Year Nine study Guide

Every piece of information that we have covered this year will be touched on in varying degrees in the exam. In particular you should read any sheet work that has been class material and spend extra time taking notes from the booklets that we have completed including:

Check list to success:

Portraiture:
Please use your portraiture booklet/other notes to study the following areas:
- History of portraits.
- Study the examples of portraits shown in the booklet.
- Traditions of portraiture in history and changes over time.
- Seven purposes of creating portraits
- Art competitions/prizes such as the Archibald Prize—look carefully at the founder and history of the Archibald Prize, the prize amount, who it is named after and why.
- Controversy of the Archibald Prize/court case and works such as "Joshua Smith" by William Dobell.
- Proportions and divisions of the human face and facial features.

Sculpture:
Please use your sculpture booklet/other notes to study the following areas:
- What is sculpture?
- Revise over the different sculpture terminology and processes of creating sculptures such as additive processes, casting, carving, modelling, assemblage, relief etc and recognise/describe these techniques in examples given etc.
- Carefully revise the different artists included in this booklet especially the Australian artists Brett Whiteley and Ian Gentle.
- Reasons for creating sculptures.

Illustration:
Please use your illustration booklet/other notes to study the following areas:
- What are the earliest forms of illustrations?
- Who was responsible for the first illustrations?
- What are illuminated manuscripts and its history/origins?
- Describe illustrated initials?
- Describe the Book of Hours and the Book of Kells and adaptations.
- Describe the art and functions of illustration.
- Recognise the work of studied illustrators such as Saun Tan.
- Describe the term ‘Fusion illustration’.

Australian Art History:
Please revise over your notes and own research to study the following areas:
- The chronological order/history of the approaches, styles and movements in Australian art including general time periods e.g. Topographical (1780’s-), Romanticism, Abstraction (1930’s), Surrealism, Post-Modernism (1980’s-) etc.
- A good understanding, knowledge of your groups given art period including key characteristics, key artists and dates (from your presentations).
- Be able to classify unseen iconic Australian artworks into their art approaches, styles or movements and to justify your decisions.
YEAR 9 ENGLISH
STUDY GUIDE- SEMESTER TWO EXAMINATION

• Exam Length: 90 minutes

• Exam Structure:
  - Comprehension multiple choice (20 marks)
  - Language skills multiple choice-grammar, punctuation & spelling (10 marks)
  - Language analysis multiple choice- forms, structures & features (10 marks)
  - Critical thinking short answers (20 marks)
  - Writing Task – Essay (20 marks)

• Exam Content:

1) You will be assessed on your knowledge & understanding of the following grammatical & literary terms:
   - adjective
   - adverb
   - alliteration
   - apostrophe of possession
   - colloquialism
   - contradiction
   - contrast
   - cumulation
   - direct speech
   - emotive language
   - first, second, third person
   - generalisation
   - hyperbole
   - indirect speech
   - informal speech
   - irony
   - metaphor
   - personification
   - pronoun
   - prose poetry
   - simile
   - tone
   - truncated sentence
   - verb

2) You will be assessed on your ability to:
   - identify the purpose of a text
   - identify the language and visual features of a website
   - identify the target audience of a text
   - explain the effects of language features in a text
   - explain how authority is established in a text
   - identify key arguments in a text
   - identify and explain the use of high modality language in a text

3) You will be assessed on your ability to use language and structural features of an essay in your response to the following question:

Choose ONE text you have studied in class this year.

Why was this text chosen as worthwhile to study?

In your answer you might choose to discuss:

• Ideas explored in the text
• Techniques used by the composer to convey their ideas
• Plot, character and/or structure of the text
• Specific incidents and quotes from the text to support your discussion
Exam Information

- Exam Duration: 60 minutes
- Exam Structure: Multiple choice, short response, one extended response
- Equipment required: Blue or black pen, Lead pencil, Calculator

Suggestions:
- Attempt all questions
- If sufficient time, check all your answers
- Be specific in your answers - vague statements do not earn marks

STUDY GUIDE

- Reading through notes is not effective studying
- Make study notes and summarise
- Make up questions and practice answering them
- Remember that you need to know your work to get good marks in the multiple choice section - you won't score well by guessing
- An outline of areas of work to revise is as follows:

Basic understanding of measuring of ingredients, hygiene and safety in food technology practicals.

Practical Work
Review your recipe book and make sure you understand practical procedures, terminology used in the recipes, skills checklist and the glossary.

Unit 2 – Let’s Party

- **Historical significance of foods** – traditional celebrations and related foods
- **Reasons for Celebrations** - social, cultural, religious, historical and family
  - Religious details – Christian, Judaism, Hinduism, Islam
  - Cultural details – weddings, France, Ireland, America
- **Production and Preparation of Foods** - Food techniques, equipment – small and large
  - Chef’s uniform – safety and hygiene features
  - Practical safety and hygiene may be tested
  - Planning a celebration – factors to consider, invitations
- **Menu Planning** - nutritional value
  - Food appeal - colour, aroma, flavour, texture
  - Occasion and setting
  - Characteristics of diners – age, health, energy levels, cultures, tastes, number
  - Resources – ingredients, equipment, skills, time, money
- **Workflow Plans**
- **Presentation and Garnishing** – review last year’s work

Using convenience foods for special occasions
Unit 3 – Are You Being Served?

- Know this unit of work in detail
  - Definition of food service and catering
  - Food service and catering ventures – profit making and non profit making
    - Types, features and local examples
  - Economic and social value of the food service and catering industry
  - Advantages and disadvantages of working in the food service and catering industry
  - Employment in the catering industry – various positions and responsibilities, personal qualities, front of house and back of house positions
  - Portion control, plating food for service
  - Chef’s uniform – safety features
  - Types of menus
  - Rights and responsibilities of employers and employees
Outcomes to be assessed:

A student:
5.UL.2: A student selects, summarises and analyses information and ideas in written texts and responds appropriately.
5.UL.4: A student experiments with linguistic patterns and structures in French to convey information and to express own ideas.
5.MLC.1: A student demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages.
5.MLC.2: A student uses linguistic resources to support the study and production of texts in French.
5.MBC.2: A student identifies and explains aspects of the culture of French-speaking communities in texts.

Task Requirements:

During the Yearly Examination period in Week 9, students will sit for their French examination.

STRUCTURE: There will be three sections of the yearly examination:
Section 1: Reading Comprehension
Section 2: Grammar
Section 3: Writing

CONTENT: The content of the exam will be from the following topics:
• Back to basics
• My best friend
• Family life
• School
• Home life

For the specific vocabulary and grammatical structures for each topic, please refer to the revision guide.
ASSESSMENT CRITERIA:

SECTION 1: READING COMPREHENSION
Students will be required to read a series of short texts in FRENCH and answer questions about them in ENGLISH.

Assessment criteria:

Students will be required to demonstrate their ability to:
- identify purpose, eg to inform, persuade or entertain, and distinguish between main points and specific and supporting details in text.
- make judgements about the relevance of detail in analysing text, eg extracting ideas and issues referred to in text
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements, video clips, films

SECTION 2: GRAMMAR
Students will be required to answer a series of questions based on the grammar that they have learnt throughout the year. More specific details about the grammar that may be tested can be found in the revision booklet provided.

Assessment criteria:

Students will be required to demonstrate:
- their ability to accurately use specific grammatical structures across a range of situations.
- their ability to evaluate the accuracy and appropriateness of structures when constructing and editing text.

SECTION 3: WRITING
Students will be required to write a short text in FRENCH, according to specific criteria.

Assessment Criteria:

Students will be required to demonstrate their ability to:
- select and incorporate particular structures to achieve specific purposes
- make linguistic choices to enhance their intended meaning, drawing on a range of linguistic structures

Useful Resources

- Revision Guide Booklet
- Tapis Volant 1 Coursebook/workbook and www.nelsonnet.com.au
- Quizlet.com vocabulary
- Class notes
- Other websites relating to the topic areas (promoting retention and practice of vocabulary)
Task Requirements:

- The end of year examination will be held in Week 9 Term 4
- You will have $1^{1/2}$ hours to complete the examination
- You will be assessed on all of the work you have completed in Geography this semester.
- The attached study guide provides detail on what to focus your studies on.
- There will be three sections:
  - Section A – Multiple Choice
  - Section B – Geographic Skills, Terminology
  - Section C – Extended Response questions (3 x 15 marks)

Outcomes being examined:

5.2 analyses, organises and synthesises geographical information
5.5 demonstrates a sense of place about Australian environments
5.6 explains the geographical processes that form and transform Australian environments
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8 accounts for differences within and between Australian communities
Study Guide – Year 9 End of Year Examination

You should ensure that you study all of the work covered in Geography this semester. You need to focus on the following:

Text Book - Australian Explorations Stage 5 Geography

- **The Australian Continent (pages 4–25)**
  - Glossary
  - What makes Australia unique
  - Australia’s Location Shape and Size
  - Australia’s Place Geography

- **Geographic Skills**
  - Climate Graphs (pages 28-29 and 68-71)
    - Drawing climate graphs
    - Reading and interpreting climate graphs
  - Weather maps (pages 28-29 and 68-71)
    - Wind direction and speed
    - Isobars
    - Air pressure
    - fronts
  - Graphing and mapping statistical data (pages 34-37)
    - Graphs
    - Population pyramids
  - Topographic maps (pages 38-44)
    - Scale
    - Latitude and longitude
    - Cross sections
    - Direction
    - Distance
    - Grid and area reference

- **Australia’s Unique Physical Characteristics (pages 58-79)**
  - Glossary
  - Australia’s diverse physical environments
  - Australia’s patterns of weather and climate

- **Australia’s Natural Disasters (pages 84 – 121)**
  - Glossary
  - Environmental, Social, Economic Impacts of two hazards (Extended response)

- **Australia’s Unique Human Characteristics (pages 124-138)**
  - Glossary
  - Australia’s population (Extended Response)
  - Australia’s indigenous population
  - Multicultural Australia
  - Australia’s major cities and towns

- **Australian Communities (pages 139-159)**
  - Glossary
  - Types of Australian communities
  - Processes causing change in Australian communities (Extended Response)
  - Community Case Study (pages 153-157)
Exam Information

Exam Duration: 90 mins
Structure: Two drawings to complete
Equipment Required: Graphics Drawing Board, Lead Pencil

You will need to review the following areas of Technical Drawing as well as practising speed techniques.

Sectioning
- Third angle
- Hidden Detail
- Centre lines
- Label Views
- Spacing
- Dimensions – unidirectional standard (on top or to the Right of arrows)
- Extension lines – spacing / past arrows
- Projection lines
- Line work
- Title block

INVENTOR
- Constructing Profiles and Extruding
- Drawing a profile on a new face
- Object Construction
Overview

Your test will be based on

- The 2 homework assignments you have completed in Semester 2. i.e

1. How file compression works/How MP3 files work plus notes given
2. Multimedia

- Graphic file formats and audio file formats
- General features of software you have used in this course.

File Formats

- Main graphic formats (BMP, GIF, JPEG) and what these acronyms stand for.
- Calculating number of colours in differing bit images e.g 2 or 4 or 8 or 24 bits per pixel
- When is it best to use gif or jpeg file types
- Graphics – difference between vector and bitmap(raster)
- Audio – various file formats, analog v digital, sampling rate, pulse code modulation

File Compression

- Advantages of file compression, lossless and lossy compression, examples.
- Compression and the concept of repetition in creating a LZ adaptive dictionary
- Perceptual noise shaping. What is it and how it is used in MP3 file compression

Multimedia

- What is it?
- Elements of digital multimedia
- Interactivity – what is it?

Test format

- One hour duration
- Online multiple choice, written one word or phrase answers, extended responses.

Equipment needed

- Pen and calculator
St. Joseph’s Regional College

Examination

STUDY GUIDE

SUBJECT: Industrial Technology METAL

YEAR: 9

TEACHER: Mr Colin Mackay

Exam Information

Exam Duration 45 mins
Structure Type here multiple choice, extended response etc
Equipment Required Blue or Black Pen

See attached mind map

Also see Moodle site for associated theory work
Year 9 Industrial Technology Yearly Examination Study Guide

- Oxy / Acetylene
  - shutting down
  - neutral flame
  - lighting
  - safety

- Design & Electricity
  - history of electricity
  - draw electrical symbols
  - design process
  - applying principals
  - conductors
  - parts of an atom
  - design steps

- Making the BBQ, Carry Box & Nut Cracker
  - machines used
  - safe edges
  - marking out
  - cutting
  - fabricating
  - tools, jigs
  - pop riveting

- Metal Lathe & Drill Press
  - safety
  - function of the parts
  - name all parts
  - setting up
  - definitions

- Spanners Nuts & Bolts
  - correct names
  - types
  - special uses
  - drawing each
Course: Year 9 Pathway 1
Time Allowed: 90 mins
30 min Common non-calc
60 min Pathway 1 topics below

Task: 4
Date: Week 9
Weighting: 40%
Equipment: Calculator, Pen, Pencil, Ruler

<table>
<thead>
<tr>
<th>Content: Topics to be tested</th>
<th>Suggested Revision</th>
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</thead>
<tbody>
<tr>
<td>Pythagoras</td>
<td>Mathsquest 9 5.1 Ch.8</td>
</tr>
<tr>
<td></td>
<td>Spectrum Gold 9 Ch.6</td>
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<tr>
<td>Consumer Arithmetic</td>
<td>Mathsquest 9 5.1 Ch.6</td>
</tr>
<tr>
<td></td>
<td>Spectrum Gold 9 Ch.10</td>
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<tr>
<td>Area and Perimeter</td>
<td>Mathsquest 9 5.1 Ch.9</td>
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<td></td>
<td>Spectrum Gold 9 Ch.9</td>
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</table>

**Pythagoras**
- using index notation to express powers of numbers
- using the notation for square roots
- finding square roots of numbers
- recognising the link between squares and square roots
- identifying the hypotenuse as the longest side in any right-angled triangle and also as the side opposite the right angle
- using Pythagoras’ theorem to find the length of the hypotenuse in right-angled triangles
- using Pythagoras’ theorem to find the length of the shorter sides in right-angled triangles

**Consumer Arithmetic**
- calculating earnings for various time periods from different sources including: salaries, wages and overtime
- calculating weekly, fortnightly, monthly and yearly incomes
- calculating income earned in casual and part-time jobs, considering agreed rates and special rates for Sundays and public holidays
- Calculating income earned from Commission
- Calculating income earned from Piece work

**Area and Perimeter**
- converting between metric units of length
- calculating perimeters of squares, rectangles and triangles
- finding the perimeter of simple composite figures
- calculate the circumference of circles (C=π×D)
- using formulae for the area of a squares and rectangles (A=L×B), triangles (A= b×h÷2) and circles (A=π×r²)
- finding the areas of simple composite figures that may be dissected into rectangles, triangles and semi-circles
- converting between units of time
- using am and pm notation
- determining the duration of events using starting and finishing times to calculate elapsed time

**MARKING CRITERIA**

<table>
<thead>
<tr>
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</table>

| 1 Mark Question | 1 Mark- Correct answer OR correct solution |
# ASSESSMENT NOTIFICATION 2012

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<th>Course: Year 9 Pathways 2</th>
<th>Date: Week 9 Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task: Task 4 – Yearly Exam</td>
<td>Weighting: 40%</td>
</tr>
<tr>
<td>Time Allowed: 90 minutes</td>
<td>Equipment: Calculator, Pen, Pencil, Ruler &amp; Geometry Set</td>
</tr>
</tbody>
</table>

## CONTENT: Topics to be tested

<table>
<thead>
<tr>
<th>Topic</th>
<th>TEXT REF</th>
<th>SUGGESTED REVISION</th>
</tr>
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<tbody>
<tr>
<td>- Measurement</td>
<td>Ch 3</td>
<td>Bookwork</td>
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<tr>
<td>- Coordinate Geometry</td>
<td>Ch 10</td>
<td>Topic Tests,</td>
</tr>
<tr>
<td>- Right-Angled Trigonometry</td>
<td>Ch 14</td>
<td>Textbook Chapter Reviews</td>
</tr>
</tbody>
</table>

## TASK DESCRIPTION

**Part A** (Common): 30 mins *Non-Calculator*

**Part B:** 60 mins. *Calculator Allowed.*

### Outcomes assessed:
- MS4.1 Uses formulae and Pythagoras theorem in calculating perimeter
- MS4.1 Uses formulae and Pythagoras theorem in calculating perimeter
- PAS5.1.2 Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations
- WMS5.2.4 Uses mathematical arguments to reach and justify conclusions
- MS5.1.2 Applies trigonometry to solve problems (diagram given) including those involving angles of elevation and depression
- WMS5.2.3 Uses appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form

### Knowledge and Skills

#### Measurement

- Accuracy in measurement
- Error in measurement.
- Scale diagrams, scale drawings and maps
- Finding the side lengths of a right angled triangle using Pythagoras theorem
- Conversions of units of measurement
- Interpreting travel graphs

#### Coordinate Geometry

- plotting linear graphs using a table of values
- calculating the gradient (m) using rise over run or the gradient formula
- understanding the difference between negative and positive gradients
- finding the y-intercept
- find the gradient of a straight line from a graph by drawing a right angled triangle after joining two points on the line
- determining the equation of a line passing through the origin
- determining the value of the gradient and y-intercept using \( y=mx+b \)
- determining the equation of a line either by using the gradient and y-intercept, or substitution method
- sketching lines using either the gradient, y- intercept method or the x, y intercepts method (IT 09)
- using Pythagoras’ theorem and the distance formula to calculate the distance between two points
- find the midpoint of an interval from a diagram

### Study Checklist

- Accuracy in measurement
- Error in measurement.
- Scale diagrams, scale drawings and maps
- Finding the side lengths of a right angled triangle using Pythagoras theorem
- Conversions of units of measurement
- Interpreting travel graphs
- plotting linear graphs using a table of values
- calculating the gradient (m) using rise over run or the gradient formula
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- sketching lines using either the gradient, y- intercept method or the x, y intercepts method (IT 09)
- using Pythagoras’ theorem and the distance formula to calculate the distance between two points
- find the midpoint of an interval from a diagram
### Right-angled Trigonometry

- what is trigonometry
- identifying and labelling the sides of a right-angled triangle
- defining the sine, cosine and tangent ratios for a given angle in a right-angled triangle (SOH CAH TOA)
- using a calculator to find approximations of the trig ratios of a given angle measured in degrees
- using a calculator to find an angle correct to the nearest degree, e.g. \( \sin A = 0.65 \)
- selecting and using appropriate trigonometric ratios to find unknown sides including the hypotenuse
- selecting and using appropriate trigonometric ratios to find unknown angles correct to nearest degrees
- solving problems involving two right-angled triangles
- identifying angles of elevation and depression

### MARKING CRITERIA

<table>
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| 1 Mark Question | 1 Mark- Correct answer OR correct solution |
Course: Yr 9 Mathematics Pathway 3
Task: 4
Time Allowed: 90 mins

Date: Week 9/10 starting 5th Dec
Weighting: 40%
Equipment required: Calculator, pens, pencil, ruler.

<table>
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<tr>
<th>Content: Topics to be tested</th>
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<td>Coordinate Geometry</td>
<td>Chapter 10</td>
<td>Assignment drive revision sheets</td>
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<tr>
<td>Trigonometry</td>
<td>Chapter 7</td>
<td>Moodle notes and links</td>
</tr>
<tr>
<td>Consumer Arithmetic</td>
<td>Chapter 11</td>
<td>Chapter reviews</td>
</tr>
</tbody>
</table>

Task Description
Section 1: Common Non Calculator (30 mins)
Section 2: Exam, calculator permitted. (60 mins)

Knowledge and Skills

**Coordinate Geometry**
- identifying the x axis as y=0 and identifying the y axis as x=0
- calculating the gradient (m) using rise over run or the gradient formula
- understanding the difference between negative and positive gradients
- locating the y-intercept
- determining the equation of a line using the gradient and y-intercept method
- determining the value of the gradient and y-intercept using \( y=mx+b \)
- sketching lines using (i) gradient, y-intercept method (ii) the x, y intercepts method
- finding the equation of a line passing through a point \( (x_1, y_1) \), with a given gradient \( m \)
- finding the equation of a line passing through two points
- recognising and finding the equation of a line in the general form: \( ax+by+c=0 \)
- rearranging equations from the general form to

**Trigonometry**
- naming sides of a right-angled triangle
- finding the sine, cosine and tangent ratios for a given angle in a right-angled triangle
- recognising and using the correct trigonometric ratio for a given right angled triangle
- finding trigonometric ratios using a calculator
- using the sine, cosine and tangent ratios to find the missing sides of a right angled triangle.
- finding an angle (in degrees, minutes and seconds) given the trigonometric ratio of the angle
- using the sine, cosine and tangent ratios to find the missing angle (in degrees, minutes and seconds) in a right angled triangle
- solving problems involving two right-angled triangles
- solving problems involving angles of elevation and depression
- recognising and solving problems involving compass bearings and true bearings
the gradient/intercept form and hence graphing the line
• rearranging equations in the gradient-intercept form to the general form
• determining whether a point lies on a line by substituting into the equation of a line
• sketching the graph of a line by finding the $x$- and $y$-intercepts from its equation
• demonstrating that two lines are perpendicular if the product of their gradients is $-1$
• finding the equation of a line that is parallel or perpendicular to a given line
• using Pythagoras' theorem and the distance formula to calculate the distance between two points.
• determine the midpoint of an interval from a diagram
• using the midpoint formula to find the midpoint between two points
• finding equations of lines either parallel or perpendicular to a given line and passing through a given point

Regions
• graphing inequalities of the form $y < a$, $x < a$ on the number plane
• graphing inequalities such as $y \leq mx + b$ on the number plane
• checking whether a particular point lies in a given region specified by a linear inequality

**Consumer Arithmetic**
• calculating earnings for various time periods from different sources, including wages and salaries
• calculating weekly, fortnightly, monthly and yearly incomes
• calculating income earned in casual and part-time jobs, considering agreed rates and special rates
• calculating earnings for various time periods from different sources, including piecework, commission, royalties, bonuses, holiday loading
• calculating net earnings considering deductions such as taxation and superannuation
• calculating simple interest using the formula $I = PRT$
• applying the simple interest formula to problems related to investing money at simple interest rates
• calculating compound interest for two or three years by repeated multiplication using a calculator

**MARKING CRITERIA**

3 Mark Question

3 Marks- Correct answer with working
2 Marks- Correct answer with insufficient working or incorrect answer with 2 parts correct working
1 Mark- Incorrect answer with one significant mathematical process correct OR correct bald answer.

2 Mark Question

2 Marks- Correct answer with working
1 Mark- Correct bald answer OR incorrect answer with one significant mathematical process correct.

1 Mark Question

1 Mark- Correct answer OR correct solution
THE EXAM

You will have an exam (totalling 80 marks) taking approximately 60 mins.
20 Multiple Choice (1 mark each)
24 Short Answer (marks for questions vary, total 60 marks)

WHAT TO STUDY

Questions will be based on the following areas.

- **Boat licence handbook** - All rules and regulations

- **Basic Snorkelling**
  - methods that humans have used throughout history to swim underwater
  - reasons for snorkelling
  - Halley's Bell
  - effects of water and water pressure on various parts of our body and the methods we use to overcome these effects
  - basic snorkelling equipment
  - Usage
  - Accessories
  - features that should be considered when purchasing basic snorkelling equipment
  - safety rules for snorkelling, including the importance of the buddy system, ‘diver below’ flag etc
  - standard hand signals used when snorkelling
  - maintenance, storage and care
  - SCUBA and regulators

- **Small Motorboats**
  - parts of a small boat
  - Oar design, construction and usage
  - Waterways Authority requirements for a young adult boat licence
  - navigation rules applicable to small craft
  - boating laws and regulations including buoys, beacons and lights and their meaning
  - internationally recognised boating signals
  - boating safety and relevant safety equipment
  - impact of boats on the marine environment
Course: Yr 9 Religion  
Task 4: Semester Exam.  
Time Allowed: 60 Minutes  
Date: Week 9: Term 4 - 2012  
Weighting: 30%  
Equipment required: Pens, Pencils, Bible

Outcomes Assessed:

- Recall the Catholic creedal statement, the Nicene Creed
- Describe Catholic belief about the Holy Spirit working in the Church
- Describe the context, content and key values underlying the Ten Commandments.
- Articulate the values and attitudes promoted by the Beatitudes
- Describe the nature of good and evil in various aspects of life

Content:  

**Key Church Teachings**  
**Ten Commandments and Beatitudes**

**EXAM STRUCTURE:**
- Multiple Choice Questions
- Matching Terms
- Comprehension
- Bible search

**Suggested Revision**

- Chapters 5
- Chapter 12
- Class Notes/Bookwork
- Religion Text Book
- Moodle

**KNOWLEDGE**

**Key Church Teachings:**
- Chapter 5
- Moodle
- Nicene Creed –importance & reason for development
- Terminology
  - incarnate
  - monotheism
  - resurrection
  - salvation
  - apostolic
- Importance of the Holy Spirit
- Members of the Trinity

**Ten Commandments & Beatitudes:**
- Chapter 12
- Moodle
- Ten Commandments and their values
- The Beatitudes
- The Greatest Commandment (p 260)
Exam Information

Exam Duration: 1 hour
Structure: multiple choice, short answer, extended response
Equipment Required:
- Blue or Black Pen
- Lead Pencil
- Coloured Pencils
- Paper

Parts of the Sewing Machine
Functional Features of textile items
Aesthetic features of textile items
Nylon, Polyester, Cotton
Making Felt
Non-woven fabrics
Environmental impact of textiles
Swing Tags
Focus areas of textiles
Commercial Patterns
Pattern pieces
Sources of Fibres
Weaves e.g. Plain, Twill
Woven Fabric
Fabric decoration techniques- dyeing, printing methods
Designer- Alannah Hill
Japanese Textile art.
**Exam Information**

- **Exam Duration**: 45 mins
- **Structure**: Type here multiple choice, extended response etc
- **Equipment Required**:
  - Blue or Black Pen
  - Led Pencil
  - Coloured Pencils
  - Calculator
  - Paper

The following topics will be examined in the Yearly Exam:

- **Occupational Health & Safety**
  - Onguard Safety Training
  - Safety as discussed during class demonstrations
- **Materials**
  - As per text book theory covered
- **Equipment Tools & Machines**
  - As per text book theory covered
- **Projects**
  - Hall Mirror
    - Construction process
    - OH&S
- **Extended Response**
  - Topic will be OH&S
Theory Component 1
During the course of the year you will be required to complete a series of theory components. They will then be examined in the Half Yearly exam and then in the Yearly Exam.
You are to read the relevant text (links below) and then complete the questions attached.
You do not have to complete all of the questions at once. We expect that you will create a word document, save it in your H/ and on a USB and complete them over a couple of weeks.
Prior to the exams your teacher will request you print off your notes so you can be given a study lesson and discuss the answers.

GOOD LUCK!

- Marking Out Tools
- Saws
- Planes
- Chisels and Hammers
- Screwdrivers Files Vices

Questions theory 1

Theory Component 2
During the course of the year you will be required to complete a series of theory components. They will then be examined in the Half Yearly exam and then in the Yearly Exam.
You are to read the relevant text (links below) and then complete the questions attached.
You do not have to complete all of the questions at once. We expect that you will create a word document, save it in your H/ and on a USB and complete them over a couple of weeks.
Prior to the exams your teacher will request you print off your notes so you can be given a study lesson and discuss the answers.

- Power Drills & Jigsaws
- Bevel Machines
- Routers
- Ramping Machines

Questions - Theory II

Theory Component 3
During the course of the year you will be required to complete a series of theory components. They will then be examined in the Half Yearly exam and then in the Yearly Exam.
You are to read the relevant text (links below) and then complete the questions attached.
You do not have to complete all of the questions at once. We expect that you will create a word document, save it in your H/ and on a USB and complete them over a couple of weeks.
Prior to the exams your teacher will request you print off your notes so you can be given a study lesson and discuss the answers.

- Conversion of timber
- Defects and insects
- Commercial uses for timber 1
- Commercial uses for timber 2
- Manufactured boards / timber
- Questions theory III
ST JOSEPH’S REGIONAL COLLEGE
PORT MACQUARIE

YEAR 9
ASSESSMENT TASK 4 NOTIFICATION

DATE DUE: Thursday, December 6th, 2012 (Week 9)
ASSESSMENT WEIGHTING: 35%
TIME ALLOWED: 90 minutes

TASK OUTLINE
This is a written HSC style exam.

TASK DETAILS
Section 1
This section has TWO parts
Part A – 40 x Multiple choice 40 marks
Part B – 20 x One word 20 marks

Section 2
This section is worth 40 marks and is made up of several extended response questions which have different marks value.

SYLLABUS OUTCOMES COVERED IN TEST

5.9.4(a) 5.6.3 (c), (e)
5.9.4 (c) 5.9.1 (a), (b), (c)
5.9.2 (a) 5.9.3 (a)
5.7.3(d) 5.8.3(b)
5.10 (a) 5.8.4 (a)
5.10 (c) 5.8.4 (b)
5.11.2 (d) 5.8.4 (c)
5.6.3 (a) 5.13.1 (a)
5.8.3 (b) 5.13.1(e)

[Your teachers can give you a copy of the syllabus outcomes if you do not have them already or you could find them on the Internet on http://www.boardofstudies.nsw.edu.au/ and follow the links.]
Revision Guide

Equipment needed
- Ruler, Calculator, Pencil, Eraser, Blue or black pen

Key words
One of the extended response questions is a long written answer using the key word Evaluate. You should plan your answer (do a small draft on the answer sheet) before you write your answer. Evaluate = make a judgment based on criteria

Question and topics studied breakdown

<table>
<thead>
<tr>
<th>YEAR</th>
<th>LENGTH (mins)</th>
<th>Unit</th>
<th>Marks allocated</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>MC</td>
<td>One Word</td>
</tr>
<tr>
<td>9</td>
<td>90</td>
<td>Elusive-Restless / Mix and Match/ Ecology</td>
<td>4</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Electricity</td>
<td>10</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Universe</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of Control</td>
<td>10</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Skills</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Marks 40 20 40 100

Question content by topic

<table>
<thead>
<tr>
<th>Topic</th>
<th>Questions are based on these specific areas</th>
</tr>
</thead>
</table>
| Elusive-Restless / Mix and Match/ Ecology | • Fossils and the fossil record  
• Geological history and Law of superposition  
• Geological time scale  
• Food chains  
• Food webs and relationships  
• Definition of Biomagnification  
• Definition Plate tectonics and continental drift  
• Chemical reactions (combustion, corrosion, neutralisation, decomposition)  
• Common chemical compounds (eg salts, acids, alkalis etc), their names and formulas  
• Biotic and Abiotic  
• Impacts by humans on the ecosystem |
| Electricity | • Electrical circuits and components  
• Drawing electrical circuit  
• Series and parallel circuits  
• Definitions for Voltage, resistance and current  
• Describe electron movement within conductors and insulators  
• Diagrammatic representations of electrical circuits  
• Define the relationship of Ohms Law and solve simple equations  
• The magnetic effect of a current |
| Universe | • History of models of the Universe  
• Parts of electromagnetic radiation that provide information about the universe  
• Difficulties in obtaining information about the Universe  
• Theories of formation of the Universe  
• Life cycle of a star  
• Define the Doppler effect and be able to draw an example  
• Define Pulsar, galaxy  
• Describe the contributions made by early astronomers to the heliocentric and geocentric models of the solar system  
• Describe how the big band theory is currently the most common accepted theory for the formation of the universe  
• Explain how stars are created and their life cycles  
• Be able to extract information from a H-R Diagram |
| Out of Control | • The Brains structure and function  
• Co-ordination  
• The Nervous system, Endocrine system and lines of defence  
• Human reproduction  
• Name the structure and function of both the male and female reproductive organs  
• reflex arc  
• Hormones and their role in the human body |
| Skills | • Extracting data from tables, graphs and diagrams  
• Experimental records and their function  
• Graphing skills  
• Identify and minimizing risks |