Year 9
Subject Information 2016
Year 9 Academic Program

The Year 9 program aims to extend students from the foundations of learning developed in years 7 and 8 and provides opportunity for students to select areas of interest in the Humanities, Visual Arts, Performing Arts and Digital and Design Technologies. Students also continue with the Language Other than English that they selected in year 8. The year 9 course is comprised of seven compulsory subjects, including their LOTE selection which continues from year 8, which run for the full year. Four semester-long units in the Arts and Technology area. Students in Year 8 also select one Language other than English (LOTE) that they will study in year 8 and continue through to the end of year 9.

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Core subjects (semester long)
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Year 9 Core - Elective Subjects (semester long)

Select 2 of 4 units offered from:

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Select 1 of 2 units offered from each of:

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Year 9 Religious Education

Course overview

In Semester One, students examine the lives of St Clare and St Francis and explore the meaning of sainthood and appreciate the legacy left by these two saints. Next, students open themselves to the wisdom of the Ten Commandments and the Beatitudes and gain an understanding of both as guides for living the Christian life. In the topic, ‘Hope and Redemption’, students become aware that all human institutions contain good and evil, and that we live with the tension this creates. Students learn to recognise the images in society which highlight the contrast between good and evil.

In Semester Two, students learn to appreciate the breadth and nature of the Scriptures, and the variety of literary styles and objectives of their writers. They also learn to respect the Scriptures as a source of wisdom, and appreciate them as a religious interpretation of Israel’s history. In ‘Sacraments of Healing and Hope,’ students learn to value the need for reconciliation and healing as unifying forces for the community. In ‘What Catholics Believe’, students learn to appreciate the relevance of the Church’s teachings to their lives.

What students should know at the end of the course

- The impact of St Francis and St Clare on the life of the Church overall
- The relevance of St Francis and St Clare for modern Christians today
- How both the 10 Commandments and the Beatitudes can be understood as guides for living a Christian life
- How images of good and evil are used in music, media and film
- That the Kingdom of God is a symbol of a full human life, of the way things would be if we truly listened to God’s word and followed God’s will
- The purpose of each of the different literary forms used in the Bible
- The definition of sin and the need for spiritual healing
- The meaning and the practice of “Restorative Justice”
- That the Nicene Creed is the important expression of the faith of the Catholic community
- Stories of people who live/have lived by their deeply held beliefs

What students should be able to do by the end of the course

- View some of the images/depictions of St. Clare and St. Francis and discuss these images
- Research and present a dramatisation on aspects of St. Clare’s life and beliefs
- Discuss the values of the Ten Commandments and the Beatitudes
- Conduct research and present findings on a person whose life reflects the values of the Beatitudes
- Analyse the role of the media in shaping public opinion
- Analyse Christian symbols of hope and submit own image of a symbol of hope
- Discuss the features of the literary forms that are used in the Old Testament and the New Testament
- Discuss what is meant by a fundamentalist approach to reading the Bible and the Catholic Church’s view
- Explain the meaning and the practice of “Restorative Justice”
- Describe the purpose of each of the sacraments of healing (Reconciliation and Anointing of the Sick)
- Demonstrate understanding of the message of hope that is at the centre of Christian faith
- Tell the story of a person who lives/has lived by his/her deeply held beliefs
- Demonstrate understanding of the importance of the Nicene Creed

How these outcomes will be assessed

Formative: Group work
Summative: Drama, analytical tasks, oral presentation, tests
# Year 9 English

## Course overview

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The teaching and learning programme balances these strand across four units of work, and builds on key concepts, skills and processes from earlier years. In English, students explore and create a range of texts, developing their knowledge, understanding and skills in speaking and listening, reading and viewing, and writing. These text include media texts, film and digital texts, fiction, non-fiction, poetry, plays and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references appropriate for this level. As part of the Reading Enrichment Programme, students select a variety of texts for enjoyment and to enhance their reading skills.

## What students should know at the end of the course

- how to create, read, view and analyse different types of texts
- how authors create meaning through careful selection of language and/or images for different purposes
- how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives
- why we consider some texts as having literary value and how and why such notions vary according to context
- the selection of specific language devices and word choices in texts aims to position the audience.
- the conventions and effective use of Standard Australian

## What students should be able to do by the end of the course

- read and write texts in a range of styles, forms and for different purposes
- analyse text structures and language features of literary texts
- develop and present an argument or interpretation of texts in different forms
- use comprehension strategies to interpret and analyse spoken, written and visual texts
- create imaginative, informative and persuasive texts that present a point of view, advance or illustrate arguments
- review and edit their own and others' work to enhance the effect and for clarity and accuracy

## How these outcomes will be assessed

Students understanding and learning will be assessed throughout the year, using a range of formative assessment strategies, which will include writing, listening, speaking and reading tasks. Students will create texts that demonstrate their understanding of the ways in which text structures can be manipulated for effect. Students will present texts that demonstrate a point of view, and respond to issues, interpreting and integrating ideas from other texts. Students will develop and present their own argument or interpretation of texts, in written or spoken form.
Year 9 Health and Physical Education

Course overview

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

What students should know at the end of the course

Students at the end of this course should understand and be able to communicate the following
- Factors that shape identities, and analyse how individuals impact the identities of others
- The impact of changes and transitions on relationships and procedures for managing situations where their own or others’ health, safety and wellbeing may be at risk
- Responses in situations where external influences may impact on their ability to make healthy and safe choices
- How empathy and ethical decision making contribute to respectful relationships
- Propose appropriate emotional responses and then reflect on possible outcomes of different responses
- Health information from a range of sources to health decisions and situations
- How to critique strategies to enhance the health, safety and wellbeing of their communities
- How to plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments
- How to critique behaviours and contextual factors that influence the health and wellbeing of their communities

What students should be able to do by the end of the course

Movement and Physical Activity
- Perform and refine specialised movement skills in challenging movement situations; and, evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations
- Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels, including analysis of effort, space, time, objects and people when composing and performing movement sequences
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time and reflect on how fair play and ethical behaviour can influence outcomes

Personal, social and community health
- Evaluate factors that shape identities, and analyse how individuals impact the identities of others
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk
- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate and apply health information from a range of sources to health decisions and situations
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities

How these outcomes will be assessed

Students will
- Complete research assignments
- Participate in oral and practical assessments
- Participate in classroom tests and formal examinations

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.
Year 9 Mathematics

Course overview

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. At this year level, the areas of study across the content strands are as follows: Number and Algebra: Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships. Measurement and Geometry: Using units of measurement, Geometric Reasoning, Pythagoras and Trigonometry; and, Statistics and Probability: Chance, Data representation and interpretation

What students should know at the end of the course

Number and Algebra:
- apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, s, and check the order of magnitude of calculations.
- Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions.
- solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

Measurement and Geometry
- solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders.
- relate three-dimensional objects to two-dimensional representations.
- explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras’s theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability
- compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types.
- Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data.

What students should be able to do by the end of the course

- apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations;
- solve problems involving simple interest;
- to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions;
- find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology;
- sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology;
- construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology;
- identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data; calculate relative frequencies to estimate probabilities;
- list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:
- Skills tests
- Modelling/Analysis Tasks
- Problem Solving Tasks
- End of semester examinations
Year 9 Science

Course overview

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

What students should know at the end of the course

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Energy transfer through different mediums can be explained using wave and particle models
- The theory of plate tectonics explains global patterns of geological activity and continental movement
- Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

What students should be able to do by the end of the course

- explain chemical processes in terms of atoms and energy transfers and describe examples of important chemical reactions.
- describe models of energy transfer and apply these to explain phenomena.
- explain global features and events in terms of geological processes and timescales.
- analyse how biological systems function and respond to external changes.
- design questions that can be investigated using a range of inquiry skills, and design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
- analyse trends in data, identify relationships between variables and reveal inconsistencies in results, and analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence.
- evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

How these outcomes will be assessed

Students will write a number of analytical essays which analyse the ways that text structures can be manipulated for effect.

Students will complete
1. a number of research investigations where they communicate their ideas using scientific language and appropriate representations
2. a number of practical investigations where they plan a fair test, identify variables and draw on evidence to support their conclusions
3. complete formal written tests and an examination which requires them to recall knowledge and to analyse unfamiliar contexts
Year 9 LOTE: Indonesian

Course overview

The Indonesian language at year 9 follows pathway 2 for students who have begun learning the language at years 7 and 8. At this level students begin to compare and contrast aspects of Indonesian life with those in multicultural Australia, and identify similarities and differences. At this stage they begin to explore the implications and possibilities of Indonesian for further study, career and citizenship. Students interact to exchange information and opinions on topics related to the world of adolescences including leisure, relationships, study, careers, the media and issues of general interest to young people. They expand their knowledge of spoken and written conventions by listening to, reading, writing and viewing a range of texts in Indonesian. They conduct research and reorganise information to present to others. Students use learned language in simulated situations to interact with others via role-play, conversations, interviews, and correspondence. They are exposed to native spoken language via audio-visual mediums such as film. Students further understand the difference between spoken and written Indonesian, formal and informal language and passive voice.

What students should know at the end of the course

- How to form transitive and intransitive verbs
- How to form abstract nouns
- How to form object focus sentences and how to use passive voice
- How to use modal auxiliaries
- How to ask questions regarding frequency of activities
- How to use time indicators

What students should be able to do by the end of the course

- Share experiences and opinions with peers about teenage life and responsibilities
- Arrange social events by planning negotiating and deciding with peers
- Present a report about an issue
- Design and respond to invitations
- Talk about weather and environment
- Make a booking
- Ask and respond to questions about frequency of activities
- Ask and respond to questions and talk about routines and hobbies
- Express height, width and distance of geographical features
- Talk about festivals and ceremonies

How these outcomes will be assessed

Students will be assessed using a variety of assessment types including:
- Oral tests
- Reading tests
- Vocabulary and Grammar tests
- Listening tests
- Writing assessment
# Year 9 LOTE: Italian

## Course overview

The Italian curriculum is built around two interrelated strands of understanding and communicating. Students participate in oral and written communication activities which will guide them in the development of their language skills. They will learn vocabulary and structures which will assist them in discussing a range of themes. Typical topics covered at year 9 are Housing and Real Estate: the language focus is on students being able to discuss different types of houses in the context of urban life versus country life, Festivals and Celebrations; Italian fashion: students explore the role of fashion in Italy and research different fashion houses. Students will also study an Italian classic film, they will reflect on the film, evaluate it and write their own review of the film in Italian. At year 9 students learn how to use possessive adjectives correctly. They extend their knowledge of the present tense by including irregular verbs and modal verbs to their repertoire. At year 9 students also learn how to construct the present perfect tense. They will learn how to construct both the ‘averè’ and ‘esserè’ auxiliary verbs. Students will thus be able to discuss and compare elements of their personal world by talking about parties and local festivals in Australia and Italy. They will learn terminology that will allow them to discuss the weather and learn to use idiomatic expressions about the weather using the verb ‘fare’. Students will look at the timing of festivals in connection to the different seasons.

## What students should know at the end of the course

- Understand formal and informal registers to discuss young people’s interests, behaviours and values across cultural contexts
- How to compare and reflect on the experience of learning and using Italian - expressing, reflecting, analysing.
- How to convey information on selected topics using different modes of presentation

## What students should be able to do by the end of the course

- Conduct informal and formal discussions
- Listen to interviews and conversations in Italian
- Initiate and sustain conversation by introducing topics and asking for clarification
- Focus on oral fluency
- Engage in critical reading of texts such as real estate ads.
- Distinguish between important and less important words when translating between languages
- Notice how grammatical choices can shade meaning and determine perspective
- Structure and link sentences in order to write short paragraphs

## How these outcomes will be assessed

Students will be assessed using a variety of assessment types including:
- Grammar assessments (practise grammar exercises= formative) (Graded grammar= summative)
- Vocabulary assessments (formative)
- Reading comprehension assessments (Summative)
- Listening assessments (practise tasks= formative) (graded = summative)
- Writing tasks (summative)
- Oral assessments (filmed for evidence) (Summative)
# Year 9 I.R.I.S (Independent Research and Investigation Study)

## Course overview

The Intensive research and investigation study (IRIS) aims to develop the independent and enquiry-based learning skills of students. Students will draw on the cross-curriculum priorities and general capabilities of the Australian Curriculum, in conjunction with good research practices. The course will enable students to develop their skills, knowledge and understanding of what makes successful learners, confident and creative individuals and active and informed citizens. Centred on a real-life scenario or issue of their choosing, students will work both individually and in small groups to develop their enquiry skills, generate ideas and possible actions to address their topic. They will use different technologies to conduct their research as well as to present their findings and possible solutions. Throughout the unit the students will also reflect on and evaluate their skills and output.

## What students should know at the end of the course

- How to interpret information in numerical form in diagrams, maps, graphs and tables
- How to think critically, logically, ethically and reflectively, and be able to explain their thinking behind reasons for choices, strategies and actions
- How to develop knowledge and understanding of the purpose of research and a range of research processes

## What students should be able to do by the end of the course

- Communicate with a range of people in a variety of contexts
- Ask questions, express opinions and take differing perspectives into account
- Access, analyse and select appropriate primary and secondary sources
- Analyse information displayed in a variety of representations and translate information from one representation to another
- Work effectively in teams and handle challenging situations constructively
- Recognize the challenges of living in a culturally diverse society and of negotiating, interpreting and mediating difference

## How these outcomes will be assessed

- Digital presentations
- Oral presentations
- Digital portfolio
- Investigative and analytical reports
# Year 9 Community and Careers

## Course overview

The Community and Careers course aims to introduce students to aspects of life beyond the classroom. The careers unit is built around the three Australian Blueprint competencies of Personal Management, Learning and Work Exploration and Life Work building. In personal management students build a positive self-concept and understand its influence on life and work. They also develop additional abilities for building positive relationships in life and they learn to respond to change and growth. In Learning and Work Exploration, students learn to link life-long learning to personal career aspirations. Students learn to locate and use career information and students understand how work contributes to the community. In the area of career Building, students develop qualities to seek obtain/create and maintain work. They explore and understand the interrelationship between life and work roles and they explore non-traditional work and work options. Students begin to understand and experience the career building process. In the Community Unit the students will capitalize on the research and presentation skills gained in the IRIS unit, as well as the skills developed in the careers unit. They will use these skills individually and in a team to plan and prepare a presentation on a community organisation. The will also critically reflect on, and provide constructive feedback to other groups, as well as evaluate their own skills and contributions.

## What students should know at the end of the course

- Complete, analyse and compare data on personal attributes and recognise their role in attaining professional goals
- Recognise and discuss the significance of personal values when working towards educational and work goals.
- Develop the ability to build positive relationships in the workplace with ideal skills.
- Prepare for and learn how to promote personal skills and attributes at job interviews
- Understand the changing nature of life and work roles and learning to overcome stereotypes in career building.
- Work through why work roles have changed in today’s world of work.
- Their personal attributes and academic strengths
- The role and purpose of community groups and have an increased understanding of community support groups

## What students should be able to do by the end of the course

- Apply skills (e.g. Mediating peer-helping, leadership skills) to build positive relationships in diverse settings at school, in the community and in the workplace.
- Prepare a presentation to promote a local community groups using a range of research and multimedia presentations skills
- Develop a career goal plan
- receive individual feedback for their subject selection and academic pathway
- Make a positive contribution to a local community group

## How these outcomes will be assessed

Students will be assessed through the completion of a series of small tasks that contribute to a Community and Careers portfolio. They will also work in small groups to complete a multimedia presentation on a local community group.
# Year 9 Humanities: Money Makers and World Shakers

## Course overview

This inter-disciplinary study examines some of humanity’s greatest thinkers and analyses how their ideas have helped shape the world. Students will explore the lives of amazing individuals from Australia and the world. In examining these lives and ideas, students will develop their understanding of the key concepts of History, Geography, Business and Economics and Civics and Citizenship; build on their analysis and writing skills; and, explore and debate the ideas that formed our world today.

## What students should know at the end of the course

- The emergence and nature of key ideas, with a particular focus on Darwinism
- The role of an individual or group in the promotion of key ideas, and the responses to it from workers, entrepreneurs, land owners, religious groups
- Why and how people manage financial risks and rewards in the current Australian and global financial landscape
- How and why businesses seek to create and maintain a competitive advantage in the global market
- Key events and ideas in the development of Australian self-government and democracy, including women’s voting rights, the roles of political parties and how citizens choices are shaped at election time

## What students should be able to do by the end of the course

- Identify and select different kinds of questions to inform historical, geographic, economic and civic inquiry
- Identify the origin, purpose and context of primary and secondary sources
- Gather and evaluate data from a range of digital, online and print sources to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- Analyse different interpretations and points of view

## How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Folio
- Research Investigation
- Analysis Tasks
- Problem Solving Tasks
Year 9 Humanities: Revolutionary Food and Fashion

Course overview

This inter-disciplinary study examines the historical period of the Industrial Revolution (1760 to 1850) and its impact on the world today. By studying this major historical event, students will be able to see how the Industrial Revolution changed production and global trade and the effect this has on their lives today through the fashion and food industries. Students will compare the working conditions in the developed and developing worlds and consider what it means to be ethical consumers.

What students should know at the end of the course

- The nature and significance of the Industrial Revolution
- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and Australia
- The influence of the Industrial Revolution on the movement of peoples throughout the world, including the slave trade and convict transportation
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life and a comparison to labour conditions today in the third world
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales
- The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia
- How and why businesses seek to create and maintain a competitive advantage in the global market through mass production

What students should be able to do by the end of the course

- Identify and select different kinds of questions to inform historical, geographic, economic and civic inquiry
- Identify the origin, purpose and context of primary and secondary sources
- Gather and evaluate data from a range of digital, online and print sources to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- Analyse different interpretations and points of view

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Folio
- Research Investigation
- Analysis Tasks
- Problem Solving Tasks
Year 9 Humanities: The Cost of War

Course overview

This inter-disciplinary study examines the specific historical period of World War 1. Through analysing this historical event, students will examine the true cost of war; the social, geographic and economic impact. With our national identity questioned and the introduction of conscription, students will investigate this contentious issue and discuss the significance of the ANZAC legend. The geographic cost of war includes the impact to land and water, food production and changing landscapes. Following on from what was meant to be ‘the war to end all wars’, Australia’s economy suffered leading to The Great Depression. Students will examine the economic cost of war and the impact on the quality of life of Australian citizens.

What students should know at the end of the course

- An overview of the causes of World War 1 and the reasons why men enlisted to fight in the war
- The places where Australians fought and the nature of warfare during World War 1, including the Gallipoli campaign
- The impact of World War 1, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate
- The challenges to food production, including land and water degradation, shortage of fresh water and competing land uses
- Australia as an ‘economy’ and its place within the broader Asia and global economy
- Why and how participants in the global economy are dependent on each other
- How ideas and experiences of Australian identity are influenced by global connectedness and mobility

What students should be able to do by the end of the course

- Identify and select different kinds of questions to inform historical, geographic, economic and civic inquiry
- Identify the origin, purpose and context of primary and secondary sources
- Gather and evaluate data from a range of digital, online and print sources to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- Analyse different interpretations and points of view

How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Folio
- Research Investigation
- Analysis Tasks
- Problem Solving Tasks
## Year 9 Humanities: The Golden Era

### Course overview

This interdisciplinary study examines the historical period of the 1850s, the Gold Rush years. Analysing this historical event, students will examine how Victoria’s Golden Era changed the interconnections between people and place, and evaluate the impact of the mass migration on the changing landscape. This new found gold wealth saw an expansion of the Victorian economy and students will explore the development of new businesses, including some of which that still operate today. In examining the Eureka Rebellion, students will develop their understanding of democracy and the functions of our legal system as it is today.

### What students should know at the end of the course

- The nature and extent of the movement of peoples in the period
- The experiences of non-Europeans in Australia prior to the 1900s
- Changes in the way of life of group(s) who moved to Australia in this period
- The effects of people's travel on places, and the implications for the future of these places
- Australia as an 'economy' and its place within the broader Asia and global economy
- The key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes, and make law through judgments
- The key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal

### What students should be able to do by the end of the course

- Identify and select different kinds of questions to inform historical, geographic, economic and civic inquiry
- Identify the origin, purpose and context of primary and secondary sources
- Gather and evaluate data from a range of digital, online and print sources to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- Analyse different interpretations and points of view

### How these outcomes will be assessed

Students may complete one or more of the following types of assessment for the course:

- Folio
- Research Investigation
- Analysis Tasks
- Problem Solving Tasks
# Year 9 Design Technology: Food

## Course overview

Students focus on Food Technology as a specialist area of Design and Digital Technologies. Through the creation of food-centred designed solutions they identify needs or opportunities of relevance to individuals and global communities. Students will continue to develop plans to manage design tasks, including the safe and responsible use of tools and equipment. They will identify the sequence and steps involved in design tasks and use a range of technologies, including digital presentation software, to generate and communicate their ideas. Throughout the course, the students will evaluate the design process, including the identification and discussion of advantages and disadvantages of design ideas, and respond to feedback from a range of sources. The students will consider design and technology professions and will investigate and discuss the ways that characteristic and properties of food technologies can be combined to design and produce sustainable design solutions. Students will also investigate and prepare food products that reflect their understanding of nutritional value, sustainability, cultural diversity and healthy eating, as well as investigating food-serving recommendations from Australian food models.

## What students should know at the end of the course

- work as individuals and in teams, develop an understanding of the creative problem-solving process;
- develop innovative solutions in design and technology contexts, based on the principles of investigating and designing, producing and analysing and evaluating;
- use various strategies and sources of information to investigate and research factors relevant to design briefs;
- understand and logically sequence major stages of production, and calculate and list materials and equipment needed for production;
- develop evaluation criteria from the design brief;
- evaluate and reflect on the efficiency of their production;
- work safely and hygienically with a range of simple and complex equipment;
- select appropriate equipment and techniques to safely test and evaluate their product;
- record and recommend improvements to the appearance and function and finish of their product;
- suggest modifications to improve their production and design work

## What students should be able to do by the end of the course

- work as part of a group / team to design and produce a product suitable for a specific design brief;
- be responsible when using equipment and working in the design technology room;
- identify considerations and constraints within a design brief;
- locate and use relevant information to help design thinking and identify the needs of a variety of clients / user groups;
- generate a range of alternative possibilities, use appropriate technical language and justify preferred options;
- use evaluation criteria they have developed, to critically analyse processes, materials and equipment; and make appropriate suggestions for changes;
- use a range of suitable safe testing methods;
- plan realistic and logical sequences of production stages, incorporating time, cost and resources needed for production.

## How these outcomes will be assessed

Record of productions in the form of a folio  
Digital presentation/s  
Short answer test/s
# Year 9 Design Technology: Textiles

## Course overview

This course enables students to focus on Textiles as a specialist area of Design and Technology where they develop confidence and proficiency in the areas of design, production and evaluation of textile products. Specifically, students will study fabric types and properties; consider and incorporate the elements and principles of design through the creative processes of Fashion Illustration. They will develop and work with design briefs that consider open-ended design guidelines, function and aesthetics as well as environmental and social sustainability implications. Students will learn to use patterns in the production of a garment and further develop skills in using a range of techniques, equipment and tools including the sewing machine. The use of technologies such as digital cameras and design programs will be an integral part of the production process in documenting their designs, production and evaluation of their work through the use of annotations, appropriate technical language and discussion.

## What students should know at the end of the course

- How to investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions;
- Analysis of how fibres are produced when designing managed environments and how these can become more sustainable;
- How to investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions;
- The application of design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication;
- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated;
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.

## What students should be able to do by the end of the course

- Use various strategies and sources of information to investigate and research factors relevant to design briefs;
- Confidently use design thinking, creativity, innovation, to develop design options;
- Work safely with a range of simple and complex textiles equipment; manage materials, and related processes taking into account the expected characteristics of the final production work;
- Understand and logically sequence major stages of production, and calculate and list materials and equipment needed for production;
- Select and use a range of technologies, skills and processes appropriate for specific tasks, purposes and technologies contexts;
- Evaluate design processes employed and solutions achieved, using identified design criteria;
- Research environmental and social sustainability implications of design projects;
- develop a glossary of design terms and associated definitions.

## How these outcomes will be assessed

- **A3 Visual Folio: Fashion Illustration – Design process and Design options**
- **Production: Sewing samples and garment construction:**
- **Theory: Fibre supply chain: Fabric types, samples, construction, characteristics and properties and products.**
# Year 9 Digital Technology: Multimedia

## Course overview

Multimedia is the combined use of text, graphics, sound, animation and video. The course is an introduction to mass media and media production and will enable students to use communication technologies to tell stories, represent and communicate ideas, explore concepts and produce media products. Through a design process they will design, plan, produce, capture, record and edit multimedia products. Students will develop knowledge and skills in the use of specialist equipment and computer software from the Adobe Creative Suite. They will study and analyse Production and Story Elements and Codes and Conventions of various media forms. Completion of projects will require students to work both independently and as part of a team.

## What students should know at the end of the course

- Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text.
- Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples.
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style.
- Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes.
- Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues.
- Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences.
- Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media.

## What students should be able to do by the end of the course

- Investigate the notions of media having influence within society and examine the impact, both perceived and actual.
- Undertake a visual diary to record influences, inspiration and concepts in a concrete manner through planning, pre-production and in the production of their media product.
- Describe, analyse and interpret a media product in terms of how it communicates ideas or themes to a specific audience using appropriate language and tools such as codes and conventions.
- Research a genre or style in a selected media form.
- Use media elements, skills and techniques to create media products using ICT technology.

## How these outcomes will be assessed

Visual Diary/Production Design Plan: Exploration, development and refinement of the design process. Record stimuli and influence or an inspiration in developing a redesigned DVD cover.
Digital Photography and Adobe programs: Creation of a DVD cover based on a Fairy-tale.
Film: Stop motion animation sequence.
Theory: Analysis of film and media influence. Introduction to production and story elements, codes and conventions of media forms and...
## Course overview

During this course students will increase their knowledge and understanding of the role Computers and advancements in technology play in society today. Students will look at how problem solving methodologies can be used to analyse, design, develop and test solutions. Through a series of case studies, students will develop a range of useful platforms that assist the end user to become more effective and efficient in tasks through the use of technology. Students will utilise programs such as Microsoft Excel, Powerpoint, and Word to develop solutions and create end user documentation notes. In addition students will investigate the exploding world of animation and online gaming. Through the use of programmes such as Adobe Flash and Gamemaker, students will apply the problem solving methodologies to develop their own simple animations and games.

### What students should know at the end of the course

- develop knowledge about the characteristics of data by manipulating various data types, such as; words, sound, numbers and images (still and moving), to create formatted information products;
- how to plan the design of products, influenced by generally accepted ICT presentation conventions, and develop criteria for evaluating the effectiveness of each presentation style.
- the distinction between legal and illegal uses of ICT and create information products that comply with intellectual property law. This particularly relates to copyright.
- how to organise and store gathered information to enable easy retrieval and access online interactive e-learning tools to help them to develop knowledge across the curriculum, and explain how these tools differ in supporting learning and whether they assist the development of deeper understanding.

### What students should be able to do by the end of the course

- apply their knowledge of data characteristics to solving problems.
- develop and manage their digital bank of evidence, use complex search strategies (for example, Boolean) to locate information from the Internet and other sources, and they will evaluate the integrity of this information.
- use email software and access appropriate online forums such as websites, blogs and chat sites, to seek information and to share ideas. Through practice, become skilled in judging the capabilities and limitations of these ICT tools and techniques as aids to learning.
- electronically retrace the decisions made and actions taken when learning and problem solving;
- evaluate stored experiences in readiness for future applications and become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems.
- develop project plans that sequence tasks, estimate timelines and record task responsibilities using software such as word processors and spreadsheets, and using techniques such as tables and shading. Students will use the operating system facilities to manage their desktop workspace and organise their files in a way that assists their personal learning style. This involves password protecting and backing up their files.

### How these outcomes will be assessed

**Task 1** – using Microsoft publisher create a brochure of the problem solving methodology steps

**Task 2** – Using Microsoft Excel and the problem solving methodology steps; analyse, design, develop, test and evaluate the case study to meet the needs of the end user.

**Task 3** – using Gamemaker 8.1 and a range of tutorials student will work through how to create a basic game and play some basic games created with game maker including “helicopter” Then students will utilise all their computer skills and problem solving methodologies to design, develop, test and evaluate their game.

**Task 4** – students will be tested on theory components of the year via a paper based test.
# Year 9 Performing Art: Music

## Course overview

Everyone has the capacity to be musical! This subject caters for the individual student, no matter what level of experience, or background they possess and provides them with an opportunity to really explore what they’re capable of as a young musician.

Students will listen, create, make, manipulate, explore, critique and perform music of various genres and eras. They will compose and perform both individually and as part of a group in order to gain the most out of their musical development with individual units extending student’s understanding of analysis, determining character of piece and discussing the manipulation of the Musical Elements. They will also explore music of other traditions and cultural backgrounds, and compose a piece within these stylistic guidelines. Through the art of arrangement they will take a simple pre-existing popular song and arrange it for a set number of instruments. Students will be involved in practical Guitar lessons once a week, as well as observing several performances throughout the semester.

## What students should know at the end of the course

- Musicality – theoretical, aural and analytical concepts
- Compositional tools and creative processes for composition or arranging pre-existing works
- Performance Techniques as an ensemble member
- Performance Techniques as a soloist

## What students should be able to do by the end of the course

- Manipulate the elements of music through performance
- Explore and manipulate theoretical knowledge through a number of mediums
- Dictate, sight-read, compose and notate music of various complexities
- Read both the Bass and Treble Clef
- Perform with awareness
- Plan for effective performance and perform on a variety of instruments, both rhythmic and melodic (incl. voice)
- Learn to improvise and use appropriate musical language
- Learn to aurally and visually identify Intervals, scales and triads

## How these outcomes will be assessed

- **Analysis** – 20th Century Music – Written comparative assignment
- **Arrangement** – Musical theatre/ pop music – ICT/ Sibelius software
- **Practical Studies** – Guitar lessons and performance
- **Theory/Aural Training** - Test
### Course overview

The Drama course explores the skills of creative production and performance in two units: Improvisation and Musical Theatre. In the first unit, students learn about the creative potential of improvisation as a playmaking technique, as well as the performance style of theatre sports. They develop their own original characters who they portray in a series of improvised scenes, and this begins to consolidate their junior years learning in characterisation and expression. In the second term, students investigate different iterations of Musical Theatre, and use their research to inform the creation of their own Musical Production. This unit also incorporates the dance curriculum. Throughout the term, students evaluate their own and others’ performances in their journals.

### What students should know at the end of the course

- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.
- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama.
- Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama.
- Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists.
- Improvise to find new movement possibilities and explore personal style by combining elements of dance.
- Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent.
- Practise and refine technical skills to develop proficiency in genre- and style-specific techniques.
- Structure dances using movement motifs, choreographic devices and form.
- Evaluate their own choreography and performance, and that of others to inform and refine future work.
- Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts

### What students should be able to do by the end of the course

- Identify, explain and use the conventions of musical theatre as a performance style.
- Describe and perform dance movements from different styles of musical theatre.
- Identify and apply expressive skills appropriately for the genre.
- Use dramatic elements to create and augment meanings for an audience.
- Develop an actor-audience relationship.
- Use the performance skill of focus.
- Create an original character.
- Use improvisation to broaden and deepen their understanding of character.
- Use expressive skills effectively during exercises and performance.
- Work cooperatively in a group.
- Evaluate and reflect on their own performances and the performances of others

### How these outcomes will be assessed

- Improvised exercise: a spontaneous performance in character.
- Musical Theatre performance: an ensemble performance with individual responsibilities
- Journal: a record of the student’s development as a performer over the semester
Year 9 Visual Art: Studio Art

Course overview

The Visual Arts course encourages students to develop a folio of 2D works based on a range of visual responses inspired by the study of art styles linked to traditional and contemporary art practices. The visual diary complements the practical component of the course as a sequential record of the design process, including a variety of tasks associated with the research, analysis and discussion of aesthetics, artists and artworks studied. This course allows students to engage in traditional, modern and contemporary art forms, including acrylic painting, drawing techniques and mixed media collage. Individual outcomes allow students to develop skills, knowledge and understanding relevant to each specific area. In Art Theory students explore, research and compare the similarities and differences when analysing the history and distinctive characteristics and artist techniques of Early and High Renaissance art.

What students should know at the end of the course

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists.
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions.
- Develop and refine techniques and processes to represent ideas and subject matter.
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks.

What students should be able to do by the end of the course

- Explore ideas, specific technical procedures and the development of refinement of artworks in visual diary
- Work through a range of design possibilities by researching ideas from relevant sources
- Trial ideas and manipulate them through the use of art elements and principles and the application of different mediums and techniques
- Exercise control of tools and equipment to generate desired effects in the experimentation of a range of two-dimensional media
- Research and compare artworks from differing periods and artists
- Continue to develop arts language through description and analysis when interpreting the formal properties of artworks and discussing the purpose, meaning and effectiveness of their work

How these outcomes will be assessed

- Visual Diary: Exploration and development of ideas
- Folio of finished artworks: skills and techniques of painting, drawing in mixed media and collage
- Art History research and analysis tasks: Early and High Renaissance art
Year 9 Visual Art: Visual Communication and Design

Course overview

Visual Communication Design examines the way visual language can be used to convey ideas, information and messages. Students will be introduced to the concept of designing for a purpose, and the steps required to explore and deliver ideas into a finished product. When presented with a design brief, students will implement a design process that considers the most appropriate strategy to research, generate ideas and experiment with media, materials and methods to deliver the final visual solution. They will explore and develop rendering techniques using a variety of media such as pencil, fineliner and collage to produce a rendered 2 point perspective letter design using manual drawing tools and equipment. Students will also be introduced to the Adobe Creative Suite in the exploration and refinement of a package and poster design. In theory students explore, research and compare the similarities and differences when analysing the history and distinctive characteristics and artist techniques of Early and High Renaissance art. Students will also investigate the work of a professional contemporary Australian designer.

What students should know at the end of the course

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists.
- Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions.
- Develop and refine techniques and processes to represent ideas and subject matter.
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider

What students should be able to do by the end of the course

- Responding to briefs that require working with a design process to resolve a communication need
- Recognise and identify the requirements of a targeted audience; develop ideas through a design process to impact effectively on an audience
- Developing interpretive skills, working at an abstract level of thinking and conceptualizing to develop strategies for designing layouts relative to chosen presentation formats
- Implement the generation and development of design options, using elements and principles to create an expressive quality to a visual solution
- Developing an understanding of conventions and standards of technical drawing
- Experimenting with mixed media to develop rendering skills for both two and three dimensional applications
- Research and compare media and technique application from a variety of artists and designers

How these outcomes will be assessed

Visual Diary: Design process to generate and develop visual communications
Folio: Perspective drawing rendered in 3 different mediums including collage, Product design package and promotional poster
Theory: Early and High Renaissance Art
Investigation: The work of a professional
## Course Plan (example)

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<th>Electives (semester long)</th>
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<td>Humanities Elective 1</td>
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### Humanities Electives (select two)
- The Golden Era
- Money Makers and
- Revolutionary Food and Fashion
- War

### Arts Electives (select one from each group)
- **Visual Arts**:
  - Studio Art
  - Visual Communication And Design
- **Performing Arts**:
  - Drama
  - Music

### Technology Electives (select one from each group)
- **Design Technologies**:
  - Food
  - Textiles
- **Digital Technologies**:
  - Multimedia
  - Information Technology