read through all the notes and exercises for the Unit of Work that you are currently studying
- Write out formulas, key words and definitions
- Copy important diagrams
- Try doing some questions and activities a second time, especially those that you got wrong or had difficulty with.

Reading

- Children should make a habit of reading both fiction and non-fiction books to develop their general literacy skills. This helps them across all subjects to access the curriculum.

Religious Studies

Overview

Our Religious Studies classrooms provide a holistic approach that honours all learners irrespective of faith stance or religious identity, while creating a space which is shaped by a Catholic understanding. We aim to develop student knowledge and understanding of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society.

Religious Studies expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.

"Education is not about knowing things or taking lessons but about being able to use three lingos: those of the head, the heart, and the hands...learning so that you can think about what you feel and do, can feel what you think and do, and can do what you feel and think. Unity within a person."
(Pope Francis 2017)

Year 9 2024 are working with the Pedagogy of Encounter framework. We endeavour to encounter the mystery of God through a framework where students are invited to do more than just learn facts or content about the topics being studied; it invites them to reflect on the meaning that those facts have for them and to attend to the significance of that meaning for their way of being in the world.

Sequence of Modules

- God, Faith & Religion
- Faith & Science
- Caring For Our Common Home
- Living Justly

Planned Assessment

In Religious we endeavour to further develop the knowledge and skills of the students in achieving the various outcomes through the integration of the four areas of Faith, Story, Witness and Wisdom in each module and by using a variety of summative and formative assessment. In addition, the common tasks are varied to provide plenty of scope for success in the learning situation.

Supplementary Information

In addition to the teaching and learning in the Religious Studies classroom: **exercise book**, **student's device** and **OneNote Religious Studies Folder** are crucial in the organisation of student work and the need to create **a sense of stillness and reflection** through a variety of activities.

The modules studied in Year 9 are important in providing background and prior learning for either the **Studies in Catholic Thought (non-ATAR)**, or the **Studies of Religion (1 and 2 Unit ATAR)** courses which are both offered at All Saints' College.

Commerce

Overview

Commerce encompasses all of the activities people undertake to conduct the business of their lives. The aim of the Stage 5 Commerce course is to enable students to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions.

Students who elect to study Commerce are required to complete a total of 200 hours in the Human Society and Its Environment (HSIE) Key Learning Area (KLA). In Year 9, students at All Saints' College complete 100 hours of the 200 hour course. The Commerce course in Year 9 allows students to enhance their problem solving and decision making skills as well as gain an understanding of the role of consumers and businesses in the commercial world.

Sequence of Units/Skills/Topics

In Year 9 students will cover the following units of work:

- Consumers and Finance Decisions
- Promoting and Selling
- Towards Independence
- Employment and Work Futures
- Travel

Planned Assessment

Throughout the study of this course, students are required to complete a number of formal and informal assessment tasks. These tasks are completed by all students undertaking the Commerce course in Year 9 and provide opportunities for students to demonstrate their level of achievement.

Supplementary Information

Please note that as a part of the Commerce course students may complete fieldwork activities in the local Maitland area within walking distance from the junior campus.

Dance

Overview

The study of Dance enables young people to participate in and enjoy exploring the world culturally. Students practically and theoretically learn about forms and ideas through movement, from a variety of historical and contemporary contexts. Students investigate, critically reflect and respond by creating and performing dance, developing their expressive skills. Students learn that Dance is an artform that uses the body as an instrument of expression. Dance exists today in many forms and is performed for a variety of purposes.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding and enables students to apply their own experiences to their study of dance. The Study of Dance caters for every student, whether they have prior knowledge, skills and experience as well as those without prior knowledge and experience.

Dance encompasses many cross curricular areas; scientific connections through anatomy, PDHPE links to nutrition and physical activity and English skills in analysing motifs. This course further enhances communication skills, both verbal and non-verbal, presentation skills and is heavily focused on collaboration with teacher and peers.

Sequence of Units/Skills/Topics

Term 1: Dancing Through the Ages (Development of Dance over time)

Term 2: Dancing the Picture (Using art as a stimulus)

Term 3: The Dancing Body (Safe dance and Dance anatomy)

Term 4: Reading Dance (analysis of live performances and Dance film)

Planned Assessment

| T a s k | Description | Date |
|------------------|--|--------|
| 1. | Small Group Performance and Reflection | Term 2 |
| 2. | Exam | Term 3 |
| 3. | Magazine Review and Solo Performance | Term 4 |

Special Requirements

- Students will be encouraged to perform and participate in the School Musical and the extracurricular Dance Group providing positive experiences for students in Stage 4.
- Students will be expected to attend and participate in excursions that may include performances/productions or workshops.
- Each student is required to wear the school uniform to class. Appropriate and comfortable clothing (dance attire) is to be worn for practical lessons. These can be stored at school.

It is expected that each student keeps a Dance Process Diary and makes weekly entries as part of ongoing reflection and growth in the Dance Course.

Elective History

Overview:

The History Elective Course is an opportunity for students to gain knowledge and understanding of a range of Historical periods; to develop the skills required to be successful at both Modern History and Ancient History in their HSC and to further their enthusiasm for History. Also, the course provides opportunities for students to explore human actions and achievements in a range of historical contexts.

Students who elect to study History Elective are required to complete a total of 200 hours in the Human Society and Its Environment (HSIE) Key Learning Area (KLA). The course is run over two years in Stage 5. The History Elective Course is designed to be student led and gives students choice in the units studied. The History Elective course develops students critical thinking skills, evokes empathetical understanding and encourage them to become global citizens.

Sequence of Units/Skills/Topics

In Stage 5 students will cover the following units of work:

- Ancient, Medieval and Modern societies
- Thematic Studies
- History, Heritage and Archaeology

Planned Assessment

Throughout the study of this course, students are required to complete a number of formal and informal assessment tasks. These tasks are completed by all students undertaking the History Elective course in Year 9 and provide opportunities for students to demonstrate their level of achievement.

Supplementary Information

Please note that as a part of the History Elective course students may complete an excursion, to be determined if relevant to the units studied. Students may also visit local historical sites where appropriate.

English

Overview

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Sequence of Units/Skills/Topics

| Unit | Focus Areas |
|--|--|
| Genre Study: Speculative Fiction – Extended Prose and Poetry | Reading, viewing and listening to texts, Understanding and Responding to Texts C, Expressing ideas and composing texts A; Expressing ideas and composing texts B |
| Villains: A range of text types including drama | Reading, viewing and listening to texts; Understanding and responding to texts A; Understanding and responding to texts B; Understanding and responding to texts C; Expressing ideas and composing texts A |
| The Art of Rhetoric: A range of non-fiction texts including speeches | Reading, viewing and listening to texts, Understanding and responding to texts A, Understanding and responding to texts B, Expressing ideas and composing texts A |
| My Voice: A range of text types | Understanding and responding to texts A; Understanding and responding to texts B; Expressing ideas and composing texts A; Expressing ideas and composing texts B |

Supplementary Information

In Stage 5 there is one English course. All students are assessed on the same outcomes and can progress to any course in Stage 6. All classes are ungraded except two classes which will provide

extra challenge for students who consistently achieve the outcomes at a high level and a class(s) for students who have shown a need for extra support in English.

Public Speaking and **Debating** are offered as an optional activity. ASC St Peter's competes successfully in a number of external competitions.

Food Technology

Overview

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

Sequence of Units/Skills/Topics

- Safety and Hygiene
- Food Selection and Health
- Food for specific needs
- Food for special occasions

Supplementary Information

A component of this course will include weekly practical assessment where students' skills are demonstrated during class time. Marks will be awarded according to a rubric given to the students at the beginning of each semester. Accumulated marks will be awarded and recorded on reports.

Students must have Personal Protective Equipment (PPE) for every practical lesson. Not having an apron, leather shoes or proper hair restraint will exclude them from practical lessons, impacting their learning.

HSIE

History Overview

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

In Stage 5 students are required to complete a minimum 100 hours of History in the Human Society and Its Environment (HSIE) Key Learning Area (KLA). In Year 9 at All Saints' College students complete 60 hours. Students will complete this as an intensive block in Semester 1.

Sequence of Units/Skills/Topics

In Year 9 students will cover the following units of work:

The Making of the Modern World

- Depth Study 1: Making a Better World – Movement of Peoples
- Core Depth Study 3: Australians at War: WWI and II (Mandatory study)

Planned Assessment

Throughout the study of this course, students are required to complete a number of summative and formative assessment tasks. These tasks are completed by all students in Year 9 and provide opportunities for students to demonstrate their level of achievement.

Supplementary information

It is a NSW Education Standards Authority (NESA) requirement that all students complete a site study in Stage 5. A site study is an inquiry-based examination of an historically significant location.

Geography Overview

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

In Year 9 we will emphasise the role, function and importance of the environment in supporting human life from local to global scales. The cause will also emphasise the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world. In Year 9 at All Saints' College students complete 60 hours of study in Geography. Students will complete this as an intensive block in 2.

Sequence of Units/Skills/Topics

In Year 9 students will cover the following units of work:

- Sustainable Biomes
- Changing Places

Planned Assessment

Throughout the study of this course, students are required to complete a number of summative and formative assessment tasks. These tasks are completed by all students in Year 9 and provide opportunities for students to demonstrate their level of achievement.

Supplementary information

Students in Year 9 Geography may be involved in fieldwork activities within the grounds of the campus as well as sites within walking distance of the campus.

Industrial Technology - Engineering

Overview

Industrial Technology Engineering is fundamental to shaping the future of Australia. This subject provides enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The Engineering program utilises these knowledge sources in application to Skills, Technology, Engineering and Mechanics.

This course is aimed at those students who enjoy problem solving, creating, investigating and pursuing their own ideas and are perhaps considering a career in the Technological, Scientific or Engineering fields.

A major aim of the course is to stimulate interest in the STEM fields in the hope that the student continues to pursue subjects in the area in senior high and, hopefully, tertiary study.

Sequence of Units/Projects

- Engineering Fundamentals
- Skill Tester
- Bluetooth Speaker
- Machined Centre Punch
- CO2 Dragster

Supplementary Information

Possible Excursions:

- Defense Careers Expo
- Women in Aviation

Plus, other Excursions and Competitions as required.

Languages – French

Overview

The study of another language provides opportunities for students to improve their literacy skills in all subject areas. As learning another language is the key into the culture of that society, students learn to view the world in a different way and become more accepting of diversity. Through developing greater awareness of their place in the international community, students learn how to become more respectful of others from diverse cultural and linguistic backgrounds. Through studying French, students develop their communication skills, and can engage in a unique form of intellectual enrichment.

People who know more than one language are more flexible thinkers, who can adapt and cope in a fast-changing world and deal with unfamiliar cultural ideas. Learning about different languages and cultures and developing intercultural and intracultural understanding are key competencies for young people to develop, so they may fully participate as engaged and active 21st century citizens in a globalised world.

The study of French will enable students to dive into the language by extending their understanding of French grammar to communicate more fluidly and understand common interactions. Students will be immersed in a language environment, with a key focus on the vast cultures present within the Francophone community. They will also be able to participate in enriching cultural incursions and excursions. Students will develop their language learning skills and intercultural awareness through a range of dynamic learning opportunities.

Sequence of Units/Skills/Topics

| | |
|--|--|
| Le monde autour de moi The world around me | An introduction to everyday French language, sharing information about self and family and French culture. |
| Ma ville My Town | An introduction to travelling vocabulary, identifying key places and monuments around the world and asking for and sharing directions. |
| J'adore ma vie I love my life | An introduction to describing your lifestyle, personal activities and express opinions and preferences. |
| Au marché At the markets | An introduction to food etiquette and the importance of markets, interacting in French to purchase food, drinks and decorations for a party. |

Planned Assessment

Students of French will be assessed on their capacity to interact, access and respond, communicate and understand systems of language and culture. This will occur through both formal and informal activities and tasks. Informal tasks will include online quizzes, as well as listening and speaking activities.

Industrial Technology - Metal

Overview

The Metals course provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Students will gain skills and knowledge in a safe practical environment. At the completion of this course students are well qualified for several entry positions across numerous trades. Students will complete their White Card during term 1.

Sequence of Units/Skills/Topics

- Sheet metal -Tool Box
- Junior Hacksaw
- Rocket Stove

Supplementary Information

Students must have Personal Protective Equipment (PPE) every lesson. Not having appropriate shoes, safety glasses or an apron will exclude them from practical lessons.

Industrial Technology - Timber

Overview

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Through practical projects and research topics using core modules, students will develop knowledge and skills in the safe use of materials, tools and techniques related to timber.

Sequence of Units/Skills/Topics

- Serving Tray
- Bar Stool
- Bedside Table

Supplementary Information

Students must have Personal Protective Equipment (PPE) every lesson. Not having leather shoes, safety glasses or an apron will exclude them from practical lessons.

Computing Technology

Overview

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

Sequence of Units/Topics

The Year 9 modules will include:

- Software development: Creating games and simulations
- Software development: Building Mechatronic and Automated Systems
- Enterprise information systems: Designing for user experience
- Software development: Developing apps and web software

Planned Assessment

- Projects include a 3D Video game for PC
- Robotics Project
- Blended UI project / Application for Web and Mobile

Supplementary Information

Students should be able to complete all the necessary assessment work during allocated class time.

Mathematics

Overview

Sequence of Learning in Mathematics

Year 9 follows the new NSW Stage 5 Mathematics syllabus. Classes are divided across pathways covering core, standard and advanced content of the Stage 5 syllabus.

Topics covered in 2023 are:

- *Number and Algebra*
- *Expressions and Equations*
- *Financial Mathematics*
- *Linear Relationships*
- *Right-Angled Triangles*
- *Probability and Statistics*
- *Quadratics*

Formative Tasks in Mathematics

Formative tasks after each topic in the style of DIRT (Directed, Improvement and Reflection Time) tasks, as well as other shorter check in tasks, are designed and carried out in Mathematics to support you in reflecting on your learning, identify gaps in your learning and re-teach necessary concepts *before* summative tasks are completed. It is important to put your best effort into these tasks and look at the results carefully. Teachers will provide re-teach opportunities directly after formative tasks.

Summative Tasks in Mathematics

Summative tasks are explained in detail on the task notification you receive two weeks before the task is due. These tasks contribute to the grade on semester reports and are completed *after* the formative tasks for the topics covered.

Please note that grades are moderated, as per NESA requirements, for the overall grade on semester reports. This grade reflects the difficulty level of the outcomes achieved in the pathways. This is explained in further detail in reports.

How can I monitor my progress in Mathematics?

- Keeping your portfolio with 'I Can' statements, DIRT tasks, other formative and summative tasks helps you reflect on your progress in Mathematics
- Take notice of the task feedback given by your teacher.
- Seek further feedback from your teacher when you are getting incorrect answers – make sure you understand *why* the answer is incorrect and *how* to do the correct working
- Watch the video feedback solutions for formal tasks and check answers from the textbook and other set work on your OneNote page

Where can I get support in Mathematics?

- Talk to your peers, teacher and other Mathematics teachers
- Email or speak with the Leader of Learning Mathematics
- Visit Maths Home Learning Support and get support from Mathematics teacher with homework, assessments or any Mathematics learning (second lunch break Tuesdays and Friday– BU1)
- Use your online subscription (CambridgeGO) to watch videos or do extra practice from your textbook or OneNote

How can I set myself up for success in Mathematics?

- Come to class prepared – every lesson you will need a pen, pencil, ruler, exercise book, charged device and calculator
- Complete unfinished class tasks at home and extra practice wherever possible.
- Seek support when concepts are difficult, ask for a challenge when tasks feel easy.
- Utilise supports – MHLS, teachers and online learning subscriptions
- Prepare for formative and summative tasks by making summary sheets and doing extra revision.

Music

Key Learning Area

Overview

Creative Arts

The evidence of neuroscience overwhelmingly demonstrates that children studying music have a considerable educational advantage over those who do not. Because of the essentially aural nature of music, together with the requirements of intense listening and concentration, the child's brain responds powerfully to music education, enhancing all other learning.”
Richard Gill OAM, The Sydney Morning Herald

Aims

The aim of the Stage 5 Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing, and listening. Students should envisage that their skills in all these areas will develop gradually over the 200-hour course.

Content

Students will learn about and experience Music through 3 components.

Performance

This is the main component in the Stage 5 course, encouraging students to perform as a soloist and in an ensemble situation. Students are free to make decisions on performing a range of repertoire, reflecting their technical level and interest in musical genre.

Aural / Musicology

Aural (listening) and Musicology (the analysis of music) is more comprehensive than writing notes or history of a composer. This component is about the appreciation, experience and analysis of all musical genres further developing and deepening a students’ understanding of Musical Concepts that was first presented in Stage 4.

Composition

Composition looks at incorporating skills in improvisation, performance and technology. Students investigate and experiment with instrumental sounds through conventional and non-conventional means. Students also utilise recording, notating and editing devices on specialist musical software supplied by the school.

Personal Development/Health & Physical Education

Overview

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice 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.

Sequence of Units/Skills/Topics

Personal Development and Health Units

- Health Detectives
- Changes and Challenges
- The Mind Matters
- Move to Move

Physical Education Units

- Circuit Fitness
- Stick Games
- AFL
- Athletics

- Indigenous/World Games
- Volleyball/Spikeball
- Summer Sports

Assessment:

Throughout this course, students are required to complete several formative assessment tasks during theory lessons to demonstrate knowledge, understanding and skills.

Note: Practical assessment is ongoing throughout each unit.

Supplementary Information

A school hat is a compulsory item of the sports uniform that should be worn during ALL practical lessons. At the beginning of each year all students are made aware of their responsibility to come fully prepared for practical lessons. They are also informed of the consequences if they fail to fulfill their commitment.

Photographic & Digital Media

Overview

Photographic and Digital Media seeks to build on student's accessibility to the modern world via the use of photographic imagery. Students will develop an understanding of how to use an SLR camera, develop their own film and print their own black and white photographs. Digital cameras will also be used and Photoshop will be used to manipulate these images.

Students are given the opportunity to develop knowledge, understanding and skills to make photographic images informed by their understanding of practice, the conceptual framework and the frames. They will also have developed skills in critically and historically interpreting photographic works informed by their understanding of practice, the conceptual framework and the frames.

Sequence of Units/Skills/Topics

- "The Photographer's Eye"- is a unit designed to introduce students to the connections between technique and design when creating photographic images. The function photography serves in our society will be explored by creating artistic images, documentary images and commercial images. The power of good compositional choices will be analysed in famous images and the reworking of their own images.
- "Time" - is a unit designed to introduce students to wet photography and the analogue camera. The historical development of photographic processes will be studied and students will work through using pinhole cameras, cyanotypes, photograms and film. Technical mastery and independence will be developed in using a manual camera and making high quality enlargements.

Supplementary Information

Excursion to Newcastle to photograph the city sights.

Student's work will be displayed within the school area as well as in the annual All Saints' College Visual Arts Exhibition.

Physical Activity & Sports Studies-PASS

Overview

The Physical Activity and Sport Studies (PASS) syllabus represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyles. It includes a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games as well as individual and group physical fitness activities.

Sequence of Units/Skills/Topics

Theoretical Units

- Body Systems and Energy for Physical Activity
- Physical Fitness
- Lifestyle Leisure and Recreation

Practical Activities

- Racquet Sports
- Camp / Initiatives / Games
- Leisure Activities
- Golf
- Fitness Testing
- Biathlon

Excursions/Camps

Term 2 Week 4- Wednesday 2nd May- Friday 24th May: Three day/Two-night Outdoor Education Experience

Throughout the year, local sporting facilities are used to support the practical component of this course.

Note: Practical assessment is ongoing throughout each unit.

Supplementary Information

A school hat is a compulsory item of the sports uniform that should be worn during ALL practical lessons. At the beginning of each year all students are made aware of their responsibility to come fully prepared for practical lessons. They are also informed of the consequences if they fail to fulfill their commitment.

Science

Overview

Year 9 is the beginning of Stage 5. Through Science, students are provided with a distinctive view and way of thinking about the world. In the study of Science, students investigate phenomena from the subatomic to the cosmological. The study of Science gives students the chance to examine the impact on their lives of scientific knowledge and its implications for their communities and surroundings. It provides students with opportunities to become independent and reflective learners and promotes the development of informed attitudes towards Science and the environment.

Science encourages students to think critically, analyse data and information, draw evidence-based conclusions and apply and communicate their findings, understanding and viewpoints in a scientifically literate manner when making decisions about the environment, and the natural and technological world.

Sequence of Units

- Investigating Skills Review
- Living World
- Chemical World
- Physical World
- Earth and Space

Assessment

Stage 5 Science students are assessed through formal and informal assessment. Informal assessment includes activities and demonstrations of skills that occur during class time.

Supplementary Information

Class tests/tasks including pre-tests and formative tasks can be expected from time to time as an informal part of the assessment. All students are required to have correct equipment including safety goggles, a charged device, stationery, and correct shoes for all their laboratory practical work. Students must also undertake a mandatory Independent Investigation (Task 1). Students and parents need to be aware that there is a possibility of movements between classes at the end of a semester based on demonstrated ability and creating the best learning environment. Any concerns should be promptly communicated to the Science teacher.

Textiles Technology

Overview

During the first year of this 200 hour course students will primarily develop their practical skills in the Sewing Room. Students will complete a project using basic methods of construction. Students learn how to use and care for equipment specific to Textiles Technology. Learning how to work safely is a focus of the year. During Semester 2 students research and create projects using hand embroidery methods.

Sequence of Units/Skills/Topics

- Introduction to Textiles Non-apparel
- Time for Bed Apparel
- Let's Decorate Textile Arts

Supplementary Information

Students will need an A3 art book which they will use to display their work in folio form. Students are able to use equipment supplied through school however they may benefit from purchasing some equipment themselves. Such equipment may include dress making scissors, tailor's chalk, un-picker, tape measure and dress maker's pins. All equipment must be labelled and needs to be contained in the student's own sewing box.

Students are provided with a sample folder in Year 9 which will serve them until the end of Year 10. No other workbook is required for this subject.

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Students are provided with a sample folder in Year 9 which will serve them until the end of Year 10. No other workbook is required for this subject.

Visual Arts

Overview

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Students are given the opportunity to develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames, and to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Sequence of Units/Skills/Topics

- Portraiture: Develop confidence in making and talking about art. Students will criticise works by professional artists and engage in the practise and processes of creating their own works. An exploration of drawing, mark-making. Students will explore individual 2-D artworks through conceptual practice (painting and drawing).
- Still life and surrealism: Students look at and discuss still-life paintings and develop a definition for the genre. Further their understanding of this type of painting and practice the style by drawing their own still life's from direct observation. Students then to create their own Surrealists collage (pastel drawing, digital artwork, etching) .
- Ceramic Surrounds; explore nature through sculpture and charcoal drawings. Students use the frames to explore world representation within artworks. Students look at techniques used by artists to communicate meaning to an art audience and the use of the elements of design (clay and charcoal).
- Budgies, Burgers and Toranas: Students investigate Ben Quilty's art to inform the practice of structural, cultural and subjective frame in art making through thickly painted landscapes and portraits (painting).

Supplementary Information

Walking excursions to the Maitland Regional Art Gallery will be organised during normal lesson time.

Student work may be selected for displayed around the school or the All Saints' College Annual Art Exhibition.

Visual Design

Overview

Visual Design allows students to explore the nature of a good design in the production of their own designs. Students explore various approaches in creating their work, with a strong focus placed on computer based technology. Individuals will learn the value and meaning of visual design artworks in society and the importance of the audience as consumer.

Students are given the opportunity to develop knowledge, understanding and skills to make design artworks informed by their understanding of practice, the conceptual framework and the frames, and to critically and historically interpret design works informed by their understanding of practice, the conceptual framework and the frames.

Sequence of Units/Skills/Topics

- “Pixels, Paths & Pages”- a unit focusing on digital design. Students will gain skills in using industry standard software to create a variety of design works. They will explore typography, logo design, digital painting and vector illustrations. Students will produce a folio of quality images and products in the field of graphic design.
- “Skate and create” - a unit exploring the history of the skateboard culture, retro-design and homage in relation to commercial design. Students will analyse existing designs and create their own skateboard deck.

Supplementary Information

Compulsory excursions will be organised both locally and regionally.

Student’s work will be displayed within the school area as well as in the annual All Saints’ College Annual Art Exhibition.