



**KINROSS
COLLEGE**

Believe • Act • Achieve

Year 9 Course Outlines

Semester 2 - 2017



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COLLEGE**

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Dear Parent/Caregiver

The information contained in this booklet outlines the key curriculum content and assessment which will be covered for students at Kinross College for Semester 1 2017.

The exact timing of assessments may vary from this outline, however the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

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

In order to ensure each student is catered for, all students have been allocated a TAG teacher. Students will see their TAG (Teacher Advisory Group) teacher, in TAG class for a 40 minute session each Thursday, as well as at specially organised times or events. The TAG teacher is often the best 'first point of contact' in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant subject teachers directly. Year Coordinators can also be a useful contact. The Year 9 Coordinator is Mrs Mary Salib and can be reached on 9306 6000 or mary.salib@education.wa.edu.au.

In the booklet, nearly all subjects offered to Year 9 students have been included. Some additional outlines will be added in the near future. Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term.

Updates to curriculum information will be provided via an e-bulletin link as they occur. If you have any curriculum queries, please contact the relevant Head of Faculty.

Regards

Dale Beaton

Associate Principal (School Services)

(08) 9306 6000

August 2017

Faculty of English
Year 9 ENGLISH
Semester 2 2017

Week	Key Concepts/Essential Content	Assessment (%)
Term 3 Week 1	<p>Poetry Unit: Week 8-10</p> <ol style="list-style-type: none"> Students listen for ways texts position an audience. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. Students make presentations, comparing and evaluating responses to ideas and issues. <p>Curriculum Links: Responding to Literature ACELT1635 Examining Literature ACELT1636 Interactions with Others ACELY1741</p>	<p>Ongoing assessments:</p> <ul style="list-style-type: none"> CARS and STARS (10%) Journal writing/ Reading log (10%) <p>Task 1: Poetry Recitation 10% week 10</p> <p>Speaking and Listening/Responding:</p> <ol style="list-style-type: none"> Recite a poem of your choice, taking into account performance based criteria. Reflection Task (200-400 words): Briefly explain the poem you have chosen and how significant language features shaped your response to the text.
Term 3		
1	<p>Shakespeare Unit: Weeks 1-5 – Taming of the Shrew or Twelfth Night.</p> <ol style="list-style-type: none"> Students will analyse and explain how vocabulary choices and language features distinguish the work of individual authors. Students will select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. Students respond to issues and interpret ideas from other texts. <p>Week 1: introduce and engage students with Shakespeare and the play.</p> <p>Curriculum Links: Text Structure ACELA1553 Text Structure ACELA1770 Examining Literature ACELT1636 Language Variation and Change ACELA1550</p>	
2 - 3	<p>Weeks 2-3: Explore (read/watch) the play and develop understanding of the storyline.</p> <p>Curriculum Links: Text Structure ACELA1553 Text Structure ACELA1770 Examining Literature ACELT1636</p>	
4	<p>Week 4: Analyse the play and important language features, themes, characters and setting.</p> <p>Curriculum Links: Text Structure ACELA1553 Text Structure ACELA1770 Examining Literature ACELT1636</p>	

Week	English Term 3 (Continued)	
5	<p>Week 5: Prepare and write essay assessment.</p> <ul style="list-style-type: none"> - Students will plan, draft and edit work before producing a final copy. - Students will create a text responding to issues and concepts from the play and interpret information to provide evidence. <p>Curriculum Links: Text Structure ACELA1553 Text Structure ACELA1770 Examining Literature ACELT1636 Examining Literature ACELT1772</p>	<p>Essay Task 15%: Responding – Week 5 Comedy-based plays written by William Shakespeare often use disguise as a crucial part of the story. While most disguises are removed by the end, those who use them to achieve a specific goal generally succeed. Discuss this topic in relation to a text you have studied in class.</p>
6	<p>Novel Studies Unit: Week 6 – 15 Select a novel that discusses a social issue evident in today’s society, for example “A Fault in our Stars,” by John Green.</p> <ol style="list-style-type: none"> 1. Students will evaluate and integrate ideas and information from texts to form their own interpretations. 2. Students understand how to use a variety of language features to create different levels of meaning. 3. They understand how interpretations can vary by comparing their responses to texts to the responses of others. <p>Week 6: introduce the social issue prevalent in the novel, as well as context and background information.</p> <p>Curriculum Links: Literature in Context ACELT1633 Responding to Literature ACELT1771 Examining Literature ACELT1636</p>	<p>Formative Assessments: Character retrieval chart <u>and/or</u> plot/chapter summary task.</p>
7	<p>Week 7: introduce the novel and begin reading.</p> <p>Curriculum Links: Literature in Context ACELT1633 Responding to Literature ACELT1771 Examining Literature ACELT1636</p>	
8 - 10	<p>Weeks 8-10 continue reading the novel, exploring character, setting and plot along the way.</p> <p>**School Holidays can be used to assist in catching up for students who are behind – teacher discretion.</p> <p>Curriculum Links: Literature in Context ACELT1633 Responding to Literature ACELT1771 Examining Literature ACELT1636</p>	

Term 4 English (Continued)		
<p>1 - 2</p>	<ol style="list-style-type: none"> 1. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. 2. Students will evaluate and integrate ideas and information from texts to form their own interpretations. 3. Students understand how to use a variety of language features to create different levels of meaning. 4. They understand how interpretations can vary by comparing their responses to texts to the responses of others. <p>Week 11 - 12: Review novel and student understandings, and analyse the novel – explore major themes, symbols and motifs from the novel.</p> <p>Curriculum Links: Examining Literature ACELT1636 Interpreting, Analysing, Evaluating ACELY1742 Interpreting, Analysing, Evaluating ACELY1744</p>	<p>Ongoing assessments:</p> <ul style="list-style-type: none"> - CARS and STARS (10%) - Journal writing/ Reading log (10%)
<p>3</p>	<p>Character exploration: Students will select and explore in detail 2 major characters from the novel and evaluate how the characters are similar and different. Students will look at the 8 elements of characterisation for both characters: physical description, name, reactions of others, thoughts, actions, attitudes and values, physical and emotional setting, and dialogue. This information will provide both, analytical assistance as well as provide evidence for their assessment.</p> <p>Students will research, plan and draft their character analysis assessment in class, which is to be completed at home and is due Tuesday Week 14.</p> <p>Curriculum Links: Examining Literature ACELT1636 Interpreting, Analysing, Evaluating ACELY1742 Interpreting, Analysing, Evaluating ACELY1744</p>	<p>Character Analysis (Poster)10% Compare and Contrast two major characters from the novel, examining character traits established within the text.</p>
<p>4</p>	<ol style="list-style-type: none"> 1. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. 2. Students will evaluate and integrate ideas and information from texts to form their own interpretations. 3. Students understand how to use a variety of language features to create different levels of meaning. 4. They understand how interpretations can vary by comparing their responses to texts to the responses of others. <p>Week 14 – 15: Students will study and prepare for in-class essay on the novel (week 15), practicing essay writing as well as understanding the social issues addressed in the text.</p>	

Week 4 (Cont)	Curriculum Links: Examining Literature ACELT1636 Interpreting, Analysing, Evaluating ACELY1742 Interpreting, Analysing, Evaluating ACELY1744	
5	Students will plan for the in-class essay the session before the assessment, going over significant quotes, themes, characters, and narrative techniques. <ul style="list-style-type: none"> - Explore the essay question - Explore narrative conventions used within the text. - Model writing strategies for students to use in their own writing. - Plan for the essay – structure, evidence and language conventions. Curriculum Links: Examining Literature ACELT1636 Interpreting, Analysing, Evaluating ACELY1742 Interpreting, Analysing, Evaluating ACELY1744	Novel Studies Essay 15% - In-Class 1. “A good story, just like a good sentence, does more than one job at once. That’s what literature is: a story that manages to reflect in some way the multilayered texture of life itself.” – Karen Thompson Walker. Discuss how the novel you have studied reflects the intricacies or human life. Use narrative conventions to support your argument.
6	Exam Preparation	
7	EXAM WEEK	Exam 30%
8 - 10	Travel Media	

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

Year 9 - MATHEMATICS

Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 3 1	Linear - Find the distance between two points and midpoint of a line segment	
2-4	Linear graphs - Revise linear equations - Plot points on the Cartesian plane - Read the x - and y - intercepts - Use the gradient intercept form - Find linear rules from a table of values	1: Linear test (15%)
5-6	Trigonometry - Use similarity to investigate the trigonometric ratios - Find side length and angles	2: Trigonometry test (16.25%)
7-9	Statistics - Investigate reports of surveys - Back-to-back stem and leaf plots - Histograms - Compare data sets	3: Statistics investigation (16.25%)
9	Pythagoras - Find the length of the hypotenuse and short side of a right-angled triangle	3: Pythagoras test (16.25%)
10	Revision - Revise on content	
Term 4 Week 1-4	Area, surface area and volume - Review area of various shapes - Area of composite shapes - Converting all units - Calculate surface area and volume of cylinders and right prisms	4: Area, surface area and volume test 16.25%)
	Non-linear relations - Graph simple non-linear relations - Standard form of a quadratics equation - Turning point for of a quadratic equation	5 -6
7	EXAM WEEK	7: Exam (30%)
8-9	Direct proportion - Solve problems involving direct proportion - Relationship between graphs and equations to simple rate problems	8-9
10	Revision - Revise on content	10

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

There are 5 assessments in semester 1, consisting of three tests, one investigation and one exam, with a total weighing of 95%.

5% is allocated for class assignments quizzes.

SCIENCE COURSE OUTLINE SUMMARY 2017

The Science curriculum for 2017 will be delivered in 16 week blocks, with most topic rotations occurring half way through. For example, three Year 9 classes will study Biology and the other three will study Chemistry. After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with sufficient breadth. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 16 weeks allows for most of Term 4 to be negotiated with students to best reflect their area of interest and need. For example Year 10 students wishing to study more difficult Science subjects in Year 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time. Students in Years 7-9 will study courses that will assist their learning in the following year. e.g Year 8s will study Biology (Body parts) to assist their Year 9 Biology course (Body system interactions).

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

ASSESSMENT AND REPORTING

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

The Semester 1 report will reflect achievement from the first rotation (ie. the first 16 weeks of the year).
The Semester 2 report will reflect achievement in the second rotation.

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

Dennis Majekodunmi
HOD Science
Kinross College
August 2017

Faculty of Science
Year 9 - SCIENCE
 Semester 2, 2017

Topics	Lesson Title and MLO for each lesson.	Assessment/weighting
Term 3 Week 1 Matter	1. Science as a human endeavour: The history of the atom. 2. Atoms are made up of subatomic particles. 3. Atoms have mass.	
2	1. Electrons are arranged in shells. 2. Ions have more or fewer electrons. 3. Isotopes have more or fewer neutrons.	Atomic model CAT 18%
3	1. Science as a human endeavour: The half-life of an isotope can be used to tell the time. 2. Radiation is used in medicine. 3. Topic review. 4. End of topic test.	Matter FUT 17%
4 Chemical reactions.	1. Mass is conserved in a chemical reaction. 2. The rearrangement of atoms in a chemical reaction using a balanced equation.	
5	1. Endothermic reactions absorb heat from the surroundings. 2. Exothermic reactions release energy. 3. Acids have a low pH. Bases have a high pH.	
6	1. Acids can neutralise bases. 2. Acids react with metals to produce hydrogen and salt. 3. Oxidation reactions use oxygen to form new products.	Exothermic and Endothermic CAT 18%
7	1. Combustion reactions need fuel and oxygen to produce carbon dioxide and water. 2. Science as a human endeavour: fuels are essential to Australia. 3. Topic review.	Chemical Reactions FUT 17%
8 Sound and Light.	1. Vibrating particles pass on sound. 2. Sound can travel at different speeds. 3. Our ears hear sound.	Cochlear CAT 24%
9	1. Science as a human endeavor. Things can go wrong with our hearing. 2. Visible light is a small part of the electromagnetic spectrum. 3. Light reflects off a mirror.	
10	1. Light refracts when moving in and out of substances. 2. Science as a human endeavor: The electromagnetic spectrum as many uses. 3. Our eyes detect light.	Light and Sound FUT 23%

Week	Year 9 SCIENCE – Tectonic Plates (Continued)	Assessment/Weighting
Term 4 Heat and Electricity. 1	1. Science as a human endeavor: things can go wrong with our eyes. 2. Thermal energy moves down the temperature gradient. 3. Conduction transfers kinetic energy between particles. Convection causes the particles to move.	
2	1. Thermal energy can radiate through a vacuum. 2. Science as a human endeavor: The ability to use energy efficiently is considered a benefit to society. 3. Electricity is the presence and flow of electric charges.	
3	1. Electric current results from the movement of charges around a closed circuit. 2. Current can flow through series and parallel circuits. 3. Voltage is the difference in energy between two parts of a circuit.	
4	1. Resistance makes it difficult for current to flow in a circuit. 2. Revision: Sound and Light 3. Revision: Heat and Electricity.	Heat and Electricity 23%
5	End of Semester 2 exam. Exam to include the following: Matter Chemical reaction Sound and Light Heat and Electricity	

Please note that dates are a guide only and may change to suit teacher/student needs.
 Weighting goes on a 16 week cycle.

Faculty of Humanities and Social Sciences

Year 9 - HISTORY

Semester Two 2017

Week	Key Concepts / Essential Content	Assessment/Weighting
Term 3 1	Consumer Behaviour: Advertising Principles Consumer Behaviour Marketing Ethical Considerations	
2	Fair Trade: The Fair Trade Story Fair Trade vs Free Trade Factors of Production	Assessment 10%
3	Globalisation: The Chocolate Industry Child Slavery Child Soldiers	Assessment 10%
4	The BIG picture: The middle ages to the industrial age: OVERVIEW: How did societies change from the end of the middle ages to the beginning of the industrial age? The change in social structure The impact of inventions The impact of education	
5	The BIG picture: The middle ages to the industrial age. How did these changes affect health? What caused the death rate to decrease? What caused the birth rate to increase? Why was there a shift from an agricultural lifestyle to city living? What pressure/s did this place upon families and society as a whole?	
6	Historical Concepts: Perspective, Cause and Effect Continuity and Change, Evidence Empathy, Contestability Significance	Assessment 10%
	Historical Skills: Questioning and Research Analysing, Evaluating, Communicating, Reflecting	
8	INDUSTRIAL REVOLUTION: (1750 – 1914) – Depth Study What were the technical innovations that led to the Industrial Revolution? What were some of the changes in technology? How and why were the colonies important (in particular Australia)? Colonisation & resources - Students to map the spread of the British Empire. What resources was Britain able to obtain from the colonies?	
9	Population movement: Why did people move to cities? What was the impact of this migration? What were the positives and negatives of this move of people? What changes did society face? Living & working conditions: - What was the impact of steam – gas – electricity on people’s way of life during the Industrial Revolution? How did working conditions change? Why did Trade Unions emerge at this time?	Assessment 15%
10	Living & working conditions: - What was the impact of steam – gas – electricity on people’s way of life during the Industrial Revolution? How did working conditions change? Why did Trade Unions emerge at this time?	

Faculty of Humanities and Social Sciences

YEAR 9 - HISTORY

Semester Two 2017

Week	Key Concepts / Essential Content	Assessment/Weighting
Term 4 1	Global impact of the Industrial Revolution. - Describe the impact that cities, factories and mines (mining) had on the environment. Consider: <ul style="list-style-type: none"> - The environment - Population Growth - The economy 	
2	Settlement and its effect – Depth study - MAKING A NATION: Settlement to a ‘new’ nation had impact that was intended and unintended. Students examine: <ul style="list-style-type: none"> - Massacres - The spread of disease - The killing of sheep - Cultural differences - Belief and values differences 	
3	19 th century goldfields. - Students explore the immigration of non-Europeans to Australia. What was the impact of the Chinese, South Sea Islanders and Afghans on the Goldfields? What were the prevailing attitudes of Europeans? Living and working conditions: - How housing, sanitation, transport, education and industry influence living and working conditions in Australia? What was the impact of the gold rushes? Students to investigate the ‘Eureka Stockade’	Assessment 5%
4	Federation: What factors contributed to the making of Federation in Australia? What impact did the 1890s depression have? What were ‘Nationalist’ ideals? The Westminster system was agreeable, why? How did the new Federal government affect how Australians lived?	Assessment 10%
5	WORLD WAR 1: (1914-1918) Depth study What were the causes of WW1? Why did men enlist so readily? Did people have an idealistic notion of war? Why was it so important to fight ‘For King and Country’?	
6	WW1 (1914-1918) What was Australia like at this time? How big was the population? As a young nation, why was it important to show solidarity, to Australia and to Britain? The impact of WW1: Graphing statistics – Australian deaths compared to other countries. What was the impact of the War on: <ul style="list-style-type: none"> - The Australian economy? - Society? Conscription: <ul style="list-style-type: none"> - What is conscription? What were the arguments for conscription? 	Assessment 10%

(Cont)	<ul style="list-style-type: none"> - Why was a referendum about conscription held? What was the outcome? - Why did volunteers decline? 	
7	EXAM WEEK	Exam 30%
Week	Year 9 HISTORY	
8	<p>Gallipoli and trench warfare: During WW1, where did Australians fight? What was the nature of warfare in WW1? Students to investigate:</p> <ul style="list-style-type: none"> - Gallipoli and trench warfare. - Primary sources such as diaries, letters and documentation online from the Australian War Memorial. 	
9	<p>Commemoration of WW1: What is the ANZAC legend? What is the significance of ANZAC? Why does Australian society still commemorate Australia's contribution and involvement to conflict? Why is this ideal so 'Australian'?</p>	
10	<p>Skill Development Students to engage in varied activities to improve data interpretation and may include: Graphs and tables, maps, pictures and photographs and understanding primary and secondary sources.</p>	

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

Faculty of Technology and Enterprise
Year 9 – Cultural Foods
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 3 1a 1b	<ul style="list-style-type: none"> • Overview of course and assessment. • Requirements: apron optional, hair tied back, closed shoes, container, pen • Containers – \$1 for a container or 20c for a bag. NO credit is given • Safety & Hygiene – go through how you work in the room • Move to the cooking benches of teacher choice and groups Australia Damper Own family heritages	
2a 2b	Meat pies Meat pies	
3a 3b	Lamington cupcakes ANZAC biscuits	
4a 4b	America Banana Muffins Macaroni cheese	
5a 5b	Theory Plan the cooking component of assignment Burgers	Recipe and food order submitted
6a 6b	England Butterfly cakes Mexico Nachos	
7a 7b	Mexico Tortillas and Quesadillas Assignment	
8a 8b	Empanadas Pizza	
9a 9b	Cook assignment Evaluation of cooking component	Assessment /20
10a 10b	Assignment work Scones	Assignment due Assessment /20

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

Faculty of Technology and Enterprise
Year 9 – Cultural Foods
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 4 1a 1b	Italy Pasta Alfredo Biscotti	Assessment /20
2a 2b	Italy Minestrone demonstration Minestrone	
3a 3b	Calzone Italy theory	
4a 4b	China Noodles Stir-fry	Assessment /20
5a 5b	Greece Pitta bread & Tzatziki Greece theory	
6a 6b	Souvlaki Theory	Assessment /20
7a 7b	India Samosas EXAM WEEK	
8a 8b	France Tarte Tatin Canada Cranberry Orange muffins	
9a 9b	Poutine Snicker doodles	
10a 10b	Germany Streusel cake Pretzels	

Please note that dates are a guide only and may change to suit teacher/student needs. Marks are collaborated over terms one and two.

Faculty of the Arts
Year 9 ART
 Semester 2 2017

Week	Key Concepts Essential Content	Assessment/Weighting
Term 3 Week 1	Introductions – Why study Visual Art	
2-4	Project 1 – At the end, students will have completed a Manga scene on water colour paper using tube water colour paints. –Manga (Anime) hand-out laminated Manga eyes and other facial parts. Students practice drawing features in pencil, they may also have a try with charcoal. Students create their image on water colour paper.	Finished Painting 20 marks Planning and designs 10 marks
5-10	Project 2 -Acrylic painting (landscape\seascape) Impressionism vs Realism students will learn a little about Impressionism and compare this to Realism and how the techniques differ. Students will develop basic colour theory and create a landscape or seascape in their chosen style, developing their own appropriate painting techniques.	25 Marks
Term 4 1- 6	Project 3 – Skate board painted street art style or something loud and stylised. Students will design, practice their skills on a paper template and then decorate a blank skateboard using a combination of mediums, mainly paint.	Skateboards finished 20 Marks Designs 10 marks
7	PROJECT 4 – Drawing portraits – In this project, students are to create a portrait using a real person, preferably a self-portrait or a family member or friend. To start with they will need a picture for reference and possibly printed at least A4 to help observe shadow and tone. Unfortunately printed copies are often incorrect and so referencing real life must occur.	
8-9	Students practice facial parts: eye, nose, mouth, ear, hair, etc .	Facial parts 5 marks
10	Students starting on their portrait need to use 2H pencil and work very lightly to get the line work done. Students should spend a lot of time getting the size, position and shading correct.	Portrait 10 marks

Faculty of the Arts
Year 9 DRAMA

Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/ Weighting (%)
Term 3 1	Effective group work processes Conventions of a play script Blocking Drama Terminology Read "The Weather Girl" script	
2	Script work Character work	
3	Alternate endings Set design	
4	Voice work Scene work	
5	Creating a believable character Rehearsal	
6	Giving and receiving critical feedback	
7	Performance Reflection	Performance assessment (20%) Reflection task (20%)
8	Improvisation technique Improvisations based on script studied by class	
9	Write, improvise and rehearse plays	
10	Perform plays	Improvisation assessment (20%)

Faculty of the Arts
Year 9 DRAMA
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment (%)
Term 4		
1	Introduction to Playback Theatre	
2	Non-realistic acting techniques	
3	Documentary Drama	
4	Epic Theatre	
5	Rehearsal	
6	Rehearsal	
7	Performances	Performance Task (20%)
8	Reflection task	Reflection Task (20%)
9	Catch up week	
10	Theatre Games	

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