

CUMBERLAND HIGH SCHOOL

YEAR 9

ASSESSMENT INFORMATION
AND SCHEDULES



2024

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KEY PEOPLE

PRINCIPAL.....	Mr Fulwood
DEPUTY PRINCIPAL – Years 7, 9 and 11	Mrs Shadwick
DEPUTY PRINCIPAL – Years 8, 10 and 12	Mrs Ashton

HEAD TEACHERS

ENGLISH	Mr Duhigg
MATHEMATICS.....	Mr Bell
SCIENCE.....	Mr Walford
HSIE (Human Society and Its Environment)	Mr Condell
FACULTY OF THE ARTS.....	Mr Andrews
PDHPE (Personal Development, Health & Physical Education).....	Mr Wilson
TAS (Technology and Applied Studies)	Ms Czislowski
ADMINISTRATION.....	Mr Thomas
LEARNING DESIGN & WELLBEING.....	Ms Bovill
TEACHING AND LEARNING	Mr Lummis
SECONDARY STUDIES	Mr Wilcox

STUDENT ADVISORS

YEAR 7	Mr Chan
YEAR 8	Ms Coster/Mr Duffy
YEAR 9	Mr Kwan
YEAR 10	Ms Isachsen/Ms McCubbin
YEAR 11	Mr Langdon
YEAR 12	Mr Pillay

Introduction for Junior School Students

This document has been developed to make clear the procedures, expectations and rules about assessment at Cumberland High School.

The first pages are the school's policy on assessment.

The remaining pages are the assessment schedules for each subject, including:

- the assessment tasks which will take place throughout the year
- how much each task is worth
- when each task will occur/ due date

WHAT IS ASSESSMENT?

Assessment is how teachers measure your success as a learner.

ASSESSMENT OF LEARNING determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting. It is a mandatory part of each course you study.

ASSESSMENT FOR LEARNING gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

TABLE OF ASSESSMENT TYPES

TABLE OF ASSESSMENT TYPES	
Assessment Of Learning (Formal assessment) These assessments usually occur at the end of a unit to check your overall understanding:	Assessment For Learning (Informal assessment) To check your progress along the way and make sure that you are learning as the teacher moves through the unit of work:
<ul style="list-style-type: none">• Assessment tasks/ unit tests	<ul style="list-style-type: none">• Observation of student learning
<ul style="list-style-type: none">• Projects / Research Assignments	<ul style="list-style-type: none">• Classroom activities
<ul style="list-style-type: none">• Oral Engagement / Presentations	<ul style="list-style-type: none">• Homework assignments
<ul style="list-style-type: none">• Practical Tasks and Artworks	<ul style="list-style-type: none">• Mini tests
<ul style="list-style-type: none">• Portfolios	<ul style="list-style-type: none">• Group and pair work
<ul style="list-style-type: none">• Practical performances and compositions	<ul style="list-style-type: none">• Experiments/performances
<ul style="list-style-type: none">• Half Yearly and Yearly examinations	<ul style="list-style-type: none">• Bookwork

HOMEWORK GUIDELINES

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating at home the work which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in your school diary
- recording due dates for tasks and major assignments in your diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard and
- submitting assigned work punctually.

Assessment Procedures

Assessment Task Notification

At least 2 weeks prior to an assessment task, students will be provided with a written assessment notice containing information on the task, the outcomes to be assessed and a marking criteria.

Assessment Deadlines and Attendance

Students need to manage their time to meet assessment deadlines.

When an assessment task takes the form of research or a practical, which is to be completed at home and submitted on or before a set date, it must be submitted at the start of the lesson unless otherwise at the time stated in the notification.

When an assessment task is during class time, students must attend school for all lessons on that day. (i.e. a student cannot miss lessons to prepare for their assessment task).

Where assessment deadlines are not met and the Illness or Misadventure policy does not apply, students will receive a zero mark and a letter will be sent home notifying parents and guardians.

Electronic Submission of Assessment Tasks

You are not to assume that you may submit assessment tasks by email or by other digital media. However, on some occasions the Head Teacher or Teacher may allow you to submit electronically. Head Teachers/ Subject Teachers may also require you to hand in a printed copy of the task. Any such instructions will be made clear to you on the assessment task notification.

- When this is required or permitted, your task may be submitted on USB or by email. When electronic submission does occur, the following rules will apply:
 1. The school will not be responsible for unreadable, unusable or virus infected files or media.
 2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers.
 3. The assessment task should be readily identifiable.
- An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
- The school will not be responsible for not receiving emails. If submitting work by email, you must request that the teacher let you know that he/she has received your work. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school's email system will be considered valid. If you do not receive a receipt within a reasonable time, it will mean that the teacher did not receive your work.

Illness or Misadventure

Students who are absent from school on the day of an assessment task, examination or the day a hand-in task is due, must supply acceptable documentation:

- A Doctor's Certificate for illness
- A completed and signed [Illness / Misadventure Form](#) (copy attached at the back of this book). You may print this directly or ask for a blank copy from the relevant Head Teacher.

These two documents must be returned to the relevant Head Teacher/Deputy on their first day back at school.

Once this documentation has been received by the relevant Head Teacher, they will then determine the appropriate action. This may involve the student sitting the task on the same day or an alternate date will be confirmed.

If the required medical and misadventure documentation is not provided and this process is not followed, the student will receive a zero mark and a letter of Academic Concern will be sent home notifying parents or guardians.

Assessment Absence due to Suspension

All assessment tasks must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will NOT be entitled to apply for an extension or assessment reschedule.

At the time of suspension, the Deputy Principal will notify the relevant teachers of the student's suspension. The following procedures will then apply:

- hand-in assessment tasks – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable;
- in-class assessment tasks / examinations – the relevant faculty head teacher and/or class teacher will reschedule an alternative date for the task, which will be communicated to the student.

The consequences of not following these procedures may result in a zero mark being awarded.

Non-School Sport and Other Activities – Procedures for Students to Follow

Cumberland High School supports students who participate in both school-based and non-school-based sporting and other activities.

Generally, school-based sporting or other activities do not impact on the distribution/sitting/handing-in of assessment tasks since school routines and calendars accommodate and communicate this information in advance.

The following guidelines apply for students who participate in non-school-based sporting or other activities where there is the potential to impact upon the distribution/sitting/handing in of assessment tasks:

1. Student provides teacher with notice of the activity occurring prior to the scheduled assessment. This must include a letter from the parent/caregiver that lists the date, timing, event and location of the activity.
2. Teacher informs Head Teacher.
3. Depending on the nature of the task, a decision is made to provide an alternative option for the student.
4. Student is informed as soon as convenient of the arrangements.

Appeals Procedures

If a student feels there is a problem with the marking or administration of an assessment task, he or she should discuss the matter with the relevant Faculty Head Teacher. If the issue is not resolved, the student should discuss the issue with the Deputy Principal of their year group.

Student Rights and Responsibilities

Students have the **right** to:

- be informed of the assessment policies of your school and NESAs.
- receive clear guidelines relating to the requirements of each assessment task including a minimum of a 2-week written notification on all assessment tasks (incl. formal examinations).
- be told in advance of the due date for each assessment task with a minimum 2-week notification.
- calmly discuss any concerns regarding the marking of the task on return of the task.

Students have the **responsibility** to:

- ensure that **all work is their own** and avoid behaviour that could be considered malpractice/cheating, including plagiarism.
- become familiar with and follow the assessment requirements set by the school.
- complete all set tasks on-time, or talk to their teacher about what is required if they can't meet a deadline.
- follow up any concerns they have with tasks at the time they are marked and returned.

Ethical Practice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an assessment task and examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own.
- using material directly from books, journals, or the internet without acknowledging the source.
- producing work that has been memorised and contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

Cumberland High School and NESAs treat cheating in all assessment tasks including written examinations and practical works very seriously.

Depending on the circumstances of the case, one or more of the following may apply:

- zero marks may be awarded for part or all of the assessment.
- you may be required to have an interview with the assessment and reporting panel at school and/or NESAs, along with your name being added to the NESAs Register for cheating.
- you may damage your ability to apply for entry to TAFE or university courses or scholarships.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do your work for you.

Remember that doing your own work is not only about learning, it adds to your overall sense of achievement.

Rules for Examinations/Assessment Tasks – Years 7 to 9

GENERAL RULES (Which apply to ALL examinations and assessment tasks)

- NO electronic devices, except NESAs approved calculators (with memory cleared) may be brought into the examination room.
- Candidates must ensure that their **mobile phone(s) is turned off**, (or preferably secured at home or the front office) and not with them while sitting an **examination** nor an **in-class assessment task**.
- Candidates must enter the examination venue silently.
Complete silence **MUST** be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Candidates are to remove their watches as these are no longer permitted – these must be secured elsewhere.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidates' paper.
- Candidates are **NOT** to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every examination.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are **NOT** permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates **MUST** obey all reasonable instructions given by supervisors.
- Borrowing is **NOT** permitted.
- No equipment will be lent by the faculty, unless specified by the faculty – e.g. Japanese Dictionary
- Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Codes of Conduct/School Rules apply during ALL exams.
- **NO** exam papers or the writing paper provided is to be removed from the examination hall by a student.
- For shorter length exams, classes will quietly depart the hall when dismissed by the supervising teachers.

IMPORTANT FOR YEAR 7-10 STUDENTS:

If the above examination rules are not followed, you may receive a **ZERO MARK** and be removed from the examination and referred to the Head Teacher / Deputy Principal.

Disability Provisions

You may be granted disability provisions if you have:

- visual or auditory difficulties
- learning difficulties
- fine motor difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on your ability to complete an assessment task
- psychological difficulties

(Your parents/guardians are responsible for providing all documentation and informing the school of your disability)

Successful applicants will be granted provisions that are appropriate as determined by the Board of Studies or the School. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where you have a temporary condition, such as an injury, which may affect school assessments or examinations but is not relevant for consideration by the Board of Studies you may apply to the Deputy Principal for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

Administration of Disability Provisions within the School

Some Disability Provisions, such as the provision of a Writer and/or Reader, require resources which may, at times, be difficult for the school to provide. To ensure that we support you as best we can, the following procedures should be followed:

1. For extra time for assessment tasks (such as in-class tests) you should notify your teacher as soon as you receive your assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. For the use of a personal computer, he/she will ensure that no inappropriate material/software is available on the computer. The following rules will apply:
 - a. You may not use functions such as spell checking or grammar checking, or other computer functions which may give you an advantage over others sitting a pen and paper examination.
 - b. You are not to format your work beyond simple paragraphing and other conventions which would be accessible to a student sitting a pen and paper examination.
 - c. A computer calculator is not an approved calculator for the purposes of Board of Studies Examinations.
 - d. Simple drawing programs are permitted where you are required to draw diagrams etc. for an assessment task.
 - e. For the purposes of ensuring compliance with these rules, you may be closely supervised when using personal computers.

Reporting to Parents

FORMAL SCHOOL REPORTS

The school formally reports on student progress twice each year: a Semester 1 report (Half-Yearly Report) for Years 7-12 and a Semester 2 report (Yearly Report) for Years 7, 8, 9 and 10, issued at the end of Term 4.

Half-Yearly and Yearly Reports will provide information concerning your progress within each course. For Years 7-10, Grades (A to E) will reflect your achievement within the subject. The following additional information will be provided for each course:

- A number of statements indicating the degree to which you are succeeding in your study of the subject
- A learning profile reflecting your commitment and attitude towards learning
- Extra-curricular involvement will also be reported. (Extra-curricular activities are the things you do other than normal school work e.g. Debating, SRC etc.)

It is the responsibility of the Head Teacher to ensure that, as far as possible, final grades are an accurate reflection of each student's achievement of the course outcomes. Hence the Head Teacher may exercise appropriate professional judgment in finalising marks to ensure that this requirement is met and that marks reflect an appropriate pattern of grades.

All students will participate in a Report Conference after receiving a report. During this conference students will evaluate their progress during the semester and set learning goals for the next semester.

Meaning of Grades	
For half-yearly and yearly reports, Head Teachers give you a grade to reflect your academic achievement within each course. The meaning of grades allocated to you is explained as follows:	
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.

Assessment Schedules:



CORE: Year 9 English

In Year 9 English, students will engage with a variety of classic and contemporary texts which are increasingly complex. They will increase the sophistication of their creative responses as well as developing their skills in analytical writing by composing sustained texts. They will develop their capacity for independent self-study as well as working collaboratively to comprehend and analyse. Students will be able to explain how texts are influenced by context, purpose and audience.

Overview of Year 9 English Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Australian Identities• Speculative Fiction (Dystopia)	<ul style="list-style-type: none">• Shakespearean Comedy• Finding Your Voice

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Analytical multimodal presentation	35%	Term 2, Week 2
Creative Writing and Reflection Statement	35%	Term 3, Week 2
Yearly Examination	30%	Term 4, Week 5
	100%	

CORE: Year 9 English as an Additional Language / Dialect

Year 9 Additional English is offered to EAL/D students. This course is aligned to Certificate III in Spoken and Written English. It engages with a variety of texts essential for their assimilation into the Australian society, leisure, workplace, education and training. They listen to, read, view, interpret and compose a range of spoken and written texts as well as texts designed to inform and persuade. Students develop their understanding of a wide range of vocabulary, idiomatic expressions and how texts are influenced by context, purpose and audience.

Overview of Year 9 EAL/D Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Genre• Migrant stories	<ul style="list-style-type: none">• Shakespeare• Australian poetry

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks through the year:

TASK	WEIGHTING	DUE
Analytical response	25%	Term 1, Week 9
Creative response and reflection	25%	Term 2, Week 4
Poetry presentation	25%	Term 3, Week 9
Yearly Examination	25%	Term 4, Week 5
	100%	

CORE: Year 9 Mathematics Core and Standard Paths

The Core–Paths structure is designed to encourage aspiration in students and to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6.

The Path outcomes are used to progress students towards Stage 6 courses and are implemented throughout Stage 5 with careful consideration of the continuum of learning.

Overview of Year 9 Mathematics Core and Standard Paths content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Integers, decimals, fractions, ratio and rates• Financial mathematics• Expressions and equations• Right-angled triangles• Linear relationships	<ul style="list-style-type: none">• Length, area, surface area and volume• Indices• Properties of geometrical figures• Quadratic expressions and algebraic fractions• Probability and data analysis

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Term 1 Examination	20%	Term 1, Week 10
Half Yearly Examination	30%	Term 2, Week 5
Term 3 Examination	20%	Term 3, Week 8
Yearly Examination	30%	Term 4, Week 5
	100%	

Note: For all assessment tasks, only NESA Approved Calculators may be used.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

CORE: Year 9 Mathematics Core and Advanced/Extension Paths

The Core–Paths structure is designed to encourage aspiration in students and to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6.

The Path outcomes are used to progress students towards Stage 6 courses and are implemented throughout Stage 5 with careful consideration of the continuum of learning.

Overview of Year 9 Mathematics Core and Advanced/Extension Paths content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Number and financial mathematics• Expressions and linear equations• Right-angled triangles• Linear relationships• Length, area, surface area and volume	<ul style="list-style-type: none">• Indices and surds• Properties of geometrical figures• Algebraic techniques• Probability and single variable data analysis• Quadratic equations and graphs of parabolas

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Term 1 Examination	20%	Term 1, Week 10
Half Yearly Examination	30%	Term 2, Week 5
Term 3 Examination	20%	Term 3, Week 8
Yearly Examination	30%	Term 4, Week 5
	100%	

Note: For all assessment tasks, only NESA Approved Calculators may be used.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

CORE: Year 9 Mathematics Accelerate (Year 10 Mathematics Core and Advanced/Extension Paths)

The Core–Paths structure is designed to encourage aspiration in students and to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6.

The Path outcomes are used to progress students towards Stage 6 courses and are implemented throughout Stage 5 with careful consideration of the continuum of learning.

Overview of Year 10 Mathematics Core and Advanced/Extension Paths content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> • Algebra, equations and linear relationships • Properties of geometrical figures and circle geometry • Indices, exponentials and logarithms • Measurement and surds • Quadratic expressions and equations 	<ul style="list-style-type: none"> • Trigonometry • Parabolas, rates of change and variation • Probability • Single variable and bivariate statistics • Functions, polynomials and other graphs

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Term 1 Examination	20%	Term 1, Week 9 after Naplan
Half Yearly Examination	30%	Term 2, Week 7
Term 3 Examination	20%	Term 3, Week 6
Yearly Examination	30%	Term 4, Week 2
	100%	

Note: For all assessment tasks, only NESA Approved Calculators may be used.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

CORE: Year 9 Australian History

Year Nine History students will study significant events in modern Australian History such as Federation, the Gallipoli Campaign, Australia's role in World War Two and Australia's changing place in the world.

NOTE - This is a Semesterised (half-yearly) course.
If not taken in Semester 1, it will be taken Semester 2.

Overview of Year 9 Australian History Course Content

Topics: (Semesterised course)
<ul style="list-style-type: none">• Australia and Asia: Making a nation• Australians at war: World War I 1914-1918• Australians at war: World War II 1939-1945

Assessment Schedule – Semesters 1 / 2

Students will complete the following tasks within the applicable semester:

SEMESTER 1		
TASK	WEIGHTING	DUE
Australia and World War One source analysis and extended response	50%	Term 1, Week 9
Final Examination	50%	Term 2, Week 5
	100%	

SEMESTER 2		
TASK	WEIGHTING	DUE
Australia and World War One source analysis and extended response	50%	Term 3, Week 9
Final Examination	50%	Term 4, Week 5
	100%	

This is a SEMESTER (half-yearly) course. If not taken in Semester 1, it will be taken Semester 2.

CORE: Year 9 Geography

Year 9 Geography students will study areas such as Sustainable Biomes and their features and characteristics, as well as the patterns and trends in urban population through Changing Places.

NOTE - This is a Semesterised (half-yearly) course.
If not taken in Semester 1, it will be taken Semester 2.

Overview of Year 9 Geography Course Content

Topics: (Semesterised course)
<ul style="list-style-type: none">• Sustainable Biomes• Changing Places

Assessment Schedule – Semesters 1 / 2

Students will complete the following tasks within the applicable semester:

SEMESTER 1		
TASK	WEIGHTING	DUE
Biomes Task	50%	Term 1, Week 10
Changing Places Task	50%	Term 2, Week 5
	100%	

SEMESTER 2		
TASK	WEIGHTING	DUE
Biomes Task	50%	Term 3, Week 10
Changing Places Task	50%	Term 4, Week 5
	100%	

This is a SEMESTER (half-yearly) course. If not taken in Semester 1, it will be taken Semester 2.

CORE: Year 9 Personal Development, Health and Physical Education (PDHPE)

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

The content is presented in three content strands and the syllabus requires study from each strand in each of the Years 7 to 10.

- Strand 1 Health, Wellbeing and Relationships*
- Strand 2 Movement Skill & Performance*
- Strand 3 Healthy, Safe and Active Lifestyles*

Effective learning in PDHPE is underpinned by the development of skills that assist students to adopt a healthy, active and fulfilling lifestyle. The skills developed in PDHPE are categorised into three domains:

- Self-management skills
- Interpersonal skills
- Movement skills

Overview of Year 9 PDHPE course content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• A Healthy Australia• Real Connections• Practical: Court Games, Cross Country, Athletics and Striking Games	<ul style="list-style-type: none">• Fuel to Live• Free to Be Me• Practical: Invasion Games and Mini Olympics

Assessment Schedule – Semester 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
A Healthy Australia	30%	Term 1, Week 6
Practical Evaluation- Semester One	20%	Ongoing assessment in practical lessons throughout Semester One.
Fuel to Live	30%	Term 3, Week 9
Practical Evaluation- Semester Two	20%	Ongoing assessment in practical lessons throughout Semester Two.
	100%	

CORE: Year 9 Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge is contestable and is revised, refined and extended as new evidence arises or existing evidence is re-conceptualised. The study of science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences, they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Overview of Year 9 Science content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">M1 – Blue PlanetM2 – Sparks & Spectrum	<ul style="list-style-type: none">M3 – GATTACAM4 – Mysterious Atoms

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Depth Study (As mandated in the NSW Science K-10 Syllabus for the Australian Curriculum, all students in Stage 5 are required to undertake at least one individual project involving secondary source research)	35%	Term 2, Week 3
Working Scientifically Task (Skills from the <i>Working Scientifically</i> strand. Incorporates extracting and reorganizing information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases. Safely undertaking first-hand investigations)	25%	Term 3, Week 3
Yearly Examination (All topics studied this year)	40%	Term 4, Week 5
	100%	

ELECTIVE: Year 9 Commerce

Year 9 Commerce students will participate in a comparison-shopping field trip, they will learn about budgeting, the law promoting and selling, and running a business.

Overview of Year 9 Commerce Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Consumer and Financial Decisions• Law, Society & Political Involvement	<ul style="list-style-type: none">• Promoting & Selling / Running a Business• Travel & Investing

Assessment Schedule – Semesters 1 and 2

In-class assessments will take place throughout the semester. These tasks may be based on group work on a selected topic, internet research, field trips, listening to guest speakers, class activities / quizzes, class tests, homework tasks and course work.

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Consumer and Financial Decisions	30%	Term 1, Week 10
Law, Society and Political Involvement	30%	Term 3, Week 2
Yearly Examination	40%	Term 4, Week 5
	100%	

ELECTIVE: Year 9 Design and Technology

The study of Design and Technology develops a student’s ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Semester 1 Topics:		Semester 2 Topics:	
<u>Context</u>	<u>Focus Area</u>	<u>Context</u>	<u>Focus Area</u>
<ul style="list-style-type: none"> Information and Communication Technologies (ICT) 	<ul style="list-style-type: none"> Marketing 	<ul style="list-style-type: none"> Material Technologies 	<ul style="list-style-type: none"> Textiles
		<ul style="list-style-type: none"> Yearly Examination 	<ul style="list-style-type: none"> All Topics

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Minor Project and Folio	30%	Term 2, Week 3
Major Project and Folio	40%	Term 4, Week 2
Yearly Examination	30%	Term 4, Week 5
	100%	

ELECTIVE: Year 9 Drama

The aim of the Drama Years 9–10 Syllabus is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

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

Overview of Year 9 Drama Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Introduction to Improvisation and Play Building• Physical Theatre	<ul style="list-style-type: none">• History of Drama• Theatre Design

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Character hotseat + log book	35%	Term 2, Week 5
Group devised theatre performance	35%	Term 3, Week 8
Design project and rationale	30%	Term 4, Week 5
	100%	

ELECTIVE: Year 9 Elective History

Year Nine Elective History students will study topics such as Shipwrecks, Revolutions, Heroes and Villains and the American Civil War and Assassinations.

Overview of Year 9 Elective History Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Shipwrecks• Revolutions	<ul style="list-style-type: none">• Heroes and Villains• American Civil War and Assassinations

Assessment Schedule – Semesters 1 and 2

In-class assessments will take place throughout the semester. These tasks may be based on group work on a selected topic, internet research, field trips, listening to guest speakers, class activities / quizzes, class tests, homework tasks and course work.

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Half-yearly Examination	30%	Term 2, Week 3
In-class extended response	30%	Term 3, Week 2
Yearly Examination	40%	Term 4, Week 4
	100%	

ELECTIVE: Year 9 Food Technology

In Year 9 Food Technology, students have the opportunity to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, produce and present high quality food solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Overview of Year 9 Food Technology Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none"> • Food Selection and Health • Food for Special Needs 	<ul style="list-style-type: none"> • Food in Australia • Food for Special Occasion

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Task 1 - Food Selection and Health Theory/Practical Assessment Task: Create and present a healthy and high-quality food bowl including nutritional analysis.	20%	Term 1, Week 9
Task 2 - Food for Specific Needs Theory/Practical Assessment Task: Create a weekly menu planner for a specific nutritional need. Prepare and present one of the recipes from this planner.	30%	Term 2, Week 6
Task 3 – Food in Australia: Theory/Practical Assessment Task: Create an information report on two Australian cultures. Design and produce a creative fusion food inspired by these two cultures.	30%	Term 3, Week 8
Task 4 – Food for Special Occasions Yearly Examination Examination questions will be based on the impact of food on cultural, religious, historical and family events.	20%	Term 4, Week 5
	100%	

ELECTIVE: Year 9 Computing Technology

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.

Overview of Year 9 Computing Technology Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">Enterprise Systems: Analysing Data	<ul style="list-style-type: none">Software Development: Building Mechatronics and Automated Systems

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Interview of Individual and Investigation of Data Analysis	15%	Term 1, Week 9
Creating a Digital Solution Using Data	20%	Term 2, Week 8
Research Report into Mechatronics	35%	Term 4, Week 3
Yearly Examination	30%	Term 4, Week 5
	100%	

ELECTIVE: Year 9 Japanese

The aim of the Year 9 Japanese course is to develop students' understanding of linguistic knowledge and cultural concepts through various topics. The course will introduce students to a range of Japanese writing systems including Hiragana, Katakana and Kanji characters. Students will also explore the interdependence of language and culture in a range of contexts.

Textbook: Obento Supreme

<https://cengage.com.au/product/division/secondary/title/obento-supreme-workbook-with-1-access-code-fo/isbn/9780170417693>

Overview of Year 9 Japanese Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Meeting New Friends• Families in Japan• Famous Japanese Events	<ul style="list-style-type: none">• Leisure Activities• After-School Activities and Clubs• Past-times

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Speaking task	40%	Term 2, Week 2
Reading task	30%	Term 3, Week 8
Journal writing task	30%	Term 4, Week 2
	100%	

ELECTIVE: Year 9 Music

Students will expand their practical music skills through rehearsal and performance, explore various musical styles, develop a higher understanding of music theory and extend their aural listening skills. Students will also develop composition skills using music software/apps. This course will provide students with essential knowledge and skills to further their music education in Years 11 and 12.

Overview of Year 9 Music Course Content

Course Topics:	Learning Experiences:
<ul style="list-style-type: none">• The Blues• Music of Other Cultures• Australian Music	<ul style="list-style-type: none">• Performing• Composing / Arranging• Listening

Performing - Students perform on an instrument of their choice. There are solo instrumental performance opportunities as well as group ensemble performances.

Composing/ Arranging - Students create original compositions in various styles and formats. Students also modify, mix and arrange the works of other artists/composers.

Listening - Students develop aural listening skills and they respond by describing and notating what they hear. All of the musical concepts form the basis of aural studies: Pitch, Duration, Dynamics & Expressive Techniques, Tone Colour, Texture and Structure.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Listening & theory quiz	15%	Term 2, Week 2
Composition & performance	30%	Term 2, Week 3
Australian Music performance	20%	Term 4, Week 1
Australian Music composition & aural task	35%	Term 4, Week 2
	100%	

ELECTIVE: Year 9 Photographic and Digital Media

Photography fosters interest and enjoyment in the making and studying of photography and digital media. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

Overview of Year 9 Photographic and Digital Media Course Content

Students learn to take photographs in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice. They also develop skills to critically and historically interpret art and to make informed judgements about photographic artists and the art world.

Topics may include:	
<ul style="list-style-type: none">• Shapes and Shadows• Photographer Analysis	<ul style="list-style-type: none">• Digital Photography• Stop Motion Animation

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Portfolio of Photographs	30%	Term 2, Week 1
In-class Task	30%	Term 3, Week 3
Digital Works	40%	Term 3, Week 9
	100%	

ELECTIVE: Year 9 Physical and Sporting Studies (PASS)

Physical Activity and Sports Studies represents an insight into physical activity and sport in society. 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.

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

The Physical Activity and Sports Studies course builds on the skills developed in primary years K–6 and Years 7–10 syllabuses, ie communicating, decision-making, interacting, moving, planning and problem-solving. The syllabus integrates these with higher order skills that assist students to participate effectively in and understand the concepts related to physical activity and sport.

Overview of Year 9 Physical and Sporting Studies (PASS) Course Content

Semester 1 Topics:	Semester 2 Topics:
<ul style="list-style-type: none">• Body Systems and Energy for Physical Activity• Physical Activity for Health• Practical: Fitness and European Handball	<ul style="list-style-type: none">• Australia’s Sporting Identity• Opportunities and Pathways in Physical Activity and Sport• Practical: AFL and Mini Olympics

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Body Systems and Energy for Physical Activity	25%	Term 1, Week 6
Practical evaluation – Semester One	25%	Ongoing assessment in practical lessons throughout Semester One.
Australia’s Sporting Identity	25%	Term 3, Week 5
Practical evaluation – Semester Two	25%	Ongoing assessment in practical lessons throughout Semester Two.
	100%	

ELECTIVE: Year 9 Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

Overview of Year 9 Visual Arts Course Content

Students learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist's practice. They also develop skills to critically and historically interpret art and to make informed judgements about artists and the art world.

Semester 1 Topics may include:	Semester 2 Topics may include:
<ul style="list-style-type: none">• Art Movements• Still Life Art – Drawing, Painting & Photography	<ul style="list-style-type: none">• Surrealism• Perspective drawing• Painting & printmaking

FEES APPLICABLE - There is a mandatory cost associated with this subject. These fees cover the cost of the required resources. Fees are **due by Friday, Week 4 in Term 1**. If there is any issue with the payment of fees, please contact the school.

Assessment Schedule – Semesters 1 and 2

Students will complete the following tasks throughout the year:

TASK	WEIGHTING	DUE
Still Life Artwork/s	35%	Term 2, Week 3
Examination	30%	Term 3, Week 2
Surrealism Artwork/s	35%	Term 4, Week 4
	100%	



Cumberland High School

Illness / Misadventure Form

Student Name: Date:

Subject: Teacher:

Task Number/Title: Date of task:

REASON FOR NON-SUBMISSION <i>(please circle)</i>		
Illness	Approved Leave	Approved School Activity
Misadventure	COVID - Related	Other

Explanation:

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You must attach supporting documentation.

Illness must be accompanied by a Medical Certificate.

Student Signature: Date:

Parent Signature: Date:

Approved

Not Approved

Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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Cumberland High School

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Approved	
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Not Approved	
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Classroom Teacher Signature: Date:

Faculty Head Teacher Signature: Date:

Comments:

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