BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Year 9 KLA Work Package

Weeks 2 and 3 Term 4 2021

English, Literacy, Maths, Science, HSIE, PDHPE, Careers

Inside this booklet is work for **Weeks 2 and 3 of Term 4**.

- **Submit work to your Google Classrooms. Please contact the school to seek support if unable to submit work this way**

- instructions on how to take photos to **upload paper-based work to Google Classroom** is included in this booklet

Remember, take opportunities to post questions in your Google Classrooms and go to your Teams video conferences with teachers.

You can also call the school and request a call back if you need to talk to a teacher, Team Leader, etc. about the work. You can also call to request any other support you might need. The school counsellors are continuing to offer support through video conferences and on the phone, if you need to self-refer.

Take care, take breaks from screen time and engage with some of the physical and wellbeing activities that are being distributed, such as the 1000 Point Challenge. We are now scheduled to be pack onsite at school on Monday 25/10/2021. See you then.

Mr Purins

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home: Term 4 Weeks 2 and 3

Key Learning Area: LITERACY

Year Group: YEAR NINE

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions	Learning Intentions
→ Complete the tasks on the following pages	→ Students core literacy skills will be refined
Assessment Overview	**Submission and Feedback Instructions**
N/A	All tasks are due on Monday of week four. Tasks can be submitted via: • Google Classroom - please submit during timetabled lessons if you are completing one task per scheduled lesson, or submit outside of these times prior to the due date • Hard Copy - if you are unable to submit via Google Classroom, please return completed hard copy work to the Front Office prior to the due date

Student Feedback: _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

YEAR NINE LITERACY

1. Reading

Read for a minimum of fifteen minutes (a novel is preferrable, but it is okay to read another type of print text that you have access to).

Remember to join the Library Google Classroom if you need something new to read: unu7pgw

2. Punctuation

Complete the following sentence table based on the section of the text you have just read.

Type of Punctuation Mark I Noticed:	Purpose of the Punctuation:	Example from the Text:

*Write the type of punctuation you noticed when reading *State the purpose of the punctuation *Give a quote from the text

EXTENSION: Rather than stating the purpose of the punctuation in the middle column, discuss the effect.

3. Vocabulary

a) Make a list of the engaging/interesting/unfamiliar words in the section of the text you have just read. Include at least five words.

b) Choose your three favourite words from the list. Use the words in a sentence of your own - focus on using descriptive language to create a strong image in the reader's mind.

MARK:

Name _____

MARK:

Name _____

How to submit photos using Google Classroom App

Get the Google Classroom app from Apple App Store or Google Play

Log into the Google Classroom app using your @bwsc-h.com username and password (located on student ID card).

For example joe.blogs12@bwsc-h.com, pw: 44.....

Once logged in, select Google Classroom – Assignment – Your Work.

Use the Take photo option or File to upload an existing photo/video

Attach

Drive

Link

File

Take photo

Record video

Create

New Docs

New Slides

New Sheets

New PDF

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home: Term 4 Weeks 2 and 3

Key Learning Area: ENGLISH

Year Group: YEAR NINE

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions	Learning Intentions
→ Complete the set Reading tasks each day → Complete the six tasks over the course of the fortnight - you may like to complete one task per timetabled English lesson	→ Students core literacy skills will be refined → Students will develop an understanding of the language of Shakespeare → Students will engage with Act One and Act Two of 'Romeo and Juliet'
Assessment Overview	**Submission and Feedback Instructions**
N/A	All tasks are due on Monday of week four. Tasks can be submitted via: • Google Classroom - please submit during timetabled lessons if you are completing one task per scheduled lesson, or submit outside of these times prior to the due date • Hard Copy - if you are unable to submit via Google Classroom, please return completed hard copy work to the Front Office prior to the due date

Student Feedback: _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

READING: Please complete the following each day you have English

1. Read for a minimum of fifteen minutes (a novel is preferrable, but it is okay to read another type of print text that you have access to).

2. Complete a Reading Reflection, using the following scaffold.

Page numbers ⇩ *Today I read pages __ - __ of '_____' by _____. I noticed _____ '_____'.*

Title of Text ⇩ Author ⇩ What did you notice? ⇩ Quote ⇩

Do you need something else to read? Go to the Library Google Classroom where you will find lots of options. The code is: unu7pgw

IMPORTANT NOTE: If you have no access to the internet whatsoever, you are able to borrow a hard copy of the text. Please call the Front Office on 43 41 9066 to arrange collection, if you have not already done so.

TASK ONE

EXPLORING ACT ONE, SCENE TWO

1. Read the summary below. As you read, underline or highlight important points.

Act 1, Scene 2 Summary: Romeo's cousin, Benvolio, finds out that Romeo is very sad because he is in love with a girl named Rosaline, but Rosaline does not feel the same way about him. Juliet's father, Capulet, talks to Paris about Paris's plans to marry Juliet. At first, Capulet states that his daughter is too young to be married (she is thirteen years old), but he is eventually persuaded by Paris. Juliet's family, the Capulets, plan to hold a masquerade party at their home and Capulet invites Paris to attend so he can begin wooing her. Romeo and Benvolio find out about the Capulet's party. Benvolio convinces Romeo that they should go to the Capulet's party; he wants to prove to Romeo that there are more beautiful girls than Rosaline.

2. Read Act 1, Scene 2 of the play
Choose your level of challenge: the graphic version or the text.

*The graphic version - https://www.sparknotes.com/shakespeare/romeojuliet/graphic-novel/act-1-scene-2/

*The text - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_28/

- ➔ Level One: Read the second column, the modern text, only
- ➔ Level Two: Read the second column, the modern text, then read first column (Hint: Read section at a time.)
- ➔ Level Three: Read the first column, the original text, only

3. Write a list of the important events that take place in Act 1 Scene 2. Include at least three points.

EXTENSION: Include examples from the text to support the points on your list.

TASK TWO

EXPLORING ACT ONE, SCENE FIVE

OPTIONAL EXTENSION: Read Act 1 Scene 3 and Scene 4 before completing the tasks below.

Scene 3 - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_38/
Scene 4 - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_48/

1. Read the summary below. As you read, underline or highlight important points.

Act 1, Scene 5 Summary: Romeo and Juliet meet at the Capulet's masquerade party. They fall in love at first sight and share their first kiss. Juliet's cousin, Tybalt, notices Romeo at the party. He is angry at Romeo's presence and swears revenge. At the end of the party, Romeo and Juliet discover that they are from enemy families.

2. Read Act 1, Scene 5 of the play
Choose your level of challenge: the graphic version or the text.

*The graphic version - https://www.sparknotes.com/shakespeare/romeojuliet/graphic-novel/act-1-scene-5/

*The text - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_58/

- ➔ Level One: Read the second column, the modern text, only
- ➔ Level Two: Read the second column, the modern text, then read first column (Hint: Read section at a time.)
- ➔ Level Three: Read the first column, the original text, only

3. Write a list of the important events that take place in Act 1 Scene 5. Include at least three points.

EXTENSION: Include examples from the text to support the points on your list.

TASK THREE

EXPLORING ACT ONE, SCENE FIVE

1. In your own words, explain what you think each of the following quotes mean:

a) Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night. (Romeo when he first sees Juliet)

b) O she doth teach the torches to burn bright. (Romeo speaking about Juliet)

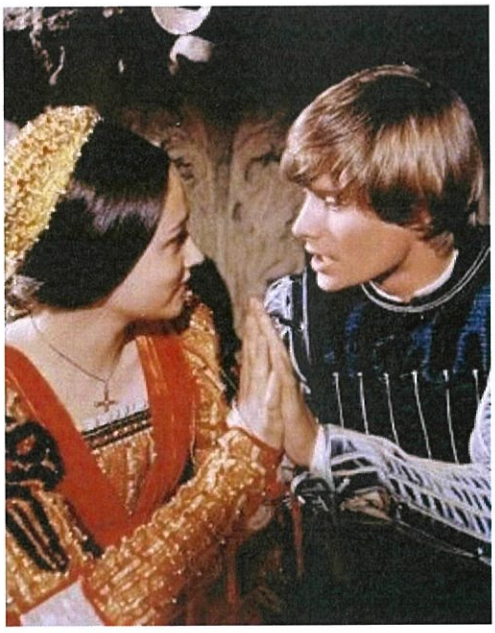
c) Now by the stock and honour of my kin, to strike him dead I hold it not a sin. (Tybalt when he notices Romeo at the party)

d) You kiss by th'book. (Juliet after kissing Romeo for the first time)

e) Is she a Capulet? O dear account! my life is my foe's debt. (Romeo when he finds out that Juliet is a Capulet)

f) Go ask his name: if he be married, My grave is like to be my wedding-bed. (Juliet when she wants to know who Romeo is)

g) My only love sprung from my only hate! (Juliet when she finds out that Romeo is a Montague)



OPTIONAL EXTENSION: Choose one of the above quotations and create a visual representation that captures its meaning.

TASK FOUR

EXPLORING ACT ONE, SCENE FIVE

In this scene, Tybalt (Juliet's cousin) notices that Romeo has attended the masquerade party in the Capulet's home. He becomes furious and immediately tells Capulet. In lines 74-91, Capulet tells Tybalt that he must leave Romeo alone because he does not want his party ruined by bloodshed. At first, Tybalt will not listen to his uncle, although he eventually agrees and vows to get revenge on Romeo at another time.

1. Read the extract below

Extract Act 1, Scene 5; lines 74-91:

Tybalt: *It fits when such a villain is a guest:*
I will not endure him.
Capulet: *He shall be endur'd.*
What, goodman boy, I say he shall go to!
You'll not endure him? God shall mend my soul,
You'll make a mutiny among my guests!
You will set cock-a-hoop! You'll be the man!
Tybalt: *Why, uncle, 'tis a shame.*
Capulet: *Go to, go to,*
You are a saucy boy. Is't so indeed?
This trick may chance to scathe you, I know what.
You must contrary me! Marry, 'tis time. –
Well said, my hearts! You are a princox, go,
Be quiet, or – More light, more light! – For shame,
I'll make you quiet, what! – Cheerly, my hearts!
Tybalt: *Patience perforce with wilful* ***choler*** *meeting*
Makes my flesh tremble in their different greeting:
I will withdraw, but this intrusion shall,
Now seeming sweet, convert to bitt'rest gall. (Exit)

Goodman boy: unmannerly child; shame on you.
Make a mutiny: start a fight.
Set cock-a-hoop: cause disorder.
Contrary me: oppose my will.
Princox: insolent young man.

Patience perforce with wilful choler meeting: enforced patience in a clash of opposites.
Withdraw: leave the room.

Choler **is anger or irritability – one of the ancient 'humours' of ancient medicine.**

2. Short Answer Responses: Answer the following questions in full sentences, using the TE (topic sentence and example structure).

a) In the above extract, Lord Capulet and Tybalt are arguing. What are they arguing about?
b) What do you notice about the punctuation in lines 84-87? What is the effect of this?
c) What threat does Tybalt make in lines 90-91?

TASK FIVE

EXPLORING ACT TWO, SCENE TWO

1. Read the summaries below. As you read, underline or highlight important points.

Act 2, Scene 1 Summary: The masquerade party has ended. Romeo tells his friends that he isn't going home with them because he wants to stay at the Capulet's mansion to be around Juliet. Mercutio, Romeo's best friend, makes fun of Romeo, saying one minute he is in love with Rosaline, the next minute he is in love with Juliet.
Act 2, Scene 2 Summary: It is now very late into the night. Romeo climbs the wall around the Capulet mansion and sneaks onto the grounds around Juliet's home. He sees Juliet and overhears Juliet (Juliet is at her bedroom window, on the second storey of the mansion) talking to herself about him. After listening to Juliet for a little while, he introduces himself. Romeo and Juliet talk, kiss, say that they love each other and agree to get married the next day. Juliet says that she will send a messenger in the morning to check that Romeo is serious about wanting to marry her.

2. Read Act 2, Scene 2 of the play
Choose your level of challenge: the graphic version or the text.

*The graphic version - https://www.sparknotes.com/shakespeare/romeojuliet/graphic-novel/act-2-scene-2/

*The text - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_78/

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- ➔ Level Two: Read the second column, the modern text, then read first column (Hint: Read section at a time.)
- ➔ Level Three: Read the first column, the original text, only

3. Write a list of the important events that take place in Act 1 Scene 2. Include at least three points.

EXTENSION: Include examples from the text to support the points on your list.

TASK SIX

EXPLORING ACT TWO, SCENE TWO

1. In your own words, explain what you think each of the following quotes mean:

a) But soft, what light through yonder window breaks? It is the east, and Juliet is the sun. (Romeo when he first sees Juliet at her window)

b) O Romeo, Romeo, wherefore art thou Romeo? Deny thy father and refuse thy name. (Juliet talking to herself about Romeo)

c) What's in a name? That which we call a rose By any other word would smell as sweet. (Juliet talking to herself about loving someone who is an enemy)

d) O, that I were a glove upon that hand, that I might touch that cheek! (Romeo when he sees Juliet leaning her face on her hand)

e) O, swear not by the moon, th' inconstant moon, That monthly changes in her circle orb, Lest that thy love prove likewise variable. (Juliet, after Romeo swears to the moon that he loves her)

f) My bounty is as boundless as the sea, My love as deep. The more I give to thee, The more I have, for both are infinite. (Juliet talking to Romeo)

g) Good night, good night! Parting is such sweet sorrow That I shall say good night till it be morrow. (Juliet when Romeo is leaving her home)

OPTIONAL EXTENSION: Transform the dialogue between Romeo and Juliet in Act 2, Scene 2 so it reflects the way in which today's teenagers speak.

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home: Term 4 Weeks 2 and 3

Key Learning Area: ENGLISH

Year Group: YEAR NINE

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions	Learning Intentions
→ Complete the set Reading tasks each day → Complete the six tasks over the course of the fortnight - you may like to complete one task per timetabled English lesson	→ Students core literacy skills will be refined → Students will develop an understanding of the language of Shakespeare → Students will engage with Act One and Act Two of 'Romeo and Juliet'
Assessment Overview	**Submission and Feedback Instructions**
N/A	All tasks are due on Monday of week four. Tasks can be submitted via: • Google Classroom - please submit during timetabled lessons if you are completing one task per scheduled lesson, or submit outside of these times prior to the due date • Hard Copy - if you are unable to submit via Google Classroom, please return completed hard copy work to the Front Office prior to the due date

Student Feedback: _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

READING: Please complete the following each day you have English

1. Read for a minimum of fifteen minutes (a novel is preferrable, but it is okay to read another type of print text that you have access to).

2. Complete a Reading Reflection, using the following scaffold.

Page numbers ⇩ | Title of Text ⇩ | Author ⇩ | What did you notice? ⇩ | Quote ⇩

Today I read pages __ - __ of '_____' by _____. I noticed _____ '_____'.

Do you need something else to read? Go to the Library Google Classroom where you will find lots of options. The code is: unu7pgw

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TASK ONE

EXPLORING ACT ONE, SCENE TWO

1. Read the summary below. As you read, underline or highlight important points.

Act 1, Scene 2 Summary: Romeo's cousin, Benvolio, finds out that Romeo is very sad because he is in love with a girl named Rosaline, but Rosaline does not feel the same way about him. Juliet's father, Capulet, talks to Paris about Paris's plans to marry Juliet. At first, Capulet states that his daughter is too young to be married (she is thirteen years old), but he is eventually persuaded by Paris. Juliet's family, the Capulets, plan to hold a masquerade party at their home and Capulet invites Paris to attend so he can begin wooing her. Romeo and Benvolio find out about the Capulet's party. Benvolio convinces Romeo that they should go to the Capulet's party; he wants to prove to Romeo that there are more beautiful girls than Rosaline.

2. Read Act 1, Scene 2 of the play
Choose your level of challenge: the graphic version or the text.

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- ➔ Level Three: Read the first column, the original text, only

3. Write a list of the important events that take place in Act 1 Scene 2. Include at least three points.

EXTENSION: Include examples from the text to support the points on your list.

TASK TWO

EXPLORING ACT ONE, SCENE FIVE

OPTIONAL EXTENSION: Read Act 1 Scene 3 and Scene 4 before completing the tasks below.

Scene 3 - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_38/
Scene 4 - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_48/

1. Read the summary below. As you read, underline or highlight important points.

Act 1, Scene 5 Summary: Romeo and Juliet meet at the Capulet's masquerade party. They fall in love at first sight and share their first kiss. Juliet's cousin, Tybalt, notices Romeo at the party. He is angry at Romeo's presence and swears revenge. At the end of the party, Romeo and Juliet discover that they are from enemy families.

2. Read Act 1, Scene 5 of the play
Choose your level of challenge: the graphic version or the text.

*The graphic version - https://www.sparknotes.com/shakespeare/romeojuliet/graphic-novel/act-1-scene-5/

*The text - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_58/

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3. Write a list of the important events that take place in Act 1 Scene 5. Include at least three points.

EXTENSION: Include examples from the text to support the points on your list.

TASK THREE

EXPLORING ACT ONE, SCENE FIVE

1. In your own words, explain what you think each of the following quotes mean:

a) Did my heart love till now? forswear it, sight! For I ne'er saw true beauty till this night. (Romeo when he first sees Juliet)

b) O she doth teach the torches to burn bright. (Romeo speaking about Juliet)

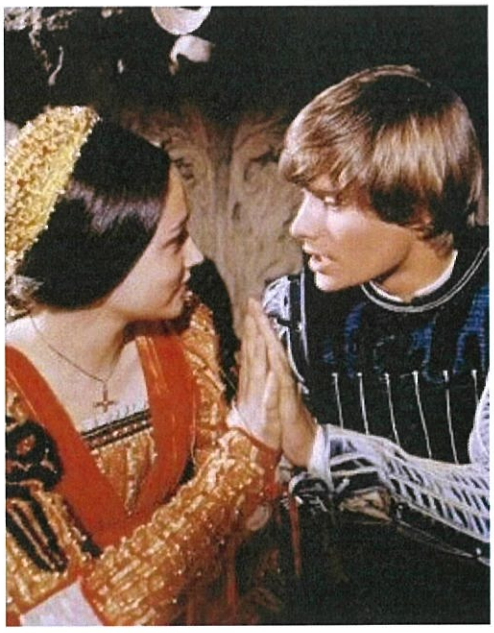
c) Now by the stock and honour of my kin, to strike him dead I hold it not a sin. (Tybalt when he notices Romeo at the party)

d) You kiss by th'book. (Juliet after kissing Romeo for the first time)

e) Is she a Capulet? O dear account! my life is my foe's debt. (Romeo when he finds out that Juliet is a Capulet)

f) Go ask his name: if he be married, My grave is like to be my wedding-bed. (Juliet when she wants to know who Romeo is)

g) My only love sprung from my only hate! (Juliet when she finds out that Romeo is a Montague)



OPTIONAL EXTENSION: Choose one of the above quotations and create a visual representation that captures its meaning.

TASK FOUR

EXPLORING ACT ONE, SCENE FIVE

In this scene, Tybalt (Juliet's cousin) notices that Romeo has attended the masquerade party in the Capulet's home. He becomes furious and immediately tells Capulet. In lines 74-91, Capulet tells Tybalt that he must leave Romeo alone because he does not want his party ruined by bloodshed. At first, Tybalt will not listen to his uncle, although he eventually agrees and vows to get revenge on Romeo at another time.

1. Read the extract below

Extract Act 1, Scene 5; lines 74-91:

Tybalt: *It fits when such a villain is a guest:*
I will not endure him.
Capulet: *He shall be endur'd.*
What, goodman boy, I say he shall go to!
You'll not endure him? God shall mend my soul,
You'll make a mutiny among my guests!
You will set cock-a-hoop! You'll be the man!
Tybalt: *Why, uncle, 'tis a shame.*
Capulet: *Go to, go to,*
You are a saucy boy. Is't so indeed?
This trick may chance to scathe you, I know what.
You must contrary me! Marry, 'tis time. –
Well said, my hearts! You are a princox, go,
Be quiet, or – More light, more light! – For shame,
I'll make you quiet, what! – Cheerly, my hearts!
Tybalt: *Patience perforce with wilful* ***choler*** *meeting*
Makes my flesh tremble in their different greeting:
I will withdraw, but this intrusion shall,
Now seeming sweet, convert to bitt'rest gall. (Exit)

Goodman boy: unmannerly child; shame on you.
Make a mutiny: start a fight.
Set cock-a-hoop: cause disorder.
Contrary me: oppose my will.
Princox: insolent young man.

Patience perforce with wilful choler meeting: enforced patience in a clash of opposites.
Withdraw: leave the room.

Choler **is anger or irritability – one of the ancient 'humours' of ancient medicine.**

2. Short Answer Responses: Answer the following questions in full sentences, using the TE (topic sentence and example structure).

a) In the above extract, Lord Capulet and Tybalt are arguing. What are they arguing about?
b) What do you notice about the punctuation in lines 84-87? What is the effect of this?
c) What threat does Tybalt make in lines 90-91?

TASK FIVE

EXPLORING ACT TWO, SCENE TWO

1. Read the summaries below. As you read, underline or highlight important points.

Act 2, Scene 1 Summary: The masquerade party has ended. Romeo tells his friends that he isn't going home with them because he wants to stay at the Capulet's mansion to be around Juliet. Mercutio, Romeo's best friend, makes fun of Romeo, saying one minute he is in love with Rosaline, the next minute he is in love with Juliet.

Act 2, Scene 2 Summary: It is now very late into the night. Romeo climbs the wall around the Capulet mansion and sneaks onto the grounds around Juliet's home. He sees Juliet and overhears Juliet (Juliet is at her bedroom window, on the second storey of the mansion) talking to herself about him. After listening to Juliet for a little while, he introduces himself. Romeo and Juliet talk, kiss, say that they love each other and agree to get married the next day. Juliet says that she will send a messenger in the morning to check that Romeo is serious about wanting to marry her.

2. Read Act 2, Scene 2 of the play
Choose your level of challenge: the graphic version or the text.

*The graphic version - https://www.sparknotes.com/shakespeare/romeojuliet/graphic-novel/act-2-scene-2/

*The text - https://www.sparknotes.com/nofear/shakespeare/romeojuliet/page_78/

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- ➔ Level Two: Read the second column, the modern text, then read first column (Hint: Read section at a time.)
- ➔ Level Three: Read the first column, the original text, only

3. Write a list of the important events that take place in Act 1 Scene 2. Include at least three points.

EXTENSION: Include examples from the text to support the points on your list.

TASK SIX

EXPLORING ACT TWO, SCENE TWO

1. In your own words, explain what you think each of the following quotes mean:

a) But soft, what light through yonder window breaks? It is the east, and Juliet is the sun. (Romeo when he first sees Juliet at her window)

b) O Romeo, Romeo, wherefore art thou Romeo? Deny thy father and refuse thy name. (Juliet talking to herself about Romeo)

c) What's in a name? That which we call a rose By any other word would smell as sweet. (Juliet talking to herself about loving someone who is an enemy)

d) O, that I were a glove upon that hand, that I might touch that cheek! (Romeo when he sees Juliet leaning her face on her hand)

e) O, swear not by the moon, th' inconstant moon, That monthly changes in her circle orb, Lest that thy love prove likewise variable. (Juliet, after Romeo swears to the moon that he loves her)

f) My bounty is as boundless as the sea, My love as deep. The more I give to thee, The more I have, for both are infinite. (Juliet talking to Romeo)

g) Good night, good night! Parting is such sweet sorrow That I shall say good night till it be morrow. (Juliet when Romeo is leaving her home)

OPTIONAL EXTENSION: Transform the dialogue between Romeo and Juliet in Act 2, Scene 2 so it reflects the way in which today's teenagers speak.

MARK:

Name _____

MARK:

Name _____

MARK:

Name _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home
Term 4 Weeks 2 and 3

Key Learning Area: **MATHEMATICS**

Year Group: **Year 9 5.1**

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions

1. Write the EQ in your workbook.
2. Write down the notes and examples in your workbook.
3. **Read** the notes carefully and **follow the steps provided** in the examples
4. Attempt / complete the set questions in your workbook
5. **Mark your work** by checking the answers at the back of this document.
6. Try your best to correct any answers that you may have got incorrect.
7. Attempt / complete the set MathsOnline lessons related to the EQ.

Learning Intentions

1. Milestone
2. What is index notation?
3. How do we multiply with indices?
4. How do we divide with indices?
5. What are powers of powers?
6. What is the zero index?

Assessment Overview
(If required)

1. Complete the weekly quiz questions to test your understanding. This can be done by submitting online or completing a similar MathsOnline Task
2. Submit your work by returning the booklet, taking Photos/Scans of your work or completing the assigned google classroom

Feedback Instructions

1. Contact your teacher if you're unsure where you made your mistake.
2. Watch the clips provided found on MathOnline/YouTube and in Google Classroom
3. Take photos/scan your work and submit it on google classroom when you complete a lesson
4. All tasks are due within the two weeks

Student Feedback:

Year 9 5.1 Milestone - Numbers of Any Magnitude.

Q1

Write the number of significant figures used in each of these expressions:

(a) 12709 votes were counted ☐

(b) About $485000 ☐

(c) The crowd was 48000 ☐

Q2

Round 19.2534 to 4 significant figures.

☐

Q3

Round 486 547 to 4 significant figures.

☐

Q4

Express **8300** in scientific notation.

☐ $\times 10^{\square}$

Q5

Express **610** in scientific notation.

☐ $\times 10^{\square}$

Q6

Express 4.1×10^{1} as a basic numeral.

☐

Q7

Express 2.8×10^{3} as a basic numeral.

☐

Q8

Express **0.0762** in scientific notation.

☐ $\times 10^{\square}$

Q9

Express **0.0048** in scientific notation.

☐ $\times 10^{\square}$

Q10

Express 4.27×10^{-1} as a basic numeral.

☐

Q11

Express 4.8×10^{-3} as a basic numeral.

☐

Q12

Write the answer as a basic numeral.

$(8 \times 10^{4}) \times (4.5 \times 10^{-1}) =$

☐

Q13

Write the answer as a basic numeral.

$(4.84 \times 10^{-2}) \times (2.5 \times 10^{6}) =$

☐

Q14

Write the answer as a basic numeral.

$(6.3 \times 10^{9}) \div (8.4 \times 10^{4}) =$

☐

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Q15

Write the answer as a basic numeral.

$$\frac{2.42\times10^{-3}}{4.4\times10^{-1}} = \square$$

Q16

Write the answer in scientific notation correct to 3 significant figures.

$0.0052 \times 2.976 = \square \times 10^{\square}$

Q17

Write the answer in standard form correct to 3 significant figures.

$0.00096 \div 48\,520 = \square \times 10^{\square}$

Q18

Write 0.489 56 in standard form correct to 3 significant figures.

$\square \times 10^{\square}$

Q19

Write the answer in standard form correct to 2 significant figures.

$(3.9\times10^{2})\times(7\times10^{6}) = \square \times 10^{\square}$

Q20

Write the answer in scientific notation correct to 2 significant figures.

$(9.6\times10^{8})\times(4.35\times10^{-3}) = \square \times 10^{\square}$

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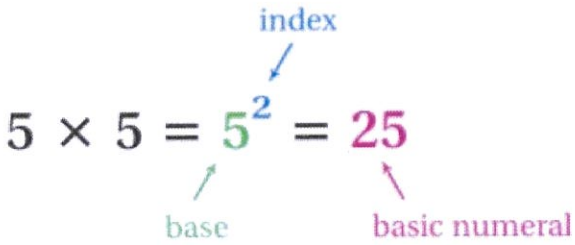
Lesson 1

Week 2	Topic: Indices

EQ: What is index notation?

Questions

Index notation or index form is a short way of writing a product. It shows how many times a number is multiplied by itself.



In this example:

- 5 is the **base.**
- 2 is the **index.**
- 25 is the **basic numeral.**

Examples

1) Write in expanded form:

a) 2^4 b) 3^2

SOLUTION

a) $2 \times 2 \times 2 \times 2$ b) 3×3

2) Write in index form

a) $a \times a \times a \times p \times p$

SOLUTION

a) $a^3 \times p^2$

Additional Resources

MathsOnline: Index Notation 4744

Summary:

Questions

1. Change to expanded form:

a) 3^2 b) 9^3 c) 11^5 d) 7^3

e) x^4 f) p^5 g) y^2 h) f^4

2. Write in expanded form:

a) x^4p^2 b) y^4a^3 c) a^2c^3 d) x^47^3

e) y^4x^4 f) $8p^5$ g) $3p^2$ h) $2x^4$

3. Write in index form:

a) $y \times y \times p \times p \times p$ b) $a \times a \times a \times w \times w$ c) $2 \times 2 \times 2 \times p \times p$

d) $1.5 \times 1.5 \times q \times q \times q$ e) $y \times y \times y \times 8 \times 8$ f) $4 \times 4 \times 4 \times 4 \times p$

4. Copy and complete this table

	Index form	Base	Index (exponent)	Basic numeral
a	2^6			
b	3^6			
c	4^2			
d	5^4			
e	6^3			
f	7^4			
g	$(-4)^3$			
h	5^5			
i	$(-6)^4$			
j	2^7			
k	6^4			
l	4^5			

Lesson 2

Week 2	Topic: Indices

EQ: How do we multiply with indices?

Questions

Index laws

Various index laws can be used to simplify expressions that contain indices and have terms with the same base. The laws apply to expressions involving multiplication, division, powers of powers and other specific operations.

Multiplication with indices

Consider this product: $2^3 \times 2^5 = (2 \times 2 \times 2) \times (2 \times 2 \times 2 \times 2 \times 2)$
$= 2^8$ or 2^{3+5}

Similarly: $m^3 \times m^4 = (m \times m \times m) \times (m \times m \times m \times m)$
$= m^7$ or m^{3+4}

Index Law for multiplication

$$a^m \times a^n = a^{m+n}$$

That is, when multiplying terms that are in index form and that have the same base:

- Multiply any coefficients (if there are algebraic expressions).
- Keep the same base.
- Add the indices.

Examples

Simplify, giving the answers in the index form:

a) $8^2 \times 8^5$ b) $7m^2 \times 2m^3$

SOLUTIONS

a) The bases are the same (8) so we can just add the indices. 2 + 5 = 7

ANSWER = 8^7

b) We need to times the coefficients first 7 times 2 = 14
We keep the base of m
Then we add the indices 2 + 3 = 5

ANSWER = $14m^5$

Additional Resources

MathsOnline: Multiplication with powers 5527

Summary:

Questions

Hint - The coefficient is the number before the variable.

In $3x^2$, the coefficient is 3.

1. Rewrite using index form:

a $2^3 \times 2^4$	**b** $3^6 \times 3^8$	**c** $4^3 \times 4^7$	**d** $8^9 \times 8^3$
e $5^3 \times 5^7$	**f** $6^2 \times 6^9$	**g** $7^6 \times 7^{10}$	**h** $2^8 \times 2^7$

2. Simplify, writing your answers in simplest index form:

a $2^2 \times 2^5 \times 2^4$	**b** $3^3 \times 3^2 \times 3^7$	**c** $4 \times 4^2 \times 4^5$
d $5^2 \times 5^3 \times 5^7$	**e** $6^2 \times 6^3 \times 6^4$	**f** $7^5 \times 7^4 \times 7^2$
g $2^7 \times 2^8 \times 2^2$	**h** $3^8 \times 3^9 \times 3^4$	**i** $5^3 \times 5^5 \times 5^9$

3. Simplify

a $3x^2 \times x^5$	**b** $6a^5 \times a^4$	**c** $m^3 \times 4m^5$
d $n^7 \times 6n^7$	**e** $5a^3 \times 7a^7$	**f** $4x^4 \times 6x^6$
g $10a^2 \times 5a^3$	**h** $9m \times 5m^4$	**i** $8a^6 \times 5a$

4. Simplify

a $m^3 \times mn^2$	**b** $x^4 \times x^2y$	**c** $a^5 \times a^4b$
d $p^5q^4 \times q^6$	**e** $5x^3y^3 \times 3x^2$	**f** $7ab^6 \times 4a^3$

Lesson 3	
Week 2	**Topic: Indices**

EQ: How do we divide with indices?

Questions

Division with indices

Consider this division: $3^7 \div 3^4 = \frac{3^7}{3^4}$

$$= \frac{3 \times 3 \times 3 \times 3 \times 3 \times 3 \times 3}{3 \times 3 \times 3 \times 3}$$

$$= 3^3 \text{ or } 3^{7-4}$$

Index Law for division

$$a^m \div a^n = a^{m-n}$$

That is, when dividing terms that are in index form and that have the same base:

- Divide any coefficients (if there are algebraic expressions).
- Keep the same base.
- Subtract the indices.

Examples

Simplify, giving the answers in the index form:

a) $4^6 \div 4^2$ b) $12m^5 \div 6m^3$

SOLUTIONS

a) The bases are the same (4) so we can just take away the indices. 6 - 2 = **4**

ANSWER = 4^4

b) We need to divide the coefficients first 12 divided by 6 = **2**
We keep the base of m
Then we take away the indices 5 + 3 = **2**

ANSWER = $2m^2$

Additional Resources

MathsOnline: Division with powers 5533

Summary:

Questions

Hint - When dividing terms containing indices, if the bases are the same, subtract the indices. The base will remain the same.

1. Simplify, writing your answers in index form:

a $2^7 \div 2^3$ **b** $3^8 \div 3^2$ **c** $4^9 \div 4^6$ **d** $8^{10} \div 8^7$

e $5^6 \div 5^2$ **f** $6^{12} \div 6^9$ **g** $7^{11} \div 7^4$ **h** $2^{15} \div 2^{12}$

2. Simplify, writing your answers in simplest index form:

a $2^9 \div 2^5 \div 2^2$ **b** $3^{12} \div 3^5 \div 3^4$ **c** $4^{15} \div 4^8 \div 4^5$

d $5^9 \div 5^2 \div 5^3$ **e** $6^{12} \div 6^2 \div 6^3$ **f** $7^{10} \div 7^3 \div 7^4$

g $3^{18} \div 3^9 \div 3^5$ **h** $8^{15} \div 8^5 \div 8^6$ **i** $9^{19} \div 9^9 \div 9$

3. Simplify, leaving your answers in index form:

a $x^{15} \div x^{12}$ **b** $a^{18} \div a^{14}$ **c** $b^{16} \div b^{11}$ **d** $p^{10} \div p^8$

e $y^9 \div y^7$ **f** $m^{14} \div m^{10}$ **g** $n^{19} \div n^{13}$ **h** $a^{16} \div a^{12}$

4. Simplify:

a $7a^5 \div a^3$ **b** $9x^{10} \div 3x^8$ **c** $15y^7 \div 5y^4$ **d** $12p^{10} \div 6p^8$

e $24m^9 \div 8m^7$ **f** $20n^{18} \div 5n^{16}$ **g** $16a^9 \div 8a^5$ **h** $32y^{12} \div 16y^{11}$

Week 2 Quiz

Student Name: Class: Teacher:

Q.1 Identify the base number and the power.

3^6 base = ☐

power = ☐

Q.2 Write in index form.

2 to the power of 5 = ☐

Q.3 When written in expanded form

$5^3 \times 2^3$ = ☐

Q.4 Simplify $m^7 \times m^{10}$.

○ m^{17} ○ $2m^{70}$ ○ m^{70}

Q.5 Simplify $a^7 \times 2a \times 3a$.

○ $6a^9$ ○ $6a^7$ ○ $5a^9$

Q. 6 Simplify $m^{12} \div m^2$.

○ m^{10} ○ m^{-10} ○ m^6

Q. 7 Simplify $16m^4n^3 \div 20m^7np$.

○ $5mn$ ○ $\frac{4n^2}{5m^3p}$ ○ $\frac{2m}{4m}$

Q. 8 Simplify $5abc \times 5abc \times 5abc$.

○ $15a^3b^3c^3$ ○ $125a^3b^3c^3$ ○ $125abc$

Lesson 4	
Week 3	**Topic: Indices**

EQ: What are powers of powers?

Questions

Powers of powers

Consider this power of a power: $(3^2)^5 = (3 \times 3) \times (3 \times 3) \times (3 \times 3) \times (3 \times 3) \times (3 \times 3)$

$= 3^{10}$ or $3^{2 \times 5}$

This can also be written as: $(3^2)^5 = 3^2 \times 3^2 \times 3^2 \times 3^2 \times 3^2$

$= 3^{2+2+2+2+2}$

$= 3^{10}$

Index law for power of power

$$(a^m)^n = a^{mn}$$

That is, when raising an expression that has a power to another power:

- **Raise the coefficient to the power outside the grouping symbols.**
- **Keep the same base.**
- **Multiply the powers.**

Examples

Simplify, giving the answers in the index form:

a) $(x^4)^3$ b) $(2p^2)^3$

SOLUTIONS

a) Because it's a power of a power we multiply the indices $4 \times 3 = 12$

ANSWER = x^{12}

b) We need to do the coefficients first 2 to the power of 3 = **8**
We do the pronumeral next p to the power of $2 \times 3 = p^6$

ANSWER = $8p^6$

Additional Resources

MathsOnline: Raising powers 5541

Summary:

Questions

Hint - When raising an expression containing a power to another power, multiply the powers. The base will remain the same.

1. Simplify, leaving your answers in simplest index form:

a $(2^3)^4$ **b** $(3^5)^4$ **c** $(4^3)^3$ **d** $(4^8)^9$

e $(5^3)^9$ **f** $(6^4)^5$ **g** $(7^2)^6$ **h** $(9^4)^5$

i $(8^7)^4$ **j** $(5^6)^7$ **k** $(2^9)^5$ **l** $(3^7)^5$

2. Simplify:

a $(a^4)^2$ **b** $(x^5)^3$ **c** $(a^9)^4$ **d** $(p^5)^6$ **e** $(m^7)^9$ **f** $(n^6)^8$

g $(a^7)^5$ **h** $(b^{15})^2$ **i** $(y^8)^3$ **j** $(k^5)^9$ **k** $(x^3)^9$ **l** $(a^8)^{16}$

3. Simplify:

a $(5x^2)^2$ **b** $(6y^3)^3$ **c** $(8y^7)^2$ **d** $(9p^7)^3$ **e** $(3y^5)^3$ **f** $(2a^8)^5$

g $(4p^2)^4$ **h** $(5x^{12})^3$ **i** $(3a^9b^7)^3$ **j** $(10x^{12}y^7)^4$ **k** $(-6x^9)^3$ **l** $(5a^7b^7)^4$

4. Complete:

a $(\quad)^2 = 4m^2$ **b** $(\quad)^3 = 8p^6$ **c** $(\quad)^4 = 81r^{12}$

d $(\quad)^3 = 27d^{18}$ **e** $(\quad)^3 = 125i^9$ **f** $(\quad)^2 = 49m^4n^2$

Lesson 5

Week 3	Topic: Indices

EQ: What is the zero index?

Questions

The zero index.

Look carefully at the following patterns. In each pattern, the next term is found by dividing the previous term by the base.

2^3	2^2	2^1	2^0
8	4	2	1

÷ 2

3^3	3^2	3^1	3^0
27	9	3	1

÷ 3

5^3	5^2	5^1	5^0
125	25	5	1

÷ 5

These patterns show that any number raised to the power of zero is equal to 1:

$8^0 = 1$ $2^0 = 1$ $xx^0 = 1$

Index law for 0 index

$$a^0 = 1 \quad (\text{where } a \neq 0)$$

Examples

Simplify

a) 7^0 b) $(2m)^0$ c) $3x^0$ (be careful with this one)

SOLUTIONS

a) Because 7 is to the power of 0 the answer is 1

ANSWER = 1

b) Because 2m is to the power of 0 the answer is 1

ANSWER = 1

c) x is to the power of 0 so $x^0 = 1$. Therefore its $3 \times 1 = 3$

ANSWER = 3

Additional Resources

MathsOnline: Zero power 5909

Summary:

Questions

Hint - Any expression (except 0) raised to the power of zero is equal to 1.

1. Simplify:

a 58^0	**b** 27^0	**c** a^0	**d** $(3y)^0$
e 68^0	**f** 6×2^0	**g** $2^3 n^0$	**h** $6x^0$
i ab^0	**j** $a^0 b^0$	**k** $(2^3)^0$	**l** $(mn)^0$

2. Simplify:

a $(6x^0)^2$	**b** $9 \times 3x^0$	**c** $(mn)^0 \times 5$
d $3 \times 6a^0$	**e** $3 \times (6a)^0$	**f** $5^0 \times 3a^0$
g $12^0 + 8^0$	**h** $(-10)^0$	**i** $-8p^0$

3. Simplify, leaving your answers in index form:

a $3^2 \times 3^0$	**b** $9^0 \times 9^2$	**c** $2^0 \times 2^4$	**d** $12^0 \times 12^4$
e $7^3 \times 7^0$	**f** $5^4 \times 5^0$	**g** $4^0 \times 4^5$	**h** $15^0 \times 15^2$
i $8^5 \times 8^0$	**j** $6^3 \times 6^0$	**k** $10^0 \times 10^3$	**l** $18^0 \times 18^5$

Week 3 Quiz

Student Name: Class: Teacher:

Q.1 Simplify $(2^3)^4$.

○ 2^{34} ○ 2^7 ○ 2^{12}

Q.2 Simplify $(x^3)^2$.

○ x^5 ○ x^6 ○ x^9

Q.3 Simplify $(a^2b)^3$.

○ a^5b^3 ○ a^8b^3 ○ a^6b^3

Q.4 Simplify $(5m^4)^2$.

○ $25m^8$ ○ $25m^9$ ○ $25m^6$

Q.5 Simplify $(4m^3n^5)^2$.

○ $16m^6n$ ○ $16mn$ ○ $16m^6n^{10}$

Q. 6 Evaluate: $(7a)^0 =$ ☐

Q. 7 Evaluate: $5^0 + 5 =$ ☐

Q. 8 Evaluate: $2^0 + 3^0 =$ ☐

Q. 9 Evaluate: $3a^0 + (5a)^0 =$ ☐

Q.10 Evaluate: $(9m)^0 - 9m^0 =$ ☐

ANSWERS

Lesson 1

1) a) 3×3 b) $9 \times 9 \times 9$ c) $11 \times 11 \times 11 \times 11 \times 11$ d) $7 \times 7 \times 7$ e) $x \times x \times x \times x \times x$ f) $p \times p \times p \times p \times p$ g) $y \times y$ h) $f \times f \times f \times f$
2)
3) a) y^2p^3 b) a^3w^2 c) 2^3p^2 d) 1.5^2q^3 e) 4^4p
4) a) 2, 6, 64
   b) 3, 6, 729
   c) 4, 2, 16
   d) 5, 4, 625
   e) 6, 3, 216
   f) 7, 4, 256
   g) -4, 3, -64
   h) 5, 5, 3125
   i) -6, 4, -1296
   j) 2, 7, 128
   k) 6, 4, 1296
   l) 4, 5, 1024

Lesson 2

1) a) 2^7 b) 3^{14} c) 4^{11} d) 8^{12} e) 5^{10} f) 6^{11} g) 7^{16} h) 2^{15}
2) a) 2^{11} b) 3^{12} c) 4^8 d) 5^{12} e) 6^9 f) 7^{11} g) 2^{17} h) 3^{21} i) 5^{17}
3) a) $3x^7$ b) $6a^9$ c) $4m^8$ d) $6n^{14}$ e) $35a^{10}$ f) $24x^{10}$ g) $50a^5$ h) $45m^5$ i) $40a^7$
4) a) m^4n^2 b) x^6y^1 c) a^9b^1 d) p^5q^{10} e) $15x^5y^3$ f) $28a^4b^6$

Lesson 3

1) a) 2^4 b) 3^6 c) 4^3 d) 8^3 e) 5^4 f) 6^3 g) 7^7 h) 2^3
2) a) 2^2 b) 3^3 c) 4^2 d) 5^4 e) 6^7 f) 7^3 g) 3^4 h) 8^4 i) 9^9
3) a) 3 b) a^4 c) b^5 d) p^2 e) y^2 f) m^4 g) n^6 h) a^4
4) a) $7a^2$ b) $3x^2$ c) $3y^3$ d) $2p^2$ e) $3m^2$ f) $4n^2$ g) $2a^4$ h) $2y^1$

Lesson 4

1) a) 2^{12} b) 3^{20} c) 4^9 d) 4^{72} e) 5^{27} f) 6^{20} g) 7^{12} h) 9^{20} i) 8^{28} j) 5^{42} k) 2^{45} l) 3^{35}
2) a) a^8 b) x^{15} c) a^{36} d) p^{30} e) m^{63} f) n^{48} g) a^{35} h) b^{30} i) y^{24} j) k^{45} k) x^{27} l) a^{120}
3) a) $25x^4$ b) $219y^9$ c) $64y^{14}$ d) $729p^{21}$ e) $27y^{15}$ f) $32a^{40}$ g) $256p^8$ h) $125x^{36}$ i) $27a^{27}b^{21}$ j) $10000x^{48}y^{28}$ k) $-216x^{27}$ l) $625a^{28}b^{28}$
4) a) 2mb) $2p^2$ c) $3r^3$ d) $3d^6$ e) $5i^3$ f) $7m^2n$

Lesson 5

1) a) 1 b) 1 c) 1 d) 1 e) 1 f) 6 g) 8 h) 6 i) a j) 1 k) 1 l) 1
2) a) 1 b) 27 c) 5 d) 18 e) 3 f) 3 g) 2 h) 1 i) -8
3) a) 3^2 b) 9^2 c) 2^4 d) 12^4 e) 7^3 f) 5^4 g) 4^5 h) 15^2 i) 8^5 j) 6^3 k) 10^3 l) 18^5

MARK:

Name _____

MARK:

Name _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

SCIENCE

Term 4 - Weeks 2 & 3

Topic: Ecology

Year Group: 9

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview & Instructions

- Attached is the work for Science in Weeks 2 & 3.
- Students will commence a new topic on **ECOLOGY.**

Enquiry Questions (EQ's)

- All relevant EQ being addressed are noted in the lessons provided.

Assessment Overview

Feedback Instructions

- Students will need to complete and submit activities on Google Classrooms.
- Regularly check feedback provided.
- Attend Video Conferences if possible.

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UMINA CAMPUS

Student Feedback

UMINA CAMPUS
Veron Road UMINA NSW 2257
P 02 4341 9066

Year 9 - Week 2
Lesson 1

FOR THIS LESSON YOU WILL BE COMPLETING YOUR **BODY COORDINATION MILESTONE**. THE MILESTONE IS LOCATED ON **GOOGLE CLASSROOM**. IF YOU HAVE **NO ONLINE** ACCESS YOU CAN COMPLETE THE PAPER VERSION AND RETURN IT TO SCHOOL FOR MARKING.

THE MILESTONE IS **OPEN BOOK**. YOU CAN **USE YOUR NOTES AND SLIDES** TO ASSIST YOU IN ANSWERING QUESTIONS. GOOGLE FORMS NOW SAVES YOUR PROGRESS FOR 30 DAYS BUT YOU MUST SUBMIT THE FORM IN ORDER TO COMPLETE THE TASK.

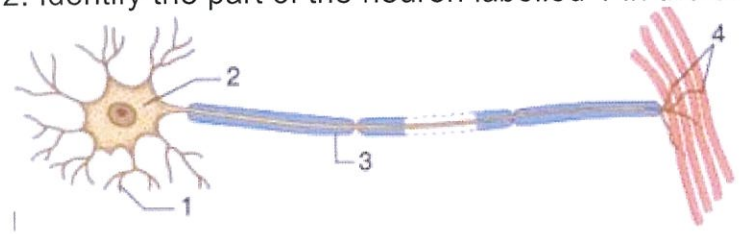
Year 9 Milestone BODY COORDINATION

Name:_____ Class:_____

1. The collective term for of all chemical reactions that occur inside the human body is also known as:

a. metabolism
b. anabolism
c. catabolic rate
d. blood pressure

2. Identify the part of the neuron labelled 1 in the diagram.



a. Axon
b. Dendrite
c. Cell body
d. Branch

3. The central nervous system is made up of the:

a. The heart and blood vessels
b. All of the neurons in the body
c. The brain and the spinal cord
d. The different endocrine glands

4. Motor neurons carry messages from:

a. The effector to the spinal cord
b. The central nervous system to the effector
c. The brain to the spinal cord
d. The sense organs to the central nervous system

5. Identify which part of the brain controls your thoughts, speech and ability to smell and taste.

a. Brainstem
b. Cerebellum
c. Spinal cord
d. Cerebrum

6. The chemicals that speed up cellular reactions are known as:

a. Target cells
b. Enzymes
c. Neurotransmitters
d. Starch

7. Diffusion is defined as:

a. The movement of particles through our digestive system.
b. The movement of particles from a region of low concentration to a region of high concentration.
c. The transport of particles in the blood.
d. The movement of particles from a region of high concentration to a region of low concentration.

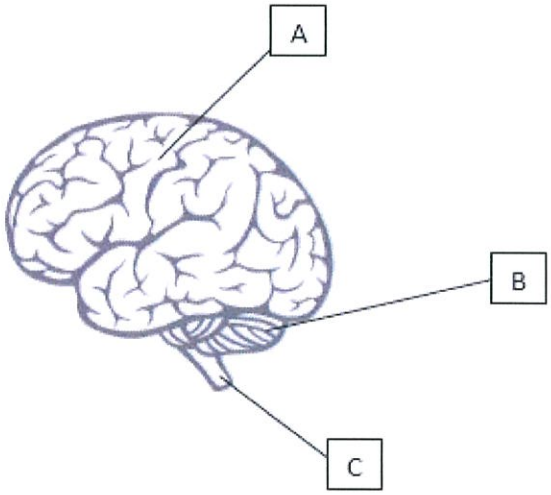
8. Hormones are the chemical messages produced by the endocrine system. They move around the body:

a. Through the bloodstream
b. Through bones
c. Through the digestive system
d. Along nerves

9. Which of the following is responsible for removing toxic substances (such as alcohol) from the blood and breaking them down?

a. The gallbladder
b. The liver
c. The kidneys
d. The small intestine

10. Label the three parts of the brain in the diagram below



Label A is the _____

Label B is the _____

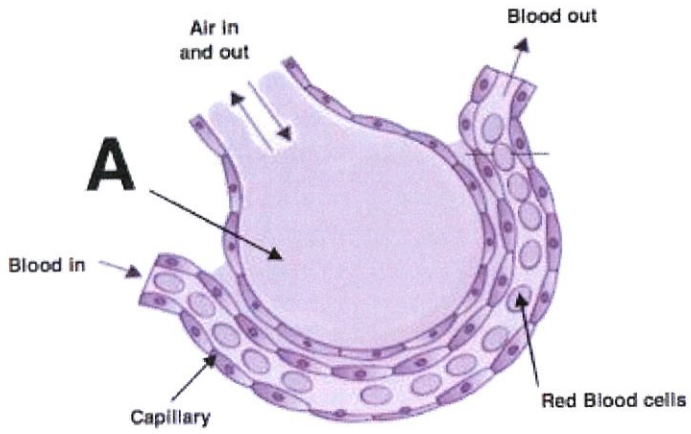
Label C is the _____

11. The endocrine system coordinates body functions using hormones produced by endocrine glands. Name two endocrine glands.

Endocrine gland 1 - _____

Endocrine gland 2 - _____

12. Look at the diagram shown below



What name is given to the structure labelled 'A'? _____

In what organ would these structures be found? _____

Name the gas that diffuses from 'A' into the blood. _____

Name the gas that diffuses from the blood into 'A' _____

13. Order all of the words below to show how a conscious action occurs. Write number 1 for the first 2 for the second etc next to each word.

receptors
effectors
motor neuron
sensory neuron
stimulus
brain

14. When eyes are exposed to light you can watch the pupils change in size. When this happens -

What is the stimulus? _____

Where are the receptors? _____

What was the response? _____

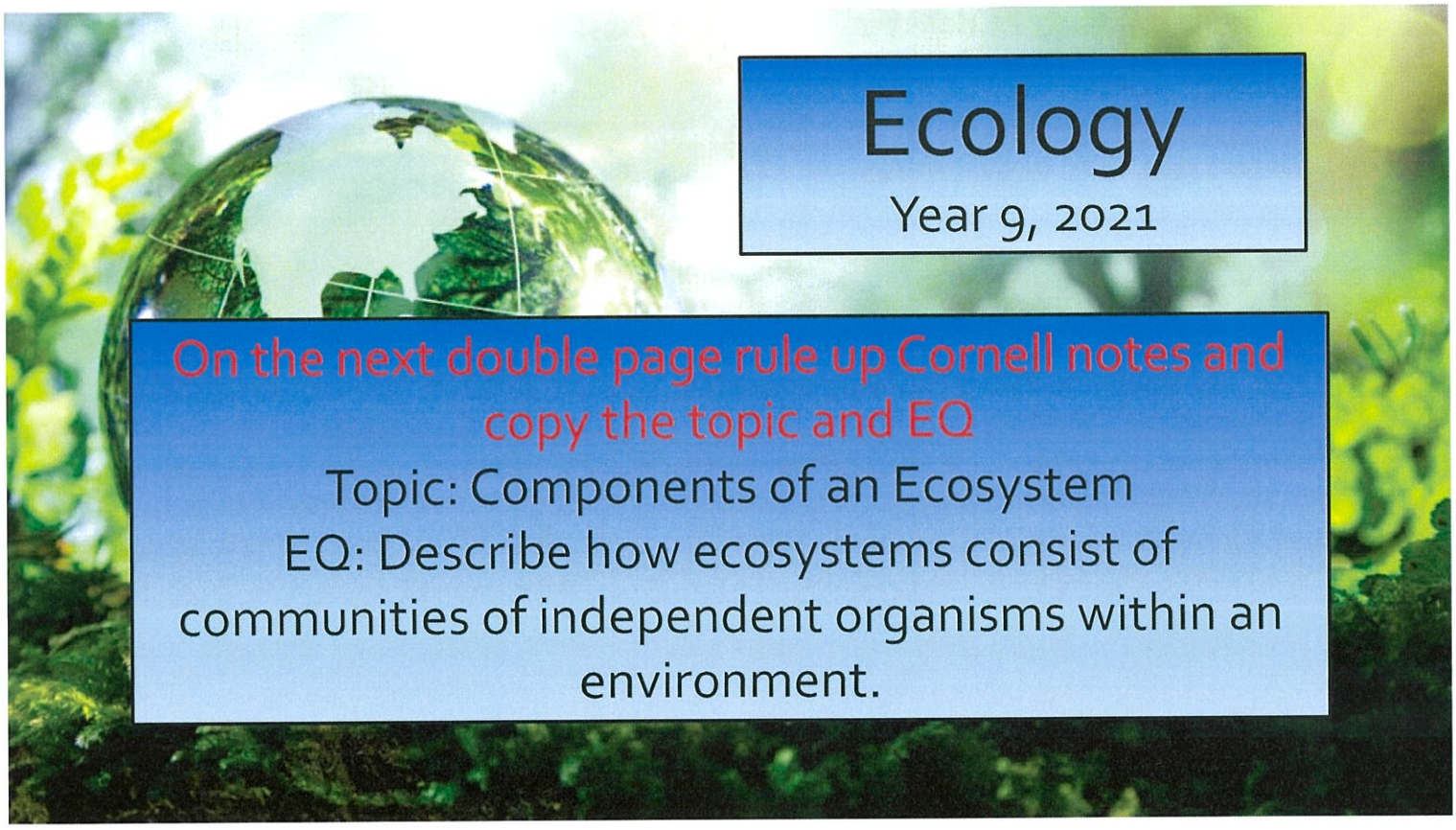
15. Complete the sentences below using the word list provided. Not all words will be used. Each word will only be used once.

Word list – cerebellum, sympathetic, effectors, stimulus, somatic, receptors, adrenaline, reflex, nerves, cerebrum, testosterone, glands

a. Muscles that move our bodies in response to a signal received along motor neurons are called _____.
b. _____ actions happen quickly and protect us from danger.
c. _____ in our skin can detect pain, pressure and temperature.
d. _____ is the hormone produced by your body when you are stressed, it makes your heart beat faster.
e. A _____ is anything that triggers a receptor and brings about a response.
f. The peripheral nervous system is made up of _____.
g. The _____ is the part of the brain that controls involuntary functions like heart rate and blood pressure.

Year 9 - Week 2 Lesson 2

We are starting a new topic. Use a new double page for a title page 'Ecology' and a contents page if your class uses them.



Ecology

Year 9, 2021

On the next double page rule up Cornell notes and copy the topic and EQ

Topic: Components of an Ecosystem

EQ: Describe how ecosystems consist of communities of independent organisms within an environment.

Read

Ecosystems are discrete regions where living things strongly interact and are interdependent.

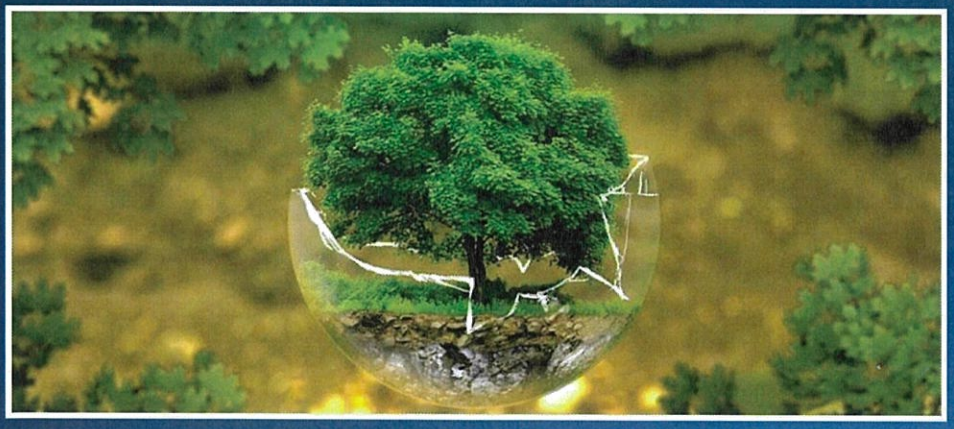
In ecosystems there is a fine balance between organisms and their environment.

Human activities can have impacts on particular ecosystems or more generally on the atmosphere, waterways, landforms and oceans.

Our scientific understanding can help us conserve and maintain a more sustainable environment and diversity of ecosystems.

Read

Ecology is the study of the relationship between living things, and how they interact with their environment.



Ecology includes the study of everything around us – not just the bush, rainforest or ocean. It also includes the houses, factories, roads, cars and everything that is a part of the environment.

Copy into notes

What is an Ecosystem?

- An ecosystem is a community of organisms (living things) and its environment (surroundings).
- Rainforests, grasslands, freshwater lakes and streams are all examples of ecosystems.
- Ecosystems have biotic (living) and abiotic (non-living) parts.

Read - Interdependence

All organisms in an ecosystem depend upon each other. If the population of one organism rises or falls, then this can affect the rest of the ecosystem.

A simple food chain is:

grass → rabbit → fox

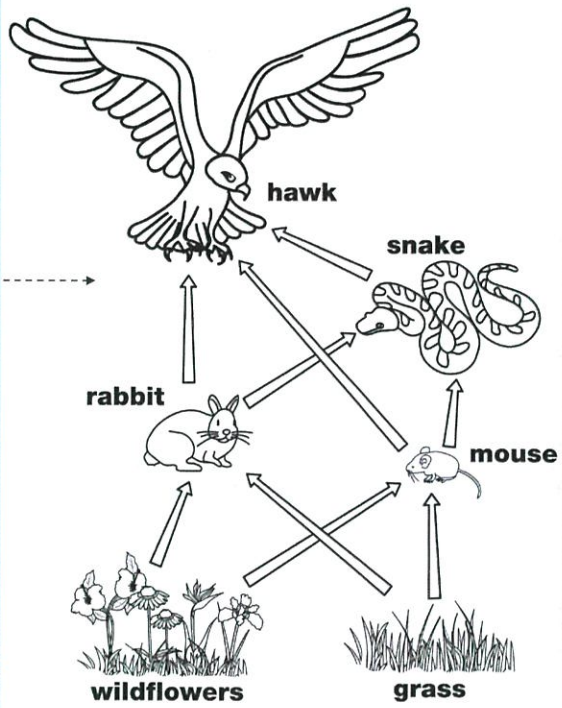
If the foxes in the food chain above were killed, the population of rabbits would increase because they are no longer prey to the foxes. As a result the amount of grass would decrease because the increased population of rabbits would be eating it.

Often very small changes to ecosystems have large consequences, which can be difficult to predict. This means that all the organisms in an ecosystem are dependent upon each other. **We call this interdependence.**

Left page activity

- Copy the food web *(you can just write the names of the organisms, you DO NOT have to draw them)*
- Answer the following questions:

1. If the hawks suddenly disappeared, what would happen to the number of snakes?
2. If all the wildflowers died, what would happen to the grass? Would the snake or hawk be impacted?
3. Which organisms would be effected if there was plague of mice? Why?
4. When changes occur in a food web, are the impacts immediate or do they change over time?



Year 9 - Week 2
Lesson 3

Rule up Cornell notes on a new double page and copy the topic and EQ

Topic: The Environment

EQ: Distinguish between ecosystem, habitat and environment

Copy into notes –

Habitat

- A Habitat is the place(s) where an organism lives - desert, rainforest, wetland, etc.
- It has all of the resources required for that organism to survive and reproduce - food, shelter, water, suitable climate, mating partners, etc.

Copy into notes –
The Environment

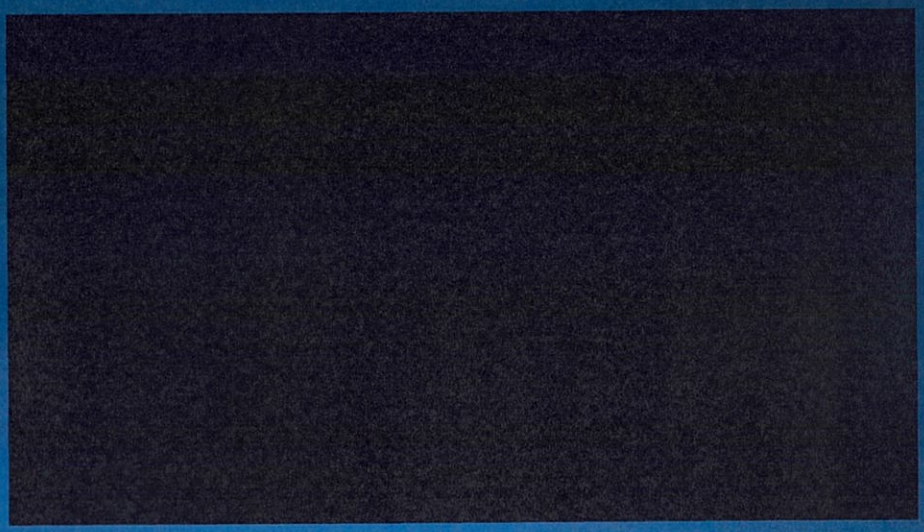
- The Environment includes all the things that affect an organisms ability to survive and reproduce successfully.
- It includes all the Biotic (living) and Abiotic (non-living) factors in the habitat.

Copy into notes-
Ecosystem

- An Ecosystem describes all of interactions that occur in a particular place between the organisms that live there and their environment.

Left page activity

- Watch this clip about rainforest habitats and complete an Alphabox with as many facts about rainforests as you can find **OR** write an acrostic poem about rainforests.
- https://youtu.be/3vijLre76ow



My Alphabox for _____

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	XYZ

Pastore 2015

By _____

Year 9 - Week 3
Lesson 4

Rule up Cornell Notes on a new double page and copy the topic and EQ

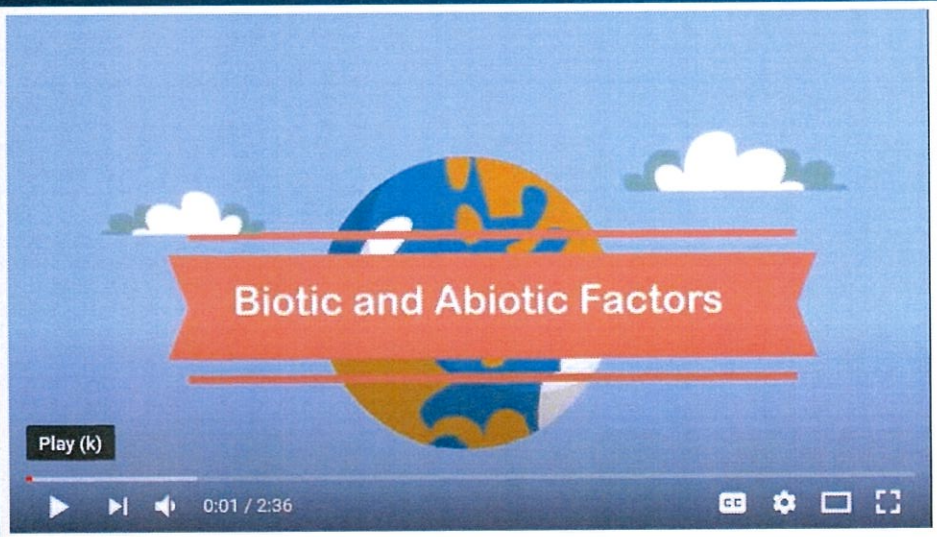
Topic: Abiotic / Biotic

EQ: Distinguish between abiotic and biotic factors

Abiotic / Biotic

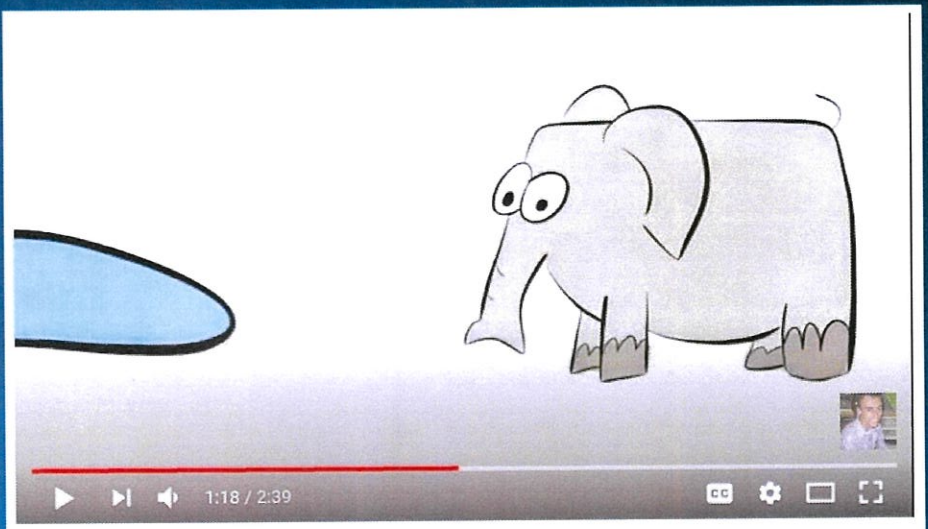
Make your own Cornell Notes from the videos below. You must define **ABIOTIC** and **BIOTIC** and provide examples of each.

- https://www.youtube.com/embed/fX31EymLQZQ



Abiotic and Biotic Factors

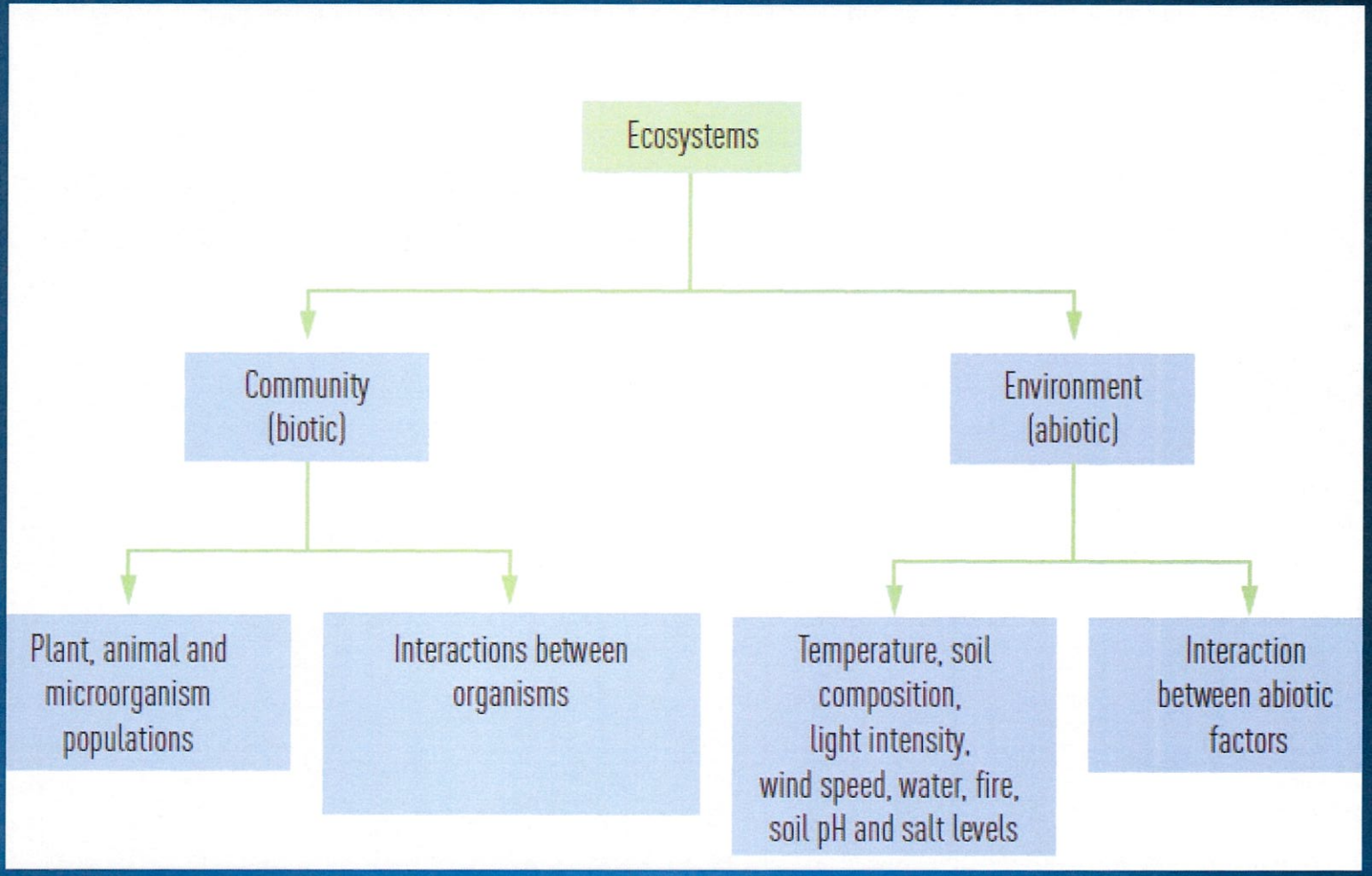
- https://www.youtube.com/embed/E1pp_7-yTN4



Abiotic and Biotic Factors

Read

Components and interactions in ecosystems



Left page activity

- Complete the attached worksheet about biotic and abiotic factors. Either print a copy and glue in your book or answer the questions on your left page.

Biotic and abiotic factors

Student: ..... Class: .....

The parts of an ecosystem that are non-living are called the abiotic environment. The parts that are living are called the biotic environment.

1. Complete the table below by classifying the named component as **biotic** or **abiotic**.

Component	Biotic or abiotic?	Component	Biotic or abiotic?
Water salinity		Competitors for mating	
Wind speed and direction		Producers	
Competitors for food		Humidity	
Predators		Decomposers	
Light penetration		Air temperature	

2. The following photo shows a clownfish sheltering amongst the poisonous tentacles of a sea anemone. The sea anemone does not harm the clownfish as it searches for food.

© Photolibrary/SPL/Peter Scoones

(a) Identify two abiotic components of this ecosystem.

.....

(b) Identify two biotic components of this ecosystem.

.....

(c) How does the association of the clownfish with the anemone benefit the fish?

.....

.....

3. The illustration below shows a boy on a field trip in the Australian bush.

(a) Explain the importance of the trees and grass to this ecosystem.

.....

.....

(b) Earthworms are shown in the soil under the tree. Explain the importance of these worms to the ecosystem.

.....

.....

(c) The student decides to measure an abiotic factor in this area. Identify an abiotic factor he could measure and explain how he will perform this task.

.....

.....

.....

.....

Worksheet 4.1

Science Quest 7: pages 118–121

Biotic and abiotic factors

Student: ..... Class: .....

The parts of an ecosystem that are non-living are called the abiotic environment. The parts that are living are called the biotic environment.

1. Complete the table below by classifying the named component as **biotic** or **abiotic**.

Component	Biotic or abiotic?	Component	Biotic or abiotic?
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.....

(b) Earthworms are shown in the soil under the tree. Explain the importance of these worms to the ecosystem.

.....

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.....

.....

.....

.....

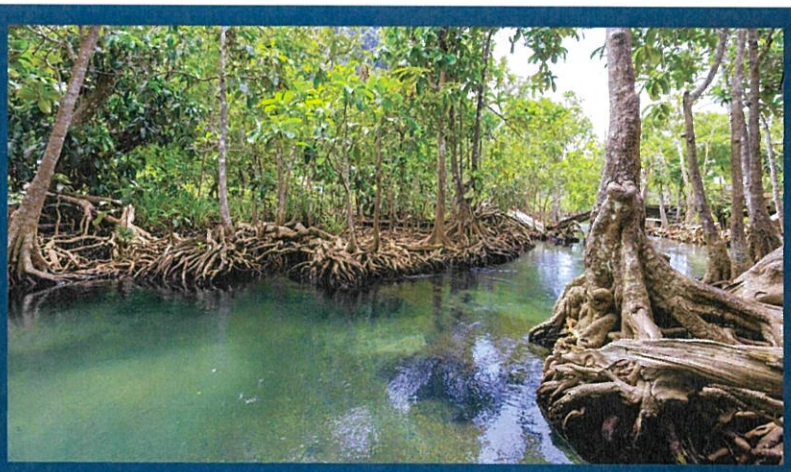
Year 9 - Week 3 Lesson 5

Rule up Cornell notes on a new double page and copy the topic and EQ

Topic: A Balanced Ecosystem

EQ: Explain the loss and gain of species within an Ecosystem

Read



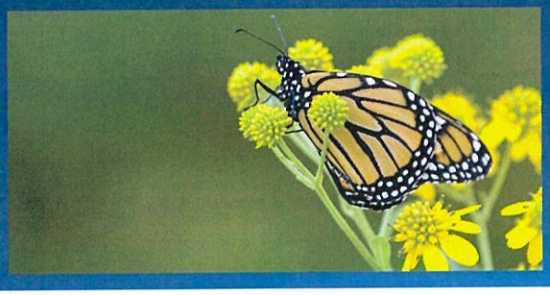
- All organisms live in a complex web of interrelationships – relationships with each other and with their environment.
- Many of these relationships are between living things.
- Abiotic (non-living) factors play a critical role in determining what type of community survives at a particular place.

Copy into notes-
Balance

- A group of organisms of the same species living in the same ecosystem is called a **population**.
- An ecosystem needs to be able to maintain a **balance** so all species can exist at their optimum population size.
- **Gains** due to reproduction and immigration **(moving in)** must balance the **losses** due to death and emigration **(moving out).**
- Changes in one species' population can dramatically affect the population of a different species.

Copy into notes -
Upsetting Equilibrium

- Gains and losses in ecosystems **occur naturally** but they may be intensified by factors such as **floods and bushfires.**
- Reproduction, death, migration, natural events (such as seasonal changes), disasters (such as floods, droughts and earthquakes) and human intervention occur regularly and **affect population sizes.**



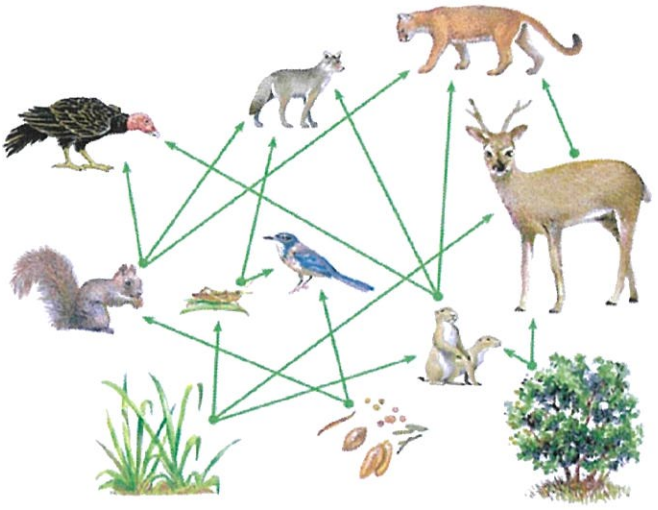
Left page activity

- Answer the questions on the next 2 slides. Your answer should be at least 5 sentences long and look at gains and losses to populations of organisms.

Deciduous Forest Food Web

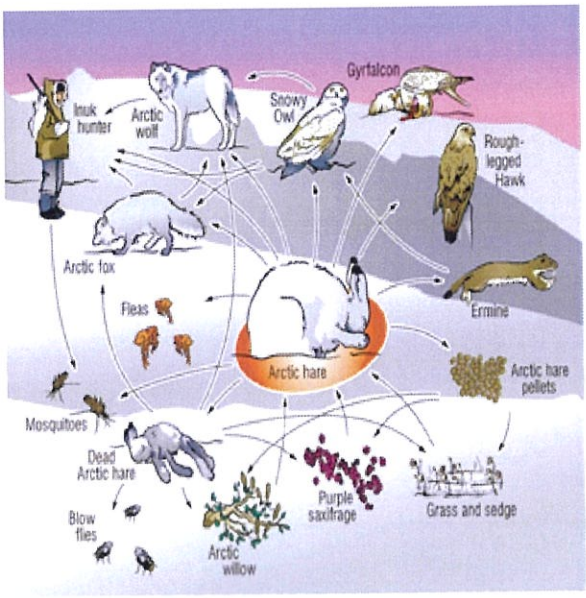
The deer population is being over hunted...

How would the change in the ecosystem affect the flow of energy throughout this food web?



Arctic Tundra Food Web

The over hunting of arctic wolves has depleted the wolf population in the Canadian taiga. Explain how this change will affect the ermine population.



Deciduous Forest Food Web

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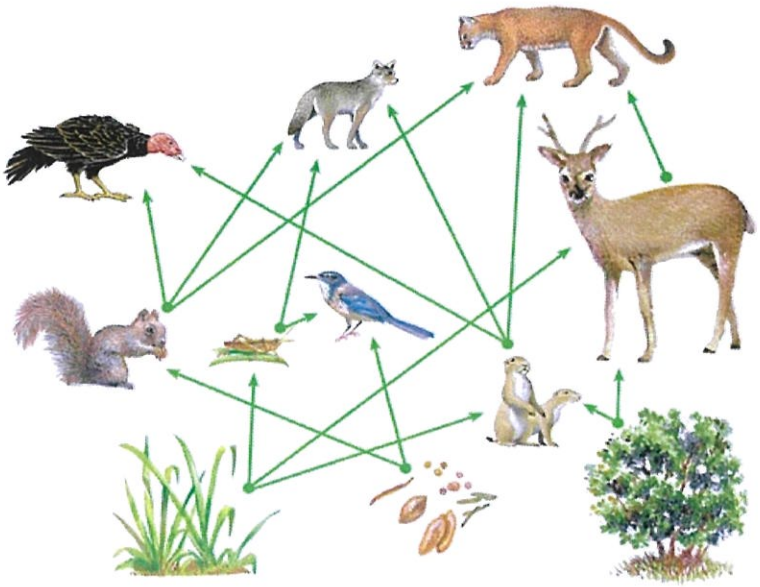

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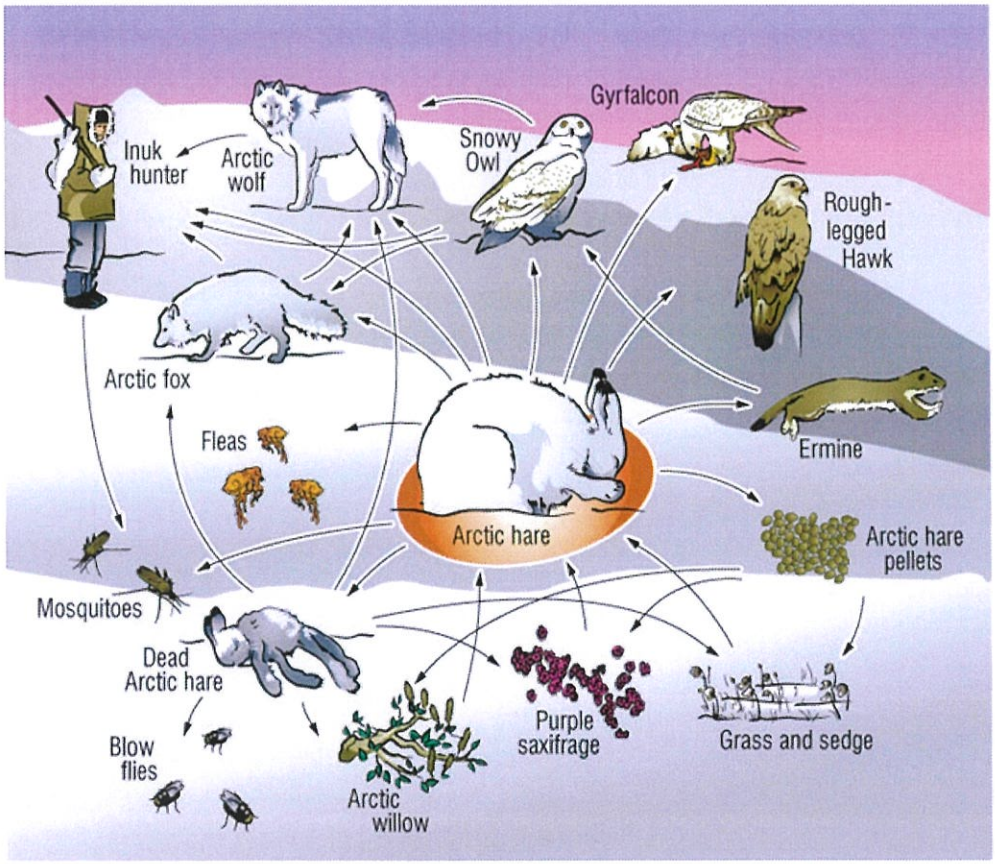


MARK:

Name _____

MARK:

Name _____

MARK:

Name _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home

Term 4 Week 2 and 3

Key Learning Area: HSIE

Year Group: 9

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions	Syllabus Dot Point/Essential Questions
• Attached is the work pack for HSIE for Term 4 Week 2 and Week 3 • Instructions are clearly identified in the slides provided. • Complete all work in your workbook. If you do not have a new Geography book, please complete on loose paper and we will organise a book for you	• GE 5-2 explains processes and influences that form and transform places and environments. • GE5-3 analyses the effect of interactions and connections between people, places and environments.
Assessment Overview ***(If required)***	**Feedback Instructions**
Task Name: Changing Places Quizzes - Quiz 2 of 3 **Type of Task**: Google Forms Quiz **Date Due**: Quiz 1 - Monday 25/10/21 **Instructions**: Complete the Quiz posted in Google Classroom and TURN IN **OR** Complete the paper copy and return to the office	• Submit work into Google Classroom, following your classroom teachers' instructions. • Upload a photo to the activity and submit via google classroom. • Upload the work at any time during the two-week cycle • Remember, you have work for two weeks here, please use your time wisely to have all work completed on time.

Student Feedback

_____

_____

_____

_____

_____

_____

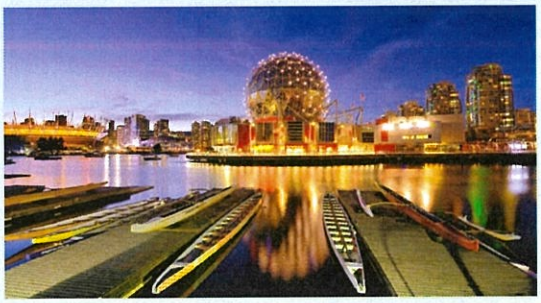
_____

_____

Year 9 - Term 4 - Week 2 and 3

Activities

1. *a) Notes*
   b) Literacy activity
   c) Source Analysis
2. *a) Video*
   b) Graphs
3. *a) Glossary*
   b) Summarise
   c) Cloze Passage
4. *a) Reading & Photographs*
   b) Source Analysis
   c) TEEEC
5. *Quiz*



- GE 5-2 explains processes and influences that form and transform places and environments.
- GE5-3 analyses the effect of interactions and connections between people, places and environments.

Instructions: Please complete the following activities in your Geography book. Upload images to Google Classroom or submit loose leaflet paper to the front office for marking

Activity 1a - Conurbations

EQ: What factors influence settlement patterns and how does Australia compare to another country?

1a Notes - write the notes below into your book

Conurbations

Conurbations Sometimes there are so many cities in a particular region that they seem to merge almost into one city as they expand. A conurbation is made up of cities that have grown and merged to form one continuous urban area. Both the United States and, to a lesser extent, Australia have conurbations.

United States Eleven conurbations have been identified in the United States.. The major conurbation is in the north-east region. It is often called BosNYWash because it covers the area from Boston in the north, through New York, to Washington in the south.

Australia Australia, on the other hand, has only two main conurbations. One is in south-east Queensland; the other, the Newcastle– Wollongong conurbation, stretches for over 250 kilometres and is home to almost 6 million people.

Activity 1b - *Glossary Terms* - Pick 2 of the activities below to complete using the 6 words. Conduct internet research to find their definitions.

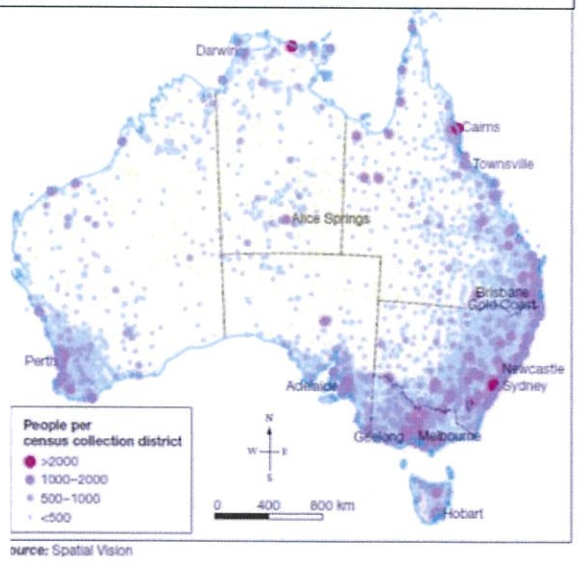
The words for this lesson are: *conurbation, population density, population distribution, settlement, slum, lithosphere.*

You must do **2** of the following activities and complete the task using all the above words.

1. Create a crossword using using all 6 words and their correct meanings from the glossary.
2. Create an audio recording of you reading the words and their definitions. If you like you could sing them. Upload the MP3/4 file to Google Classroom. Audacity is an audio program you might download which works with chrome.
   https://chrome.google.com/webstore/search/audacity?utm_source=chrome-ntp-icon
3. Use each word correctly in a sentence (that is not a repeat of the definition). Write the sentence in your book and underline the words you used.
4. Create a visual dictionary - read the definitions and find images (photos/drawings/symbols) that visual show the meaning of each word.
   http://www.visualdictionaryonline.com/search-results.php?s_search_box=farm&s_search_result=farm

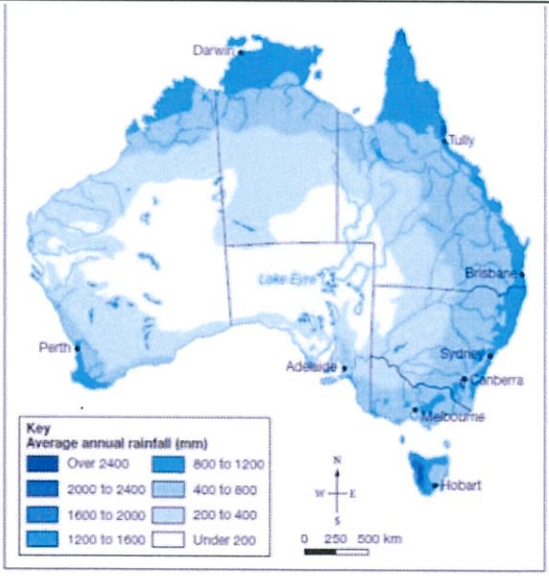
Activity 1c - *Source Analysis - Use the following sources to complete the activities on slide 6*

Source 13: Australia's population distribution and density



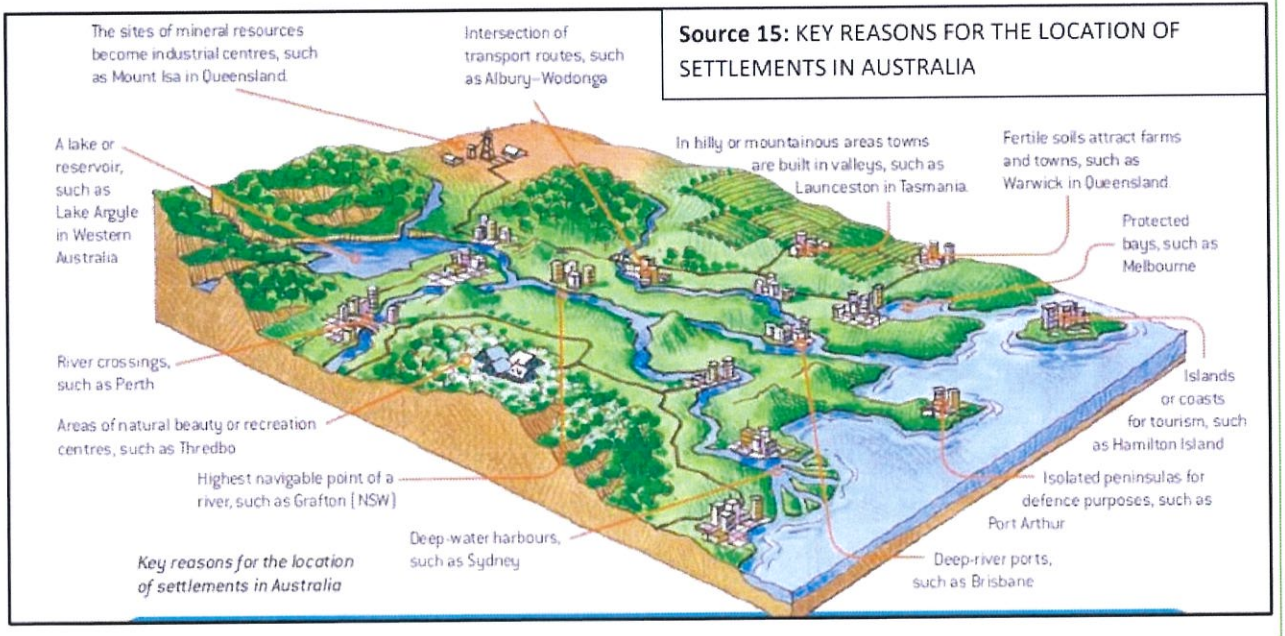
Source: Spatial Vision

Source 14: The distribution of annual rainfall in Australia



Activity 1c - *Source Analysis - Use the following sources to complete the activities on slide 6*

Source 15: KEY REASONS FOR THE LOCATION OF SETTLEMENTS IN AUSTRALIA



Activity 1c - *Source Analysis - Using the sources from slide 4 and 5, complete the following questions in your workbook.*

Study ***Source* 13**

a) What is the title of source 13?
b) What do the darkest purple dots tell us?
c) On which coast do most Australians live?

Study ***Source 14***

d) What is its title?
e) Where does the least amount of rainfall occur?
f) Is there a relationship between rainfall and population distribution in Australia? Describe this connection

Study ***Source 15***

g) *Source 15* shows the relationship between settlements and topography (physical features of the landscape). List 3 features related to **water** that influence settlement and 3 features related to the **lithosphere** that influence settlement.

Activity 2a - *Video - Draw the table into your book. While watching the video fill in the table below.*
Watch the video Settlement Patterns of the US and Canada (Global Studies) (YouTube)

Factors that influence settlement patterns in USA & Canada	
Name of factor	**How it influence on population distribution /density/ existence or growth of cities**
Waterways	
Landforms	
Climate	
Resources	

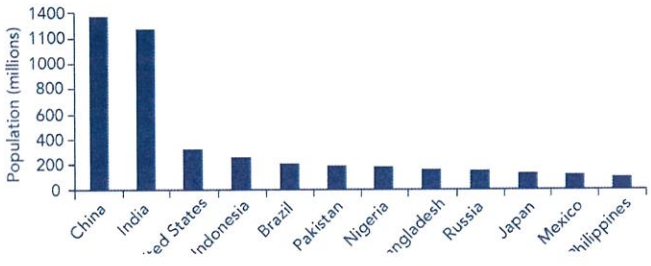
Activity 2b - *Graphs - Below is of Source 16. This shows the top 10 settlements in the USA presented as a table. Your task is to change the information about the USA cities from a table into a graph. Examples of graphs are on the following slide.*

SOURCE 16	
City in USA	**Population 2020**
New York City, New York (NYC)	8, 622, 357
Los Angeles, California (LA)	4, 085, 014
Chicago, Illinois (CHI)	2, 670, 406
Houston, Texas (HOU)	2, 378, 146
Phoenix, Arizona (PHO)	1, 743, 469
Philadelphia, Pennsylvania (PHL)	1, 590, 402
San Antonio, Texas (SATX)	1, 579, 504
San Diego, California (SD)	1, 469, 490
Dallas, Texas (DTX)	1, 400, 337
San Jose, California (SJ)	1, 036, 242

Source: https://worldpopulationreview.com/us-cities

Types of Graphs
- Bar Chart/Graph.
- Pie Chart.
- Line Graph or Chart.
- Histogram Chart.
- Area Chart.
- Dot Graph or Plot.
- Scatter Plot.

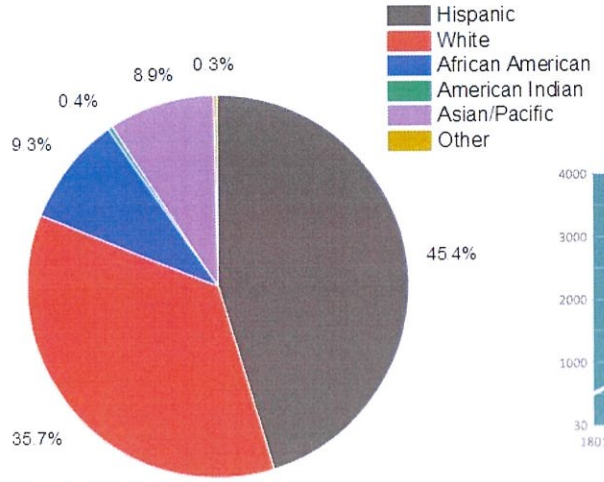
Activity 2b - *Graphs - Examples of Graphs*

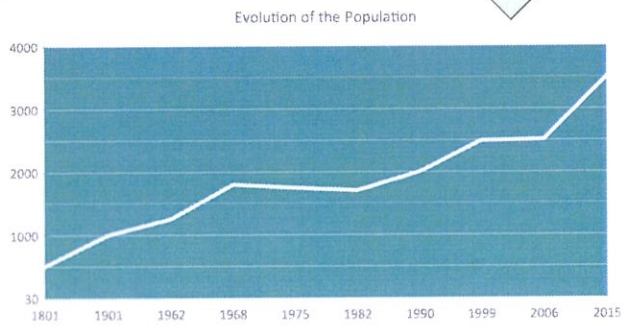


Bar/Column Graph

Pie Graph

Line Graph





Activity 3a - *Glossary Terms - Pick 2 of the activities below to complete using all the words that are highlighted. Conduct internet research to find the definitions of these words.*

The words for this lesson are: *natural increase, migration, interstate migration, sea change, FIFO.*

You must do at least 2 of the following activities and complete the task using all the above words. Try to complete at least one activity that was different from lesson 1.

a) Create a crossword using using all 6 words and their correct meanings from the glossary.

b) Use each word correctly in a sentence (that is not a repeat of the definition) and write it on either slide 4 or 5.

c) Create a visual dictionary - read the definitions and find images (photos/drawings/symbols) that visual show the meaning of each word. Draw these into your books.
http://www.visualdictionaryonline.com/search-results.php?s_search_box=farm&s_search_result=farm

Activity 3b - *Summarise* - Read the following text and summarise the information into your geography workbook EQ. What are the reasons for, and effects of, internal migration in Australia?

Internal Migration

The population of Australia increased rapidly during the twentieth century, being about five times greater at the end of the twentieth century than it was in 1900. There have been two main reasons for this increase:

- **Natural increase.** This occurs when the number of people born (birth rate) is higher than the number of people dying (death rate).
- **Migration from overseas.** The proportion of Australia's population born overseas increased from less than 10 per cent in 1947 to 23 per cent in 1996.

When people move from one place to another it is called **migration.** A migrant therefore is a person who moves from one area to another. People can migrate;

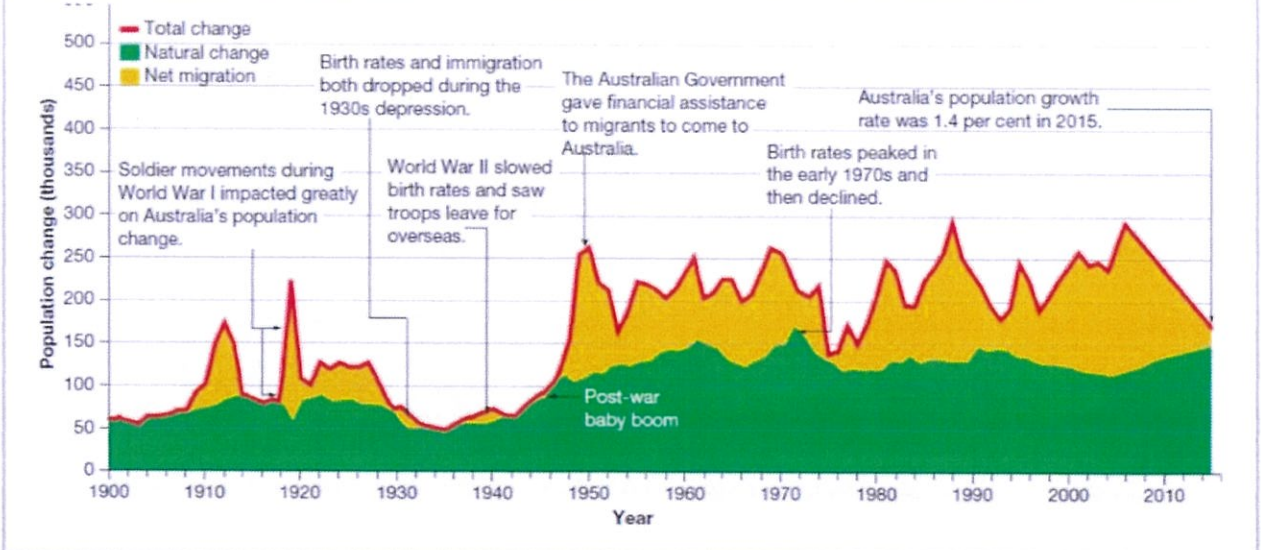
- within a country **(internal migration)**
- to a new country **(international migration)**

There are 5 main categories:

- settlers
- contract workers
- professionals
- undocumented workers
- refugees and asylum seekers

Activity 3c - *Source Analysis - Use the following source to complete the activities on slide 13*

Source 19: Australia's population growth, 1900–2014



Activity 3c - Cloze Passage - Complete the cloze passage in your book. Read the source carefully and fill in the blanks.

Source 19 shows Australia's population growth from 1900 to _____. It uses colours to show the cumulative effect of 2 variables. The yellow is used to show net _____ while green shows _____ _____. Added together they show total population growth. Between 1930 -_____ Australia's population fell. One reason for this was _____ _____ _____ which slowed the birth rate as men went overseas. From the mid 1940's to mid1970's Australia's population _____ . The children born during this time are called post war _____ _____. Another reason for the increase in population is the government's _____ _____ to migrants

Activity 4a -
Reading and Photographs - Read the information and study source 20 complete the activities on slide 15.

Source 20: FIFO is a system in which workers fly to work in places such as remote mines and after a week or more fly back to their home elsewhere.

What are Australia's internal migration patterns?

Perhaps you have lived in different countries, or have moved to different states and suburbs to live; and in the future you will possibly move again. Australia has a mobile population. Males move 12.8 times in their life, and females 13.6 times. During 2006–07, 351 900 people moved interstate. Queensland had the largest net gain of 27 000 people, while New South Wales recorded the largest net loss of 27 300 due to interstate migration. Within Australia, people move between states (interstate migration) and within a state (intrastate migration). Some move from rural to urban areas (rural–urban migration), whereas others move from the city to rural areas, attracted by less expensive land and a cleaner atmosphere. There has also been a sustained out-migration from inland to coastal areas as people move for a 'sea change' and an increase in **Fly-in, fly-out (FIFO)** workers.

Activity 4a - *Reading and Photographs - Read the information and study source 20 complete on slide 13 and complete the activities below.*

a) List 3 things you observe from the photograph

-
-
-

b) FIFO works are often away for weeks at a time. List 2 things you think would be an advantage of this type of work arrangement & 2 disadvantages

Advantages	Disadvantages
• •	• •

c) List the 5 categories of migration noted on slide 14: _____ _____ _____ _____ _____

Activity 4b - *Source Analysis- Using source 21 and the information next to it complete the activities on slide 17.*

Interstate migration.

Over the past two decades, people have moved from the cooler south to the warmer north, up the east coast to Queensland and towards Western Australia. All states and territories experienced a loss of people to Queensland — most were between 25 and 34 years old, and 65 per cent came from New South Wales. The size of a state's population affects its share of Commonwealth funds and the number of seats in the House of Representatives. At the local level, changes in the size of the population affect the demand for housing and services such as health and education.

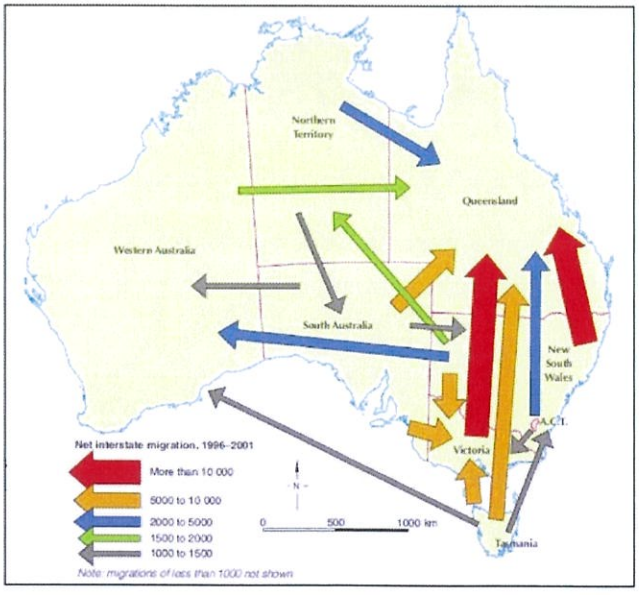
Who moves?

The people most likely to move interstate are young adults, people who are separated or divorced, unemployed people and recent immigrants from English-speaking countries. The most common reasons are related to employment and social amenity (for example, to be near family or friends). Immigrants from non-English-speaking countries, married people and older people are less likely to move interstate.

Changes in rural Australia

Many small towns, particularly in rural areas, are

Source 21: Interstate migration flows 1996–2001



Activity 4b - *Source Analysis- Using source 21, the information next to it on slide 16 and your own knowledge, complete the following questions.*

Internal Migration

a) What are 2 consequence of people moving interstate?

b) The size and thickness of the arrows on the flow map in source 21 represent the amount of people moving. Between 1996 -2001 which state received the most interstate migrants?

c) Which 2 states (as seen in source 21) lost no people to interstate migration?

d) Thinking about the events that have occurred in 2020-2021, how would you describe interstate migration and travel in the past 12-18 months? What are some impacts of lower/higher levels of movement of people?

Activity 4c - *TEEEC Paragraph* - *Reflect on the the activities you have just done, then write a paragraph answer to the EQ. Be sure to use some of the glossary terms you have learned as examples.*

EQ: What are the reasons for, and effects of, internal migration in Australia?	
T	
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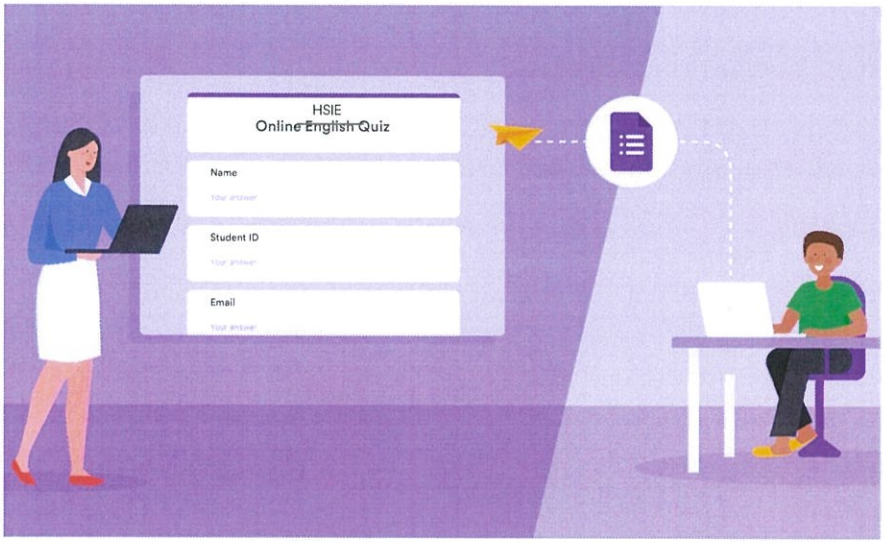
Activity 5 - Quiz

- *Use the google form and answer the questions on the quiz. Answer these questions the best that you can as they are part of your final assessment.*



Access the quiz via Google Classroom or the attached hard copy.

Year 9 Geography 2021 - Changing Places Quiz 2

This exit quiz will be used to determine your final mark and grade for Geography. You will have an exit quiz for each fortnight's worth of work. It should be completed at the end of the fortnight, once you have completed the work. Remember - check the amount each question is marked out of, this will help you in determining how much you should write.

This quiz covers information from Term 4 Week 2 and Week 3
* Consequences of Urbanisation
* Settlement Patterns
Outcomes
* 5-2 explains processes and influences that form and transform places and environments.
*5-3 analyses the effect of interactions and connections between people, places and environments.
* 5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
* 5.8 communicates geographical information to a range of audiences using a variety of strategies

This quiz must be completed by Monday Monday 25th October 2021, Term 4, Week 4 and completed online OR returned to the front office.

The respondent's email (**null**) was recorded on submission of this form.
* Required

1. Email *

Quiz Grading Criteria

Grade	A	B	C	D	E
Quiz Grading Criteria	Mark of 85% or more Extended response question is accurate and detailed	Mark of between 70% and 84% Extended response is correct and contains some detail	Mark of between 50 and 69% Attempts the extended response with some correct information	Mark of between 25% and 49% May not attempt all questions, including the extended response	Mark of 24% or less May not attempt all questions, including the extended response

2. First Name *

3. Last Name *

4. Class *

Mark only one oval.

- 9.1.1
- 9.1.2
- 9.2.1
- 9.3.1
- 9.3.2
- 9.4.1
- 9.4.2
- 9.5.1
- 9.5.2
- 9.6.1
- 9.6.2
- 9.7.1

Section 1: Consequences of Urbanisation - multiple choice and short answer

5. 1. Select a word from a column that correctly matches its meaning in each row (there is only one correct answer for each). * 5 points

Mark only one oval per row.

	conurbation	population density	population distrbution	settlement	slum	Ubranisation
the number of people living in a given area, usually a square kilometre						
is an extremely large urban area made up of cities that have grown and merged to form one continuous urban area.						
the pattern of where people live. Population distribution is not even — cities have high population densities and remote places such as deserts usually have low population densities						
a run-down area of a city characterised by poor housing and poverty						
a group of people living in one place or location						

6. 2. How many conurbations have been identified in the United States * 1 point

Mark only one oval.

- 18
- 3
- 2
- 11

7. 3. What region in the United States is the major conurbation located? * 2 points

8. 4. How many conurbations does Australia have? * 1 point

Check all that apply.

- [ ] 2
- [ ] 8
- [ ] 13
- [ ] 11

9. 5. Define the term interstate migration * 2 points

10. 6. What two locations can you find the two main conurbations in Australia? * 2 points

Section 2: Settlement Patterns - Multiple Choice, Short answer and Long Response

11. 7. Where do most Australians live? * 1 point

Mark only one oval.

- ◯ Remote
- ◯ Metropolitan
- ◯ Rural

12. 8. Which factors influence the settlement patterns in the USA and Canada? * 1 point

Check all that apply.

- ☐ Waterways
- ☐ Landforms
- ☐ Climate
- ☐ Resources
- ☐ All of the above

13. 9. Define migration * 2 points

14. 10. What does the acronym FIFO stand for * 1 point

Mark only one oval.

- ◯ Fly in Fly out
- ◯ First in First out
- ◯ Fly interstate Fly outerstate

15. 11. Define FIFO * 2 points

16. 12. Natural increase is * 1 point

Mark only one oval.

- ◯ An increase of nature related aspects in a city
- ◯ When more people are being born than people are dying
- ◯ An increase in the population of animals

17. 13. Internal migration is * 1 point

Mark only one oval.

- ◯ to a new country
- ◯ within a country

18. 14. International Migration is * 1 point

Mark only one oval.

- ◯ to a new country
- ◯ within a country

19. 15. Identify the 5 main categories of migrants 2 points

Mark only one oval.

- ◯ settlers, contract workers, casual workers, cashier workers, professionals
- ◯ settlers, contract workers, professionals, undocumented workers, refugees and asylum seekers
- ◯ Asylum seekers, refugees, settlers, contract workers, casual workers
- ◯ Refugees, cashier workers, professionals, contract workers, settlers

20. 16. What were the reasons for Australia's population growth * 2 points

Check all that apply.

- [ ] Increased birth rates
- [ ] Decrease in death rates
- [ ] Increase in internal migration
- [ ] Increase in international migration

21. 17. Why do people move from cities to rural areas (Give two reasons) * 2 points

22. 18. Has Australia's population increased or decreased since 1900? 1 point

Mark only one oval.

- ◯ Decreased
- ◯ Increased

23. 19. Assess if it would be valuable to be a FIFO worker. Give reasons for your answer. (TEEEC paragraph) * 10 points

T.E.E.E.C

T - topic sentence
- this sentence introduces the topic or main point of the paragraph

E - expand
- this is where you expand or elaborate further on the topic or point.

E - example
- this is where you give an example to support your topic or point.

E - explain
- this is where you explain your example to further support your topic or point.

C - Conclude
- this is where you conclude (finish) your paragraph

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Google Forms

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home

Term 4 Week 2 and 3

Key Learning Area: HSIE

Year Group: 9

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions	Syllabus Dot Point/Essential Questions
• Attached is the work pack for HSIE for Term 4 Week 2 and Week 3 • Instructions are clearly identified in the slides provided. • Complete all work in your workbook. If you do not have a new Geography book, please complete on loose paper and we will organise a book for you	• GE 5-2 explains processes and influences that form and transform places and environments. • GE5-3 analyses the effect of interactions and connections between people, places and environments.
Assessment Overview ***(If required)*** **Task Name**: Changing Places Quizzes - Quiz 2 of 3 **Type of Task**: Google Forms Quiz **Date Due**: Quiz 1 - Monday 25/10/21 **Instructions**: Complete the Quiz posted in Google Classroom and TURN IN **OR** Complete the paper copy and return to the office	**Feedback Instructions** • Submit work into Google Classroom, following your classroom teachers' instructions. • Upload a photo to the activity and submit via google classroom. • Upload the work at any time during the two-week cycle • Remember, you have work for two weeks here, please use your time wisely to have all work completed on time.

Student Feedback

_____

_____

_____

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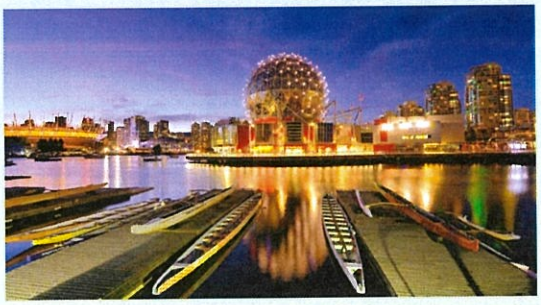
_____

_____

Year 9 - Term 4 - Week 2 and 3

Activities

1. *a) Notes*
   b) Literacy activity
   c) Source Analysis
2. *a) Video*
   b) Graphs
3. *a) Glossary*
   b) Summarise
   c) Cloze Passage
4. *a) Reading & Photographs*
   b) Source Analysis
   c) TEEEC
5. *Quiz*



- GE 5-2 explains processes and influences that form and transform places and environments.
- GE5-3 analyses the effect of interactions and connections between people, places and environments.

Instructions: Please complete the following activities in your Geography book. Upload images to Google Classroom or submit loose leaflet paper to the front office for marking

Activity 1a - Conurbations

EQ: What factors influence settlement patterns and how does Australia compare to another country?

1a Notes - write the notes below into your book

Conurbations

Conurbations Sometimes there are so many cities in a particular region that they seem to merge almost into one city as they expand. A conurbation is made up of cities that have grown and merged to form one continuous urban area. Both the United States and, to a lesser extent, Australia have conurbations.

United States Eleven conurbations have been identified in the United States.. The major conurbation is in the north-east region. It is often called BosNYWash because it covers the area from Boston in the north, through New York, to Washington in the south.

Australia Australia, on the other hand, has only two main conurbations. One is in south-east Queensland; the other, the Newcastle– Wollongong conurbation, stretches for over 250 kilometres and is home to almost 6 million people.

Activity 1b - *Glossary Terms* - Pick 2 of the activities below to complete using the 6 words. Conduct internet research to find their definitions.

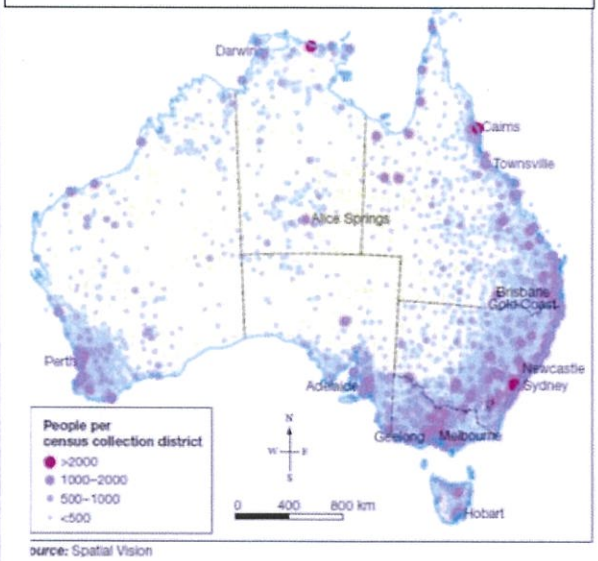
The words for this lesson are: *conurbation, population density, population distribution, settlement, slum, lithosphere.*

You must do **2** of the following activities and complete the task using all the above words.

1. Create a crossword using using all 6 words and their correct meanings from the glossary.
2. Create an audio recording of you reading the words and their definitions. If you like you could sing them. Upload the MP3/4 file to Google Classroom. Audacity is an audio program you might download which works with chrome.
   https://chrome.google.com/webstore/search/audacity?utm_source=chrome-ntp-icon
3. Use each word correctly in a sentence (that is not a repeat of the definition). Write the sentence in your book and underline the words you used.
4. Create a visual dictionary - read the definitions and find images (photos/drawings/symbols) that visual show the meaning of each word.
   http://www.visualdictionaryonline.com/search-results.php?s_search_box=farm&s_search_result=farm

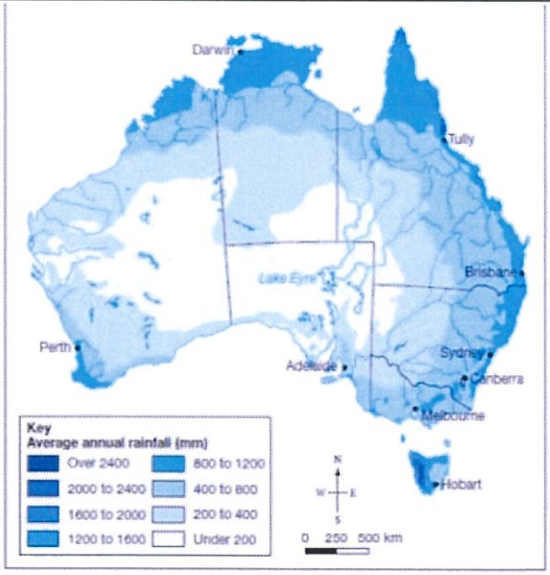
Activity 1c - *Source Analysis - Use the following sources to complete the activities on slide 6*

Source 13: Australia's population distribution and density



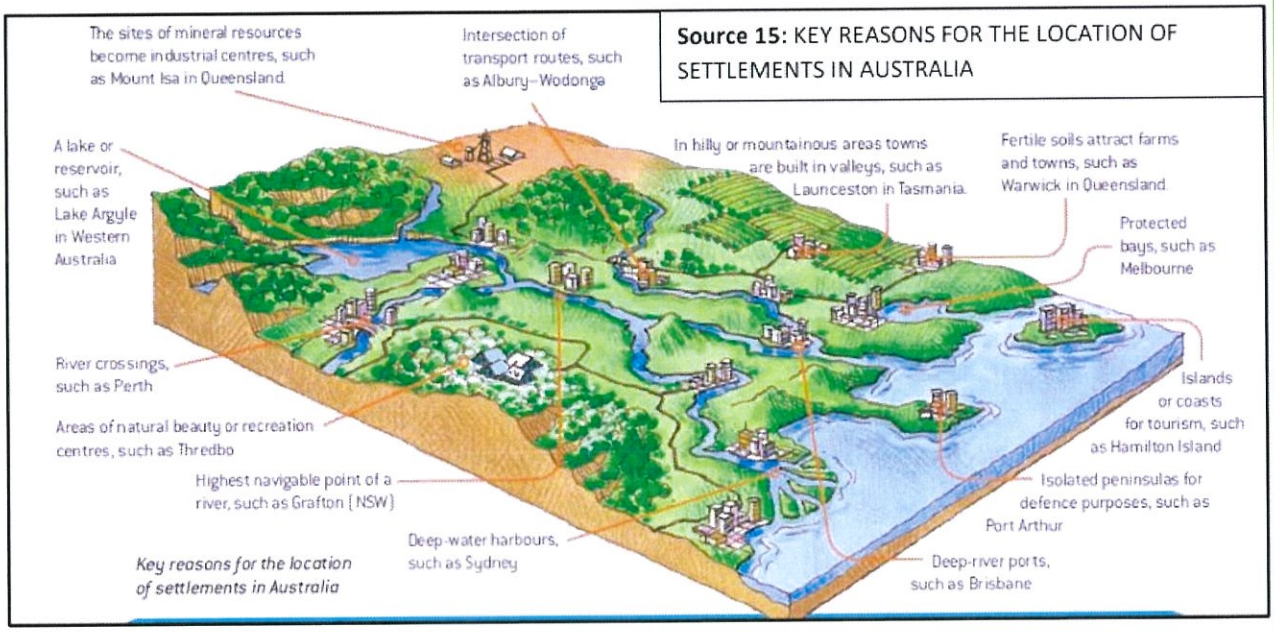
ource: Spatial Vision

Source 14: The distribution of annual rainfall in Australia



Activity 1c - *Source Analysis - Use the following sources to complete the activities on slide 6*

Source 15: KEY REASONS FOR THE LOCATION OF SETTLEMENTS IN AUSTRALIA



Activity 1c - *Source Analysis - Using the sources from slide 4 and 5, complete the following questions in your workbook.*

Study ***Source* 13**

a) What is the title of source 13?
b) What do the darkest purple dots tell us?
c) On which coast do most Australians live?

Study ***Source 14***

d) What is its title?
e) Where does the least amount of rainfall occur?
f) Is there a relationship between rainfall and population distribution in Australia? Describe this connection

Study ***Source 15***

g) *Source 15* shows the relationship between settlements and topography (physical features of the landscape). List 3 features related to **water** that influence settlement and 3 features related to the **lithosphere** that influence settlement.

Activity 2a - *Video - Draw the table into your book. While watching the video fill in the table below.*
Watch the video Settlement Patterns of the US and Canada (Global Studies) (YouTube)

Factors that influence settlement patterns in USA & Canada	
Name of factor	**How it influence on population distribution /density/ existence or growth of cities**
Waterways	
Landforms	
Climate	
Resources	

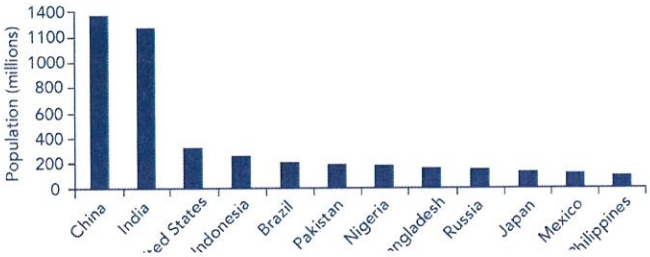
Activity 2b - *Graphs - Below is of Source 16. This shows the top 10 settlements in the USA presented as a table. Your task is to change the information about the USA cities from a table into a graph. Examples of graphs are on the following slide.*

SOURCE 16	
City in USA	Population 2020
New York City, New York (NYC)	8, 622, 357
Los Angeles, California (LA)	4, 085, 014
Chicago, Illinois (CHI)	2, 670, 406
Houston, Texas (HOU)	2, 378, 146
Phoenix, Arizona (PHO)	1, 743, 469
Philadelphia, Pennsylvania (PHL)	1, 590, 402
San Antonio, Texas (SATX)	1, 579, 504
San Diego, California (SD)	1, 469, 490
Dallas, Texas (DTX)	1, 400, 337
San Jose, California (SJ)	1, 036, 242

Source: https://worldpopulationreview.com/us-cities

Types of Graphs
- Bar Chart/Graph.
- Pie Chart.
- Line Graph or Chart.
- Histogram Chart.
- Area Chart.
- Dot Graph or Plot.
- Scatter Plot.

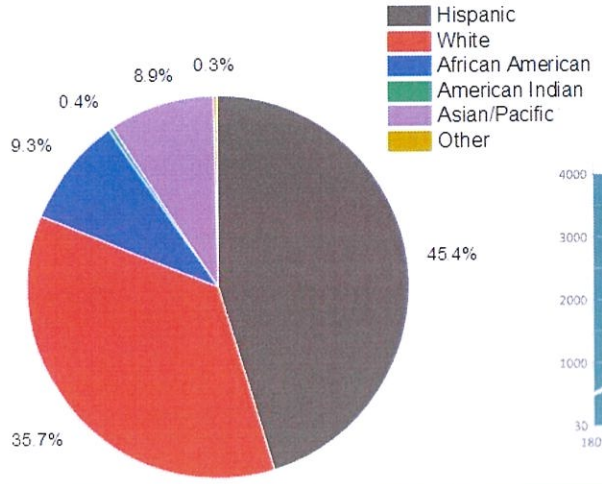
Activity 2b - *Graphs - Examples of Graphs*

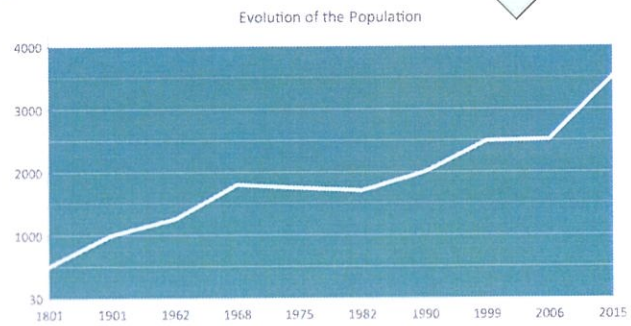


Bar/Column Graph

Pie Graph

Line Graph





Activity 3a - *Glossary Terms - Pick 2 of the activities below to complete using all the words that are highlighted. Conduct internet research to find the definitions of these words.*

The words for this lesson are: *natural increase, migration, interstate migration, sea change, FIFO.*

You must do at least 2 of the following activities and complete the task using all the above words. Try to complete at least one activity that was different from lesson 1.

a) Create a crossword using using all 6 words and their correct meanings from the glossary.

b) Use each word correctly in a sentence (that is not a repeat of the definition) and write it on either slide 4 or 5.

c) Create a visual dictionary - read the definitions and find images (photos/drawings/symbols) that visual show the meaning of each word. Draw these into your books.
http://www.visualdictionaryonline.com/search-results.php?s_search_box=farm&s_search_result=farm

Activity 3b - *Summarise* - Read the following text and summarise the information into your geography workbook EQ. What are the reasons for, and effects of, internal migration in Australia?

Internal Migration

The population of Australia increased rapidly during the twentieth century, being about five times greater at the end of the twentieth century than it was in 1900. There have been two main reasons for this increase:

- **Natural increase.** This occurs when the number of people born (birth rate) is higher than the number of people dying (death rate).
- **Migration from overseas.** The proportion of Australia's population born overseas increased from less than 10 per cent in 1947 to 23 per cent in 1996.

When people move from one place to another it is called **migration.** A migrant therefore is a person who moves from one area to another. People can migrate;

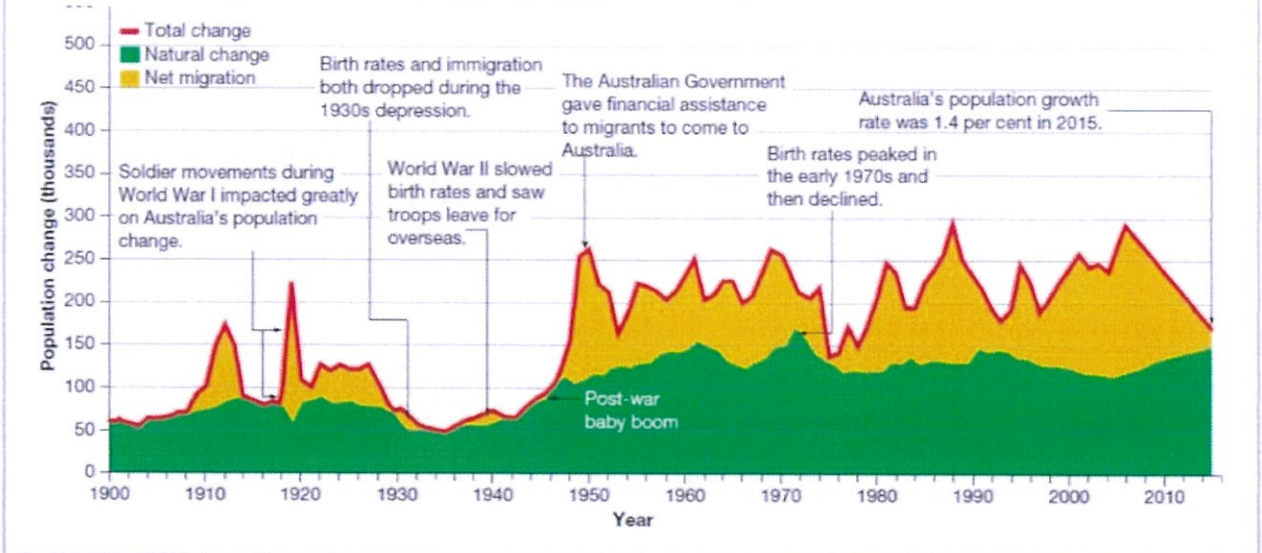
- within a country **(internal migration)**
- to a new country **(international migration)**

There are 5 main categories:

- settlers
- contract workers
- professionals
- undocumented workers
- refugees and asylum seekers

Activity 3c - *Source Analysis - Use the following source to complete the activities on slide 13*

Source 19: Australia's population growth, 1900–2014



Activity 3c - Cloze Passage - Complete the cloze passage in your book. Read the source carefully and fill in the blanks.

Source 19 shows Australia's population growth from 1900 to _____. It uses colours to show the cumulative effect of 2 variables. The yellow is used to show net _____ while green shows _____ _____. Added together they show total population growth. Between 1930 -_____ Australia's population fell. One reason for this was _____ _____ _____ which slowed the birth rate as men went overseas. From the mid 1940's to mid1970's Australia's population _____ . The children born during this time are called post war _____ _____. Another reason for the increase in population is the government's _____ _____ to migrants

Activity 4a -
Reading and Photographs - Read the information and study source 20 complete the activities on slide 15.

Source 20: FIFO is a system in which workers fly to work in places such as remote mines and after a week or more fly back to their home elsewhere.

What are Australia's internal migration patterns?

Perhaps you have lived in different countries, or have moved to different states and suburbs to live; and in the future you will possibly move again. Australia has a mobile population. Males move 12.8 times in their life, and females 13.6 times. During 2006–07, 351 900 people moved interstate. Queensland had the largest net gain of 27 000 people, while New South Wales recorded the largest net loss of 27 300 due to interstate migration. Within Australia, people move between states (interstate migration) and within a state (intrastate migration). Some move from rural to urban areas (rural–urban migration), whereas others move from the city to rural areas, attracted by less expensive land and a cleaner atmosphere. There has also been a sustained out-migration from inland to coastal areas as people move for a 'sea change' and an increase in **Fly-in, fly-out (FIFO)** workers.

Activity 4a - *Reading and Photographs - Read the information and study source 20 complete on slide 13 and complete the activities below.*

a) List 3 things you observe from the photograph

-
-
-

b) FIFO works are often away for weeks at a time. List 2 things you think would be an advantage of this type of work arrangement & 2 disadvantages

Advantages	Disadvantages
• •	• •

c) List the 5 categories of migration noted on slide 14: _____ _____ _____ _____ _____

Activity 4b - *Source Analysis- Using source 21 and the information next to it complete the activities on slide 17.*

Interstate migration.

Over the past two decades, people have moved from the cooler south to the warmer north, up the east coast to Queensland and towards Western Australia. All states and territories experienced a loss of people to Queensland — most were between 25 and 34 years old, and 65 per cent came from New South Wales. The size of a state's population affects its share of Commonwealth funds and the number of seats in the House of Representatives. At the local level, changes in the size of the population affect the demand for housing and services such as health and education.

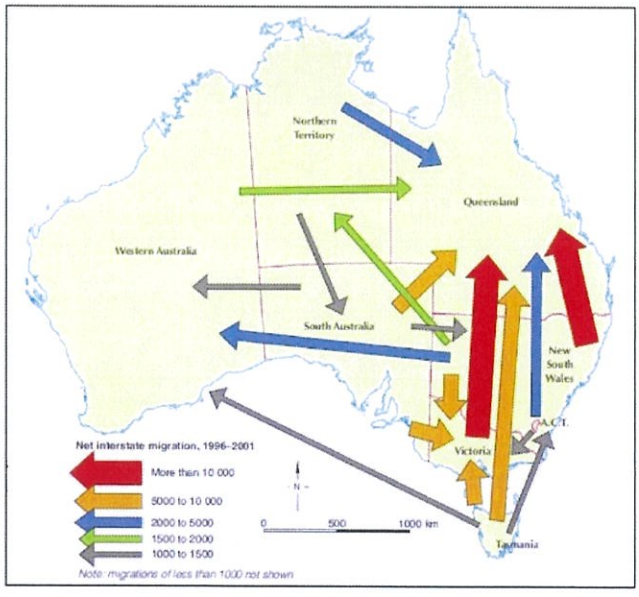
Who moves?

The people most likely to move interstate are young adults, people who are separated or divorced, unemployed people and recent immigrants from English-speaking countries. The most common reasons are related to employment and social amenity (for example, to be near family or friends). Immigrants from non-English-speaking countries, married people and older people are less likely to move interstate.

Changes in rural Australia

Many small towns, particularly in rural areas, are

Source 21: Interstate migration flows 1996–2001



Activity 4b - *Source Analysis- Using source 21, the information next to it on slide 16 and your own knowledge, complete the following questions.*

Internal Migration

a) What are 2 consequence of people moving interstate?

b) The size and thickness of the arrows on the flow map in source 21 represent the amount of people moving. Between 1996 -2001 which state received the most interstate migrants?

c) Which 2 states (as seen in source 21) lost no people to interstate migration?

d) Thinking about the events that have occurred in 2020-2021, how would you describe interstate migration and travel in the past 12-18 months? What are some impacts of lower/higher levels of movement of people?

Activity 4c - *TEEEC Paragraph - Reflect on the the activities you have just done, then write a paragraph answer to the EQ. Be sure to use some of the glossary terms you have learned as examples.*

EQ: What are the reasons for, and effects of, internal migration in Australia?	
T	
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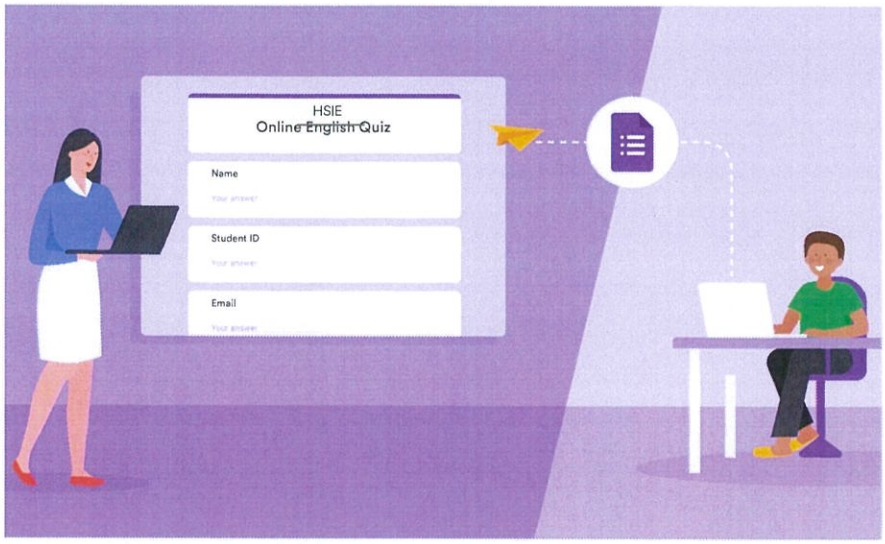
E	
E	
C	

Activity 5 - Quiz

- *Use the google form and answer the questions on the quiz. Answer these questions the best that you can as they are part of your final assessment.*



Access the quiz via Google Classroom or the attached hard copy.

Year 9 Geography 2021 - Changing Places Quiz 2

This exit quiz will be used to determine your final mark and grade for Geography. You will have an exit quiz for each fortnight's worth of work. It should be completed at the end of the fortnight, once you have completed the work. Remember - check the amount each question is marked out of, this will help you in determining how much you should write.

This quiz covers information from Term 4 Week 2 and Week 3
* Consequences of Urbanisation
* Settlement Patterns
Outcomes
* 5-2 explains processes and influences that form and transform places and environments.
*5-3 analyses the effect of interactions and connections between people, places and environments.
* 5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
* 5.8 communicates geographical information to a range of audiences using a variety of strategies

This quiz must be completed by Monday Monday 25th October 2021, Term 4, Week 4 and completed online OR returned to the front office.

The respondent's email (**null**) was recorded on submission of this form.
* Required

1. Email *

Quiz Grading Criteria

Grade	A	B	C	D	E
Quiz Grading Criteria	Mark of 85% or more Extended response question is accurate and detailed	Mark of between 70% and 84% Extended response is correct and contains some detail	Mark of between 50 and 69% Attempts the extended response with some correct information	Mark of between 25% and 49% May not attempt all questions, including the extended response	Mark of 24% or less May not attempt all questions, including the extended response

2. First Name *

3. Last Name *

4. Class *

Mark only one oval.

- 9.1.1
- 9.1.2
- 9.2.1
- 9.3.1
- 9.3.2
- 9.4.1
- 9.4.2
- 9.5.1
- 9.5.2
- 9.6.1
- 9.6.2
- 9.7.1

Section 1: Consequences of Urbanisation - multiple choice and short answer

5. 1. Select a word from a column that correctly matches its meaning in each row (there is only one correct answer for each). * 5 points

Mark only one oval per row.

	conurbation	population density	population distrbution	settlement	slum	Ubranisation
the number of people living in a given area, usually a square kilometre						
is an extremely large urban area made up of cities that have grown and merged to form one continuous urban area.						
the pattern of where people live. Population distribution is not even — cities have high population densities and remote places such as deserts usually have low population densities						
a run-down area of a city characterised by poor housing and poverty						
a group of people living in one place or location						

6. 2. How many conurbations have been identified in the United States * 1 point

Mark only one oval.

- 18
- 3
- 2
- 11

7. 3. What region in the United States is the major conurbation located? * 2 points

8. 4. How many conurbations does Australia have? * 1 point

Check all that apply.

- [ ] 2
- [ ] 8
- [ ] 13
- [ ] 11

9. 5. Define the term interstate migration * 2 points

10. 6. What two locations can you find the two main conurbations in Australia? * 2 points

Section 2: Settlement Patterns - Multiple Choice, Short answer and Long Response

11. 7. Where do most Australians live? * 1 point

Mark only one oval.

- ◯ Remote
- ◯ Metropolitan
- ◯ Rural

12. 8. Which factors influence the settlement patterns in the USA and Canada? * 1 point

Check all that apply.

- ☐ Waterways
- ☐ Landforms
- ☐ Climate
- ☐ Resources
- ☐ All of the above

13. 9. Define migration * 2 points

14. 10. What does the acronym FIFO stand for * 1 point

Mark only one oval.

- ◯ Fly in Fly out
- ◯ First in First out
- ◯ Fly interstate Fly outerstate

15. 11. Define FIFO * 2 points

16. 12. Natural increase is * 1 point

Mark only one oval.

- ◯ An increase of nature related aspects in a city
- ◯ When more people are being born than people are dying
- ◯ An increase in the population of animals

17. 13. Internal migration is * 1 point

Mark only one oval.

- ◯ to a new country
- ◯ within a country

18. 14. International Migration is * 1 point

Mark only one oval.

- ◯ to a new country
- ◯ within a country

19. 15. Identify the 5 main categories of migrants 2 points

Mark only one oval.

- ◯ settlers, contract workers, casual workers, cashier workers, professionals
- ◯ settlers, contract workers, professionals, undocumented workers, refugees and asylum seekers
- ◯ Asylum seekers, refugees, settlers, contract workers, casual workers
- ◯ Refugees, cashier workers, professionals, contract workers, settlers

20. 16. What were the reasons for Australia's population growth * 2 points

Check all that apply.

- [ ] Increased birth rates
- [ ] Decrease in death rates
- [ ] Increase in internal migration
- [ ] Increase in international migration

21. 17. Why do people move from cities to rural areas (Give two reasons) * 2 points

22. 18. Has Australia's population increased or decreased since 1900? 1 point

Mark only one oval.

- ◯ Decreased
- ◯ Increased

23. 19. Assess if it would be valuable to be a FIFO worker. Give reasons for your answer. (TEEEC paragraph) * 10 points

T.E.E.E.C

T - topic sentence
- this sentence introduces the topic or main point of the paragraph

E - expand
- this is where you expand or elaborate further on the topic or point.

E - example
- this is where you give an example to support your topic or point.

E - explain
- this is where you explain your example to further support your topic or point.

C - Conclude
- this is where you conclude (finish) your paragraph

This content is neither created nor endorsed by Google.

Google Forms

MARK:

Name _____

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Personal Development Health and Physical Education

Year 9 - Term 4, Weeks 2&3

EQ:What is respect and why is it important?

UNIT: R.E.S.P.E.C.T

In this lesson students will investigate the ways in which respect can be developed and built into their relationships. They will form views on why relationships are important and what are the key ingredients to a good and positive relationship? What building blocks make up a relationship and how can these building blocks be different for the many different types of relationships students will form?

Students name: _____ Teachers name: _____

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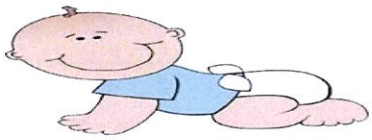
Lesson 2: Developing Respectful Relationships:

1. *Read through the information sheet provided and in your own words,* ***define the term relationship in 15 words or more:***

2. *Relationships change throughout time.Below are three stages of life.* ***You are to identify what relationships people have and explain why they are a focus at that stage of their life. An example has been given below.***

Stage of life	*Who do they have relationships with?*
Baby to toddler 	- ***Parent-*** *because they are responsible for feeding and nurturing the child.*
Adolescents/ Teenager	
Adulthood	

3. *Looking at the answers above, it should be clear that relationships change throughout time.* ***Why do you think that these changes occur in relationships?***

4. Looking at the following link or the informational print out, **define the term respect.**
https://kidshelpline.com.au/young-adults/issues/respect-relationships

5. **Looking at the information sheet, fill in the following table of qualities of a healthy and unhealthy relationship.**

Healthy	Unhealthy

6. *Looking at the information sheet answer the following questions:*
   - *Describe what a respectful, equal and inclusive relationship would look like in an intimate relationship*

   - *Explain why respectful, equal and inclusive relationships are important?*

   - *Explain why is it important to set rules and boundaries at the start of a new relationship?*

7. **Using the print out, identify your top 5 proposed charter of rights and responsibilities for partners in the table below.**

Rights	Responsibilities

8. **Looking at your answers for questions 7, identify why you chose them as your top 5 characteristics for a partner.**

9. **Below you are to draw a comic strip of a healthy and unhealthy relationship.**

Healthy	Unhealthy

INFORMATION SHEET

relationship

noun | re·la·tion·ship | \-shən-ˌship\

Simple Definition of RELATIONSHIP

: the way in which two or more people, groups, countries, etc., talk to, behave toward, and deal with each other

: a romantic or sexual friendship between two people

: the way in which two or more people or things are connected

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves.

Being respected by important people in our lives growing up teaches us how to be respectful toward others.

Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.

Respect in your relationships builds feelings of trust, safety, and wellbeing.

Respect doesn't have to come naturally – it is something you learn.

Relationship Rights & Responsibilities

I have the right...

- To be treated with respect — always
- To be in a healthy relationship
- To not be abused — physically, sexually or emotionally
- To enjoy friends and activities apart from my romantic partner
- To express myself honestly
- To recognise my culture and identities
- To determine my values and set limits
- To decide what I share with whom
- To say no
- To feel safe in relationships
- To be treated as an equal
- To feel comfortable being myself
- To leave or stay in a relationship

I have the responsibility...

- To communicate my values and limits
- To respect my romantic partner's limits, values, feelings and privacy
- To accept my romantic partner's culture and identities
- To not abuse — physically, sexually or emotionally
- To listen
- To be considerate
- To communicate clearly, honestly and respectfully
- To give my romantic partner space to enjoy activities and friendships outside of our relationship
- To not exert power or control in relationships
- To compromise when needed
- To admit to being wrong when appropriate
- To ask for help from friends, family and mentors

What does a respectful relationship look like?

For a relationship to be respectful both partners need to be equal, feel safe, valued and accepted for who they are. Arguing can be normal and healthy in relationships as long as it's done *respectfully*. It gives you a chance to get to know each other, discuss your values and learn about yourself, your partner and relationships. The trick is all about how you argue with each other: how you compromise and negotiate. It's important that you can openly talk about what's on your mind without stressing that your partner will make you feel silly, or worrying that they might hurt you.

Some important questions to ask about your relationship include:

IS THERE MUTUAL RESPECT? Respect in a relationship means that each person values who the other is and understands and would never break the other person's boundaries.

DO YOU TRUST EACH OTHER? It's OK to get a little jealous sometimes — jealousy is a natural emotion. But how a person reacts when feeling jealous is what matters. It's really important to feel that you are trusted and also that you can trust your partner.

ARE YOU HONEST WITH EACH OTHER? This one goes hand-in-hand with trust because it's tough to trust someone when one of you isn't being honest. While you don't have to share every little detail of your life being open and honest about the things that relate to the relationship helps to build trust.

DO YOU FEEL SUPPORTED, IN GOOD TIMES AND BAD? In a respectful relationship, your partner is emphatic and supportive when things aren't going so well and happy for you when things are going great.

DO YOU STILL HAVE YOUR OWN SEPARATE IDENTITIES? In a respectful relationship, you should feel free to keep developing new talents or interests, making new friends, and moving forward with your life. Everyone needs to make compromises, but that doesn't mean you should feel like you're losing out on being yourself. You should both still feel you can have your own hobbies, interests or hang out with your friends or family with or without your partner.

DO YOU BOTH SPEAK HONESTLY AND OPENLY? It's important that you feel you can be honest with your partner without being made to feel silly, embarrassed or ridiculed. And it's important to always be respectful when you are talking with them (yes — even during an argument). If you need some time to think something through before you're ready to talk about it, the right person will give you some space to do that if you ask for it.

Relationships come in many different shapes and sizes, with the most important factor being that it is a respectful relationship. As long as everyone in the relationship knows what's going on and consents to what's going on, a respectful relationship can be anything you want it to be.

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Personal Development Health and Physical Education
Year 9 - Term 4 Week 3

EQ - What is effective Communication

1

There are a range of skills both basic and complex that are used by effective communicators and this lesson examines some of the skills important in communicating effectively in relationships.

What are Interpersonal skills?

Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups

Go through the following slides accessing web links and completing the
5 ACTIVITIES within.

2

ACTIVITY 1

Use the internet to research and name 10 skills which are effective interpersonal qualities.

1
2
3
4
5
6
7
8
9
10

3

Effective Communication

The way you communicate is very important for your relationships, so it's a good idea to know how to speak to people. Whether at school, home or with friends, the way you talk to someone can have a big effect on how they feel about you.

4

Effective communication

Communication is the exchange of information and meaning between individuals. It is a two-way process.

Basic Skills

Speaking confidently
Speaking clearly
Listening
Non-verbal communication

5

Speaking confidently and speaking clearly

Speak with conviction
Speak with feeling
Know what you're talking about
Speak loud enough for others to hear
Don't mumble or trail off

6

This is a list of statements you might make to someone.

Example 1

- *Negative statement:* 'I'm really fed up with your moaning.'
- *Positive statement:* 'You seem to have had a lot of issues lately. Do you want to talk about them so that we can clear the air?'

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- *Negative statement:* 'You're really getting on my nerves.'
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For each the following interactions, think of a more positive way of saying the same thing. Write your answer.

1. Why are you so grumpy, what's up with you?

2. This place is so depressing.

3. Did you have to spread my private business around?

9

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List 5 reasons why the below speech in not successful:

1
2
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https://www.youtube.com/watch?v=SojAr3DdxrA&t=3s

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'*Active listening*' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.

Most people are listening with the purpose of responding.

11

Empathetic Listening

12

ACTIVITY 4

Watch the following clip

https://youtu.be/t685WM5R6aM

Complete a quick write (under 30 words) why empathetic listening skills are important to display in relationships:

13

Body Language

Non-verbal communication

IT'S WHAT YOU DON'T SAY THAT COUNTS!

LEARN TO READ AND INFLUENCE PEOPLE THROUGH NONVERBAL COMMUNICATION.

14

ACTIVITY 5

Verbal and non-verbal communication match-up

Matching questions

Questions.

1. Gestures are largely influenced by culture
2. Nothing about your appearance gives others an impression of you
3. Haptics is communicating through
4. Emotions and chemical levels can affect_____

Answers

A. True C.False

B. Pupil size D. Touch

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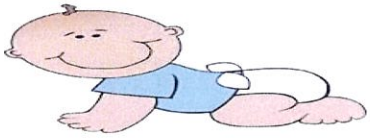
Baby to toddler 	- ***Parent-*** *because they are responsible for feeding and nurturing the child.*
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Year 9 - Term 4 Week 3

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BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Learning from Home

Term 4 Weeks 2 and 3

Key Learning Area: Careers

Year Group: 9

Student Name: _____

Please Circle Your Team:

1	2	3	4	5	6	7	8	9

Work Overview and Instructions	**Learning Intentions**
• **Researching requirements for Different jobs.**	**Google classroom code** 6ug56fk
Assessment Overview ***(If required)***	**Feedback Instructions** You may choose to return your work to school, with your name on this cover sheet, or upload images of your work to Google Classroom if you are able to do so.

Student Feedback

Research and answer these questions regarding different jobs. This week you are going to explore different jobs. Use your computer to help you answer the questions below.

1. LIST THREE JOBS THAT ARE SEASONAL

2. LIST 3 JOBS THAT ARE DANGEROUS

3. LIST 3 JOBS THAT REQUIRE INTELLIGENCE

4. LIST 3 JOBS THAT REQUIRE QUICK THINKING

5. LIST 3 JOBS THAT REQUIRE PHYSICAL STAMINA

6. LIST 3 JOBS THAT REQUIRE ORGANISATIONAL SKILLS

7. LIST 3 JOBS THAT YOU THINK SHOULD PAY WELL

8. LIST 3 JOBS THAT SHOULD PAY MORE THAN THEY DO

9. LIST 3 JOBS THAT SHOULD PAY LESS THAN THEY DO NOW

10. LIST 3 JOBS THAT REQUIRE YOU TO GET ALONG WITH OTHERS

11. LIST 3 JOBS WHERE YOU PRIMARILY WORK ALONE

12.LIST 3 JOBS THAT REQUIRE A HIGH LEVEL OF EDUCATION

13.LIST 3 JOBS THAT SHOULD BE THOUGHT OF MORE HIGHLY BY THE PUBLIC

14. LIST 3 JOBS THAT REQUIRE PATIENCE

15. LIST 3 JOBS THAT REQUIRE A LOT OF TIME AWAY FROM HOME

BRISBANE WATER SECONDARY COLLEGE | UMINA CAMPUS

Sport and Physical Education
Weeks 2 & 3

Run / Row / Ride / Swim - Around Australia

To be completed in your Sport & PE lessons on your timetable. Remember – The guidelines are to complete 60 minutes of physical activity each day!

During Weeks 2 & 3, we will be working as a school to see how far we can run / row / ride / swim around Australia. Your challenge during your Sport & PE lessons is to track your running / rowing / swimming / riding and to enter the total km's that you cover. You can submit your points via the 1000 Point Challenge website (www.bwsc1000pointchallenge.com), or you can submit your results hard copy in the table below.

Week 2	**Run**	**Row**	**Ride**	**Swim**
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total kms	_____ *kms*	_____ *kms*	_____ *kms*	_____ *kms*

Week 3	**Run**	**Row**	**Ride**	**Swim**
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Total kms	_____ *kms*	_____ *kms*	_____ *kms*	_____ *kms*