



AVE MARIA COLLEGE
A Catholic College for Young Women

*faith
care
learning*

Year 09

Subject Information 2017



Year 09 Program

The Year9 program aims to extend students from the foundations of learning developed in years 7 and 8 and provides opportunities for students to select areas of interest in the Humanities, Visual Arts, Performing Arts, Digital and Design Technologies. Students continue with their chosen Language of Indonesian or Italian which they study for the year. The year 9 course is comprised of seven compulsory subjects, which, like their language study, are year-long studies. Students in year 9 begin to develop their independent learning and research skills and explore pathways in the unique studies of I.R.I.S and Community and Careers. Students also have choice in their Humanities studies, selecting two of a possible four options. Similarly, students have choice in the Arts / technology areas where they will choose four elective subjects from a possible nine. These electives are chosen in bands and are semester long studies.

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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

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students as independent readers are drawn from a range of genres. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students also explore language features and conventions of informative and persuasive texts. Students create a range of imaginative, informative and persuasive types of texts.

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

- the ways that text structures can be manipulated for effect
- how to use a variety of language features to create different levels of meaning
- how interpretations can vary by comparing their responses to texts to the responses of others
- how audience and purpose impact the language features and conventions of texts
- how texts represent a variety of perspectives

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

- analyse the ways that text structures can be manipulated for effect
- analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors
- evaluate and integrate ideas and information from texts to form their own interpretations
- select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience
- demonstrate how manipulating language features and images can create innovative texts
- create texts that respond to issues interpreting and integrating ideas from other texts
- edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation
- make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues

How these outcomes will be assessed

- Students will be assessed through a range of formative and summative assessment tasks.
- A variety of analytical and creative tasks will demonstrate skills in reading and viewing, writing and speaking and listening.
- Students will develop a range of written, spoken and multimodal responses.

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

Year 9 Health And Physical Education

Course overview

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. 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. At year 10 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

- factors that influence their identities, relationships, decisions and behaviours
- the impact of attitudes and beliefs about diversity on community connection and wellbeing
- how people respond to emotional responses to different situations
- how to find credible sources related to health information
- how to improve fitness and activity levels in their community
- the role physical activity has played historically in defining cultures and cultural identities
- factors that contribute to respectful relationships
- the importance of cooperation, leadership and fair play across a range of health and movement contexts
- a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing
- how to apply criteria to make judgments about and specialised physical performance

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

- critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing
- evaluate the outcomes of emotional responses to different situations
- access, synthesise and apply health information to propose and justify responses to situations
- propose and evaluate interventions to improve fitness and physical activity levels in their communities
- examine the role physical activity has played historically in defining cultures and cultural identities
- identify and analyse factors that contribute to respectful relationships
- explain the importance of cooperation, leadership and fair play across a range of health and movement contexts
- compare and contrast a range of actions undertaken to enhance their own and others' health, safety and wellbeing
- apply and transfer movement concepts and strategies to new and challenging movement situations
- apply criteria to make judgments about and refine their own and others' specialised physical performance
- work collaboratively to design and apply solutions to movement challenges

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

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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' Theorem and trigonometry. **Statistics and Probability**: Chance, data representation and interpretation.

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

- develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs.
- how to apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals.
- investigate scientific notation, and apply this in measurement contexts. Students solve financial problems involving simple interest.
- apply coordinate geometry to finding the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Graph linear relations and solve linear equations.
- find areas of composite shapes and the surface area and volumes of right prisms and cylinders.
- solve problems involving very small and very large time scales. use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors.
- use Pythagoras theorem and trigonometry ratios to solve problems involving right angles triangles, and develop an understanding of the difference between an exact value and a decimal approximation.
- list outcomes for two-step experiments and with arrays and tree diagrams determine related probabilities.
- use Venn diagrams and two-way tables to calculate probabilities from data to estimate probabilities.
- identify issues and questions involving data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of centre and spread.

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

- apply the index laws and express numbers in scientific notation.
- solve financial problems involving simple interest.
- 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 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.
- solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology.
- 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.
- compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types, 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/application tasks; problem solving tasks and an end of semester examination.

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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. They use a field model to explain the interaction of magnets

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
- The atomic structure and properties of elements are used to organise them in the periodic table
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses
- The theory of plate tectonics explains global patterns of geological activity and continental movement
- The operation of circuits can be explained by the concept of voltage and current
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

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

- Design questions that can be investigated using a range of inquiry skills
- Design methods that include the control and accurate measurement of variables and systematic collection of data
- Analyse trends in data, identify relationships between variables and reveal inconsistencies in results.
- 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
- 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 a number of research investigations where they communicate their ideas using scientific language and appropriate representations
- Students will complete a number of practical investigations where they plan a fair test, identify variables and draw on evidence to support their conclusions
- Students will complete formal written tests and an examination which requires them to recall knowledge and to analyse unfamiliar contexts

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Year 9 Languages: Italian

Course overview

The Italian curriculum is built around two interrelated strands of understanding and communicating through reading, writing, listening and speaking. The year 9 curriculum is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (Eg: digital, collaborative performance and group discussions) Learners become more confident in communicating in a wider range of contexts through greater control of language structures and increased understanding of the variability of language use. They use Italian to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to create; interpret and analyse a wider range of texts and experiences. They use Italian more fluently, with a greater degree of self-correction and repair. They reference the accuracy of their language use against a stronger frame of grammatical knowledge. They demonstrate understanding of language variation and change and of how intercultural experience, technology, media and globalisation influence communication.

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 to suit different audiences
- That expressive and imaginative texts create aesthetic, humorous or emotional effects in a way that reflects cultural influence.
- Understand that grammatical elements such as tenses and verb moods impact on the making of meaning.
- How texts use grammatical and textual strategies to achieve different purposes such as to persuade or entertain different audiences.
- The nature of translating and interpreting and the role of culture when transferring meaning from one language to another.

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, listing words or expressions which provide cultural or contextual information.
- 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
- Read, view and listen to extracts from contemporary texts such as songs
- Distinguish between important and less important words when translating between languages
- Notice how grammatical choices can shade meaning and determine perspective
- Write and speak using the regular present tense form
- Write and speak using regular verbs in the present perfect tense
- Use a variety of adjectives for descriptive purposes
- Structure and link sentences in order to write short paragraphs

How these outcomes will be assessed

- Grammar assessments
- Vocabulary assessments
- Reading comprehension assessments
- Listening assessments
- Writing tasks
- Oral assessments (filmed for evidence)

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

Year 9 Languages: 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. Learners listen to, read, write and view 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

- Oral tests
- Reading tests
- Vocabulary and Grammar tests
- Listening tests
- Writing assessment

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

Year 9 Humanities: Money Makers and World Shapers

Course overview

This inter-disciplinary study examines some of humanity's greatest thinkers and analyses how their ideas, beliefs and values 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 evaluate the ideas that formed our world today. There will be a particular focus of the role of significant women.

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

- The emergence and nature of key ideas, e.g. egalitarianism
- The role of an individual or group in the promotion of key ideas and values, and the responses to it from workers, entrepreneurs, land owners, religious groups and other stakeholders
- Impact of human endeavour on the biomes and the environmental effects
- 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, e.g. explaining the context of people's actions in the past
- Identify the origin, purpose and context of primary and secondary sources of information
- Chronological sequencing to show significant events in the life of an individual
- Gather, analyse and evaluate data from a range of digital, online and print sources, including maps, photographs and other geographical information to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes
- Analyse and evaluate different interpretations and points of view, e.g. compulsory voting

How these outcomes will be assessed

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

- Oral presentation
- Research Investigation
- Analysis Tasks, e.g. film review
- Problem Solving Tasks

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

Year 9 Humanities: Revolutionary Fashion and Food

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 and the inventions of that time, students will be able to see how the Industrial Revolution changed production, global trade, and living and working conditions at that time and left a lasting legacy today. Students will investigate the impact of industrialisation and mass production on the current day through the fashion and food industries. They will explore the sustainability of current food and fashion production practices and the impact of social, economic and environmental factors on the consumption and production of food and fashion. Students will compare the working conditions in the developed and developing worlds and consider what it means to be ethical consumers through a range of case studies.

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 of 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
- The impact of the growing population on food security and sustainability
- How and why businesses seek to create and maintain a competitive advantage in the global market through mass production and their supply chains

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
- Collate, present and interpret data both graphically and in tabular form

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

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

Year 9 Humanities: The Cost of War

Course overview

This inter-disciplinary study examines the historical period leading up to and surrounding World War 1 (1914-1918) and into the Great Depression. 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 will explore the physical impact of war on land and water, and how this affected food production and changed landscapes. The Great War ended in 1918, but a decade later, the world suffered 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 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

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Year 9 Humanities: The Golden Era

Course overview

This inter-disciplinary 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

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

Year 9 Design Technology: Food Studies

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, 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 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 for production.

How these outcomes will be assessed

- Record of productions in the form of a folio
- Multimodal presentations using a range of digital media
- Short answer and extended response test
- Completion of practical tasks and activities

NB: Students and their work may be filmed or photographed as evidence of their ability and skill development

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 their design brief;
- 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.

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

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 artworks.

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 stereotypes

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Year 9 Digital Technology: Information Technology

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 explore privacy and network security issues, hardware and software. Students will look at how problem solving methodologies can be used to analyse, design, develop and evaluate solutions whilst preparing solutions for clients. Students will use robotics software to learn about object-orientated programming.

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

- By the end of the course, students will know:
- why virus checkers are important on personal devices and in network systems
- how hardware and software differ and how they are important components of a computer system
- why data manipulation is important when presenting information to others
- why robotic control is useful in society
- how to create games using gamemaker

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

- Students should be able to:
- use the Problem Solving Methodology when reviewing Case Studies in order to solve the problem that is presented
- manipulate data using spreadsheets and present the information o tithers in a useful format
- move robots around using a simple object-orientated programming language (no inputs)
- manipulate inputs and outputs in order to have control over objects to create games using gamemaker

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 year examination

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Year 9 Digital technology: STEM (Science, Technology, Engineering, Mathematics and Design)

Course overview

STEM is the study of Science, Technology, Engineering, Mathematics and Design through a problem solving, inquiry based approach while encouraging flexibility in thinking and an awareness of design as an important inclusion of STEM related disciplines. This course will present students with a cross-curricular differentiated research and design subject emphasising the importance of STEM in solving real world problems. Through a series of problem solving activities, task and-students will make choices, interpret, formulate, model, hypothesise, investigate and communicate solutions effectively. They will investigate topics such as bridge design, mathematical modelling, robotics through coding and programming and space through independent learning and research. The STEM course will see students utilising these skills, knowledge and understanding in other subjects.

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

- How to program or code a Lego Mindstorms Robot to complete simple functions
- How to design and create 3D models using the 3D printer
- How to describe the properties of material
- How to design, build, test and evaluate a simple structure such as a weight loaded bridge
- The principles of space
- The purpose and types of research and presentation skills required to communicate a hypothesis, evidence, data and solutions.
- How independent scientific research is conducted
- Design and evaluate user experiences and algorithms
- Demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions.

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

- Develop the ability to make choices, interpret, formulate, design, model and investigate problems and situations and communicate solutions effectively
- Work within a variety of design briefs within various contexts to produce possible solutions
- Become critical and creative thinkers and be able to justify and refine their ideas and proposals
- Formulate questions and hypotheses that can be investigated within the scope of the classroom or fields that can be investigated using a range of inquiry skills
- Construct evidence based arguments and engage in debate about scientific ideas to evaluate their own and other's people's thinking
- Present results and ideas using a range of presentation options
- Use a range of technologies to design and produce detailed plans that sequence tasks to be done

How these outcomes will be assessed

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

- Research report,
- Investigative report,
- Design Task or
- Visual Presentation

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Year 9 Performing Arts: 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 – Listening Test
- Arrangement – Musical theatre/ pop music – ICT/ Sibelius software
- Practical Studies – Guitar lessons and performance
- Theory/Aural Training - Test

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Year 9 Performing Arts: Drama

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

Cognitive skills developed

- 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 Arts: 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, mixed media collage and digital photography. 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, collage and digital photography
- Art History research and analysis tasks: Early and High Renaissance

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Year 9 Visual Arts: Visual Communication 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 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 international artworks

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 designer

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SAMPLE YEAR 9 COURSE 2017

Outlined below is a sample of what a year 9 student's course might look like:

Year 9	CORE subjects (year long)						Core (semester length)	Electives (semester long)		
Semester 1	Religious Education	English	Mathematics	Health and Physical Education	Science	Language: Italian or Indonesian	IRIS	Humanities Elective 1	Digital Technology elective	Performing arts elective
Semester 2							Community & careers	Humanities elective 2	Visual Arts Elective	Design technology elective

Summary of selections required:

Humanities (two from the four):

- Revolutionary food and fashion
- Money makers and world shapers
- The cost of war
- The golden era

Design technology (one of either)

- Food Studies
- Textiles

Digital Technolgy (one of either)

- Multimedia
- Information Technology
- STEM

Performing Arts (one of either)

- Music
- Drama

Visual Arts (one of either)

- Studio Art
- Visual Communication