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YEAR 9 CURRICULUM 2017

Heathdale Christian College is committed to providing a curriculum that not only provides for the academic development of students, but also for student's spiritual and social development. Students undertake study in both compulsory key learning areas as well as a number of elective subjects. As students enter the Senior School they begin to make choices in their curriculum which reflect their interests and gifts. Students following the Academic Language Program will follow a modified curriculum to enable them to continue their study of Logic, Latin, ALP French or ALP Chinese.

Compulsory Subjects:

- English
- Mathematics
- Science
- History
- Geography
- Commerce
- Christian Life Studies
- Physical Education
- Health
- Careers

Academic Electives: (studied for the whole year – choose one)

- French
- Chinese
- Cultural Communication

Creative & Practical Arts Electives: four electives are chosen – two per semester

- Design & Technology – Food
- Visual Communication Design
- Wood
- Industrial Technology
- Art
- Drama
- Music
- Design & Technology – Textiles
- Outdoor Education
The study of English in Year 9 is designed to develop students' abilities to comprehend and appreciate a range of texts and in addition, to explore and practice the ways that language is used to communicate ideas and create meaning. In both the English subjects of Literature and Language, students refine their skills in reading critically and writing coherently to express an idea or opinion. Students’ ability to write well is developed by a strong focus on the grammar and structure of language in texts and through a variety of creative tasks designed to appeal to their individual strengths. The aim of the College is to equip students not only with sound literacy skills but also a love for reading and writing which will enrich their lives.

**LITERATURE**

The Study of Literature in Year 9 is designed to introduce students to a range of classic literary texts by authors from different times and places in the world.

**Texts:**

- *Animal Farm*, by George Orwell
- *Julius Caesar*, by William Shakespeare
- *Australian Literature*, an anthology of poetry and short stories
- *Antigone*, by Sophocles

**Assessment Tasks:**

Coursework: comprising notes taken in class, homework tasks and questions on each text studied. Major Assignment – this may comprise one or more of an analytical essay, an oral presentation and/or a creative response.

**LANGUAGE**

The study of Language in Year 9 is designed to develop students' literacy skills. In particular, there is a focus on reading comprehension, writing skills for both creative and academic purposes, grammar and spelling.

**Learning Activities:**

- Grammar – ‘Rod and Staff’ text book
- Comprehension – short texts in a variety of genres
- Writing Composition – Narrative and Persuasive texts;
- Oral presentations – Book review;
- Spelling/Vocabulary
- Assessment Tasks:
- Grammar Tests
- Spelling Tests
• Comprehension Tests
• Writing Composition Tasks
• Oral Presentations
• Examinations
• There will be examinations for both Literature and Language.

ALP ENGLISH (Literature and Language)

The aim
The study of English in Year 9 is designed to develop students’ abilities to comprehend and appreciate a range of texts and in addition, to explore and practice the ways that language is used to communicate ideas and create meaning. In both the English subjects of Literature and Language, essential skills are refined to cultivate critical reading and coherent expression of ideas and opinions. Students’ ability to write well is developed by a strong focus on form and style using classic and modern authors as exemplars. The close examination of the structure and grammar of sentences further assists good writing, along with a variety of creative tasks designed to appeal to students’ individual strengths. The aim of the College is to equip students not only with sound literacy skills but also a love for reading and writing which will enrich their lives.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Preparing for Bridging English As An Additional Language

The aim
At Heathdale in Years 9 and 10, EAL students have the opportunity to study English in a small combined group. In year 9, students will develop the skills and competences required in academic, technical and informal situations, with the prospect of enrolling in the VCE Bridging English as an Additional Language course the following year.
Bridging English as an Additional Language (EAL) is an intensive and explicit study of English language and focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use.
Oral and aural skills are emphasised, along with the study of linguistic features, structures and meaning in Standard Australian English, and in literary and non-literary texts. Students develop their confidence, fluency and ability in English language when engaging with a variety of issues and perspectives in increasingly complex spoken, written and multimodal texts.

Areas of Study
1. English for everyday and academic purposes
In this area of study, students identify the variations in vocabulary, structures and conventions of spoken and written language. This includes understanding the use of non-verbal language for a range of situations, purposes and audiences. Students also investigate the importance of subject-specific language, including technical terms, symbols and abbreviations, used in a range of studies in school, from science and mathematics to art, graphics and legal studies.

2. English for self-expression
In this area of study, students read and produce texts created for self-expression, including those that communicate ideas, desires, goals, opinions and experiences. They consider how authors use language to express themselves for different audiences and purposes. They discuss how authors express their ideas in spoken, written and multimodal texts, and use vocabulary, structures, features and conventions for different purposes and audiences.
3. **English literature**
In this area of study students explore how authors create meaning in literary texts. They explore how authors construct setting, characters, narrative and themes using language, structures, features and conventions, to convey ideas and meaning for readers. Students also investigate how the author’s context can influence the views and ideas presented in a literary text.

4. **English in the media**
In this area of study students engage with and understand spoken, written, visual, and multimodal media texts and develop understanding of how these texts seek to position audiences. Students identify and develop awareness of how authors construct and convey point of view through cues such as headings, sub-headings, photographs, graphs, cartoons and types of language used. They progress from understanding literal to inferred meaning in texts, and learn the appropriate metalanguage to explain how authors of media texts make choices to position audiences.

**FOUNDATION ENGLISH**

*(Preparing for VCE Foundation English)*

**The aim**
At Heathdale in Years 9 and 10, students needing literacy support have the opportunity to study English in a small combined group.

Year 9 students will develop the skills and competences required in academic, technical, workplace and informal situations, with the prospect of enrolling in the VCE Foundation English course the following year.

**Areas of Study**

1. **Essentials of English**
This two-semester area of study focuses on developing learning strategies and literacy skills. It describes the fundamental understandings and processes students need in order to read and write effectively and identifies learning strategies designed to enhance achievement in English.

**Reading:**
1. Students will read a range of text types with a focus on developing knowledge and skills for information and ideas, including strategies for identifying the structure and meaning.
2. A focus on the reading of texts for enjoyment, information and critical interpretation. This includes the generic conventions of different text types, the identification and discussion of themes, issues, ideas, characters and arguments and strategies for written responses to texts.

**Writing:**
1. The structures and features of written language are examined and the influence of audience purpose and context on texts is explored.
2. Students will write texts for different purposes and audiences in a variety of forms. They will learn to use the appropriate language, tone and style in order to write coherent, fluent and effective texts for different purposes and audiences.

2. **Communication and the Workplace**
Students develop the skills of effective workplace communication and develop ways of understanding and responding to oral and written texts in the context of the workplace. This includes the examination of the structures, features and conventions of different oral and written work-related texts. Students focus on the process of planning, drafting, editing and proofreading, with particular emphasis on the conventions of spelling, punctuation and syntax. Emphasis is placed on the clarity, coherence, and appropriateness of work-related texts. Students learn techniques for active listening, note-taking and oral communication.
3. Technology and Communication
Students develop strategies and enhance their knowledge in the use of information and communications technology. They use technology to explore, record, process and present ideas and information. Students consider the importance of the four phases of the technology process: investigation, design, production and evaluation. Students also develop broader literacy skills in relation to the range of texts explored.

Assessment
All areas of study are assessed by tasks designed to test the outcomes specified for each unit: a minimum of four tasks for The Essentials of English, two for Communication in the Workplace and two for Technology and Communication.

MATHEMATICS
Year 9 Mathematics develops the skills required to use Pythagoras’ Theorem, Trigonometry, Linear \non Linear equations and graphs, measurement, and probability using both traditional and CAS methods in routine type questions and extending these skills to application questions.

Areas of Study:
- Number Skills
- Pythagoras’ Theorem & Trigonometry
- Linear and non-linear equations and graphs
- Indices
- Measurement
- Quadratic equations and graphs
- Probability

Assessment Tasks:
- Topic tests which include application and analysis style questions
- Maintenance of workbook
- End of semester exams: One exam being technology free, the other technology active.

Requirements:
Being a very sequential subject, students are required to practice their skills often and to maintain a high level of attendance in order to build on previous knowledge.
A CAS calculator (Classpad II fx-CP400) is a required piece of equipment for this course and is available for order through the College.

9/10 JUMPSTART MATHEMATICS
This course challenges students to appreciate Mathematics and to see how Mathematics helps explain the world we live in.
The course develops the student’s algebraic, graphical, technological and problem solving skills by studying the plethora of functions which model real life phenomena. The course prepares the students for Mathematical Methods Unit1/2.

Topics include:
- Number Systems and Algebraic Techniques.
- Linear and Non Linear functions and relations.
- Matrix Operations.
- Exponential, Logarithmic and Trigonometric Rules.
• Exponential and Trigonometric Modelling.
• Introduction to Probability.

Areas of Study:

- Number Systems
- Algebraic Techniques
- Linear functions
- Quadratic Functions
- Matrix Operations
- Surds, Indices & Logarithmic Rules
- Exponential and Trigonometric Modelling
- Introduction to Probability.

Assessment Tasks:

- Topic tests
- Problem Solving and Analysis Tasks
- Examinations (Technology Free/Active)

Requirements:

Being a very sequential subject, students are required to practice their skills often and to maintain a high level of attendance in order to build on previous knowledge. A CAS calculator (Classpad II fx-CP400) is a required piece of equipment for this course and is available for order through the College.

**SCIENCE**

The main focus of Year 9 Science is to engage and challenge students to think scientifically as well to help them to appreciate the complex world and the ecosystems in which they live. They study topics which engage them in learning about how their body systems are controlled and coordinated by their brain and the importance of remaining healthy so that this coordination is effective. They also learn about Chemical and Physical processes that help them understand about their Macro and Micro world. They learn to appreciate how all of this comes under God’s amazing direction and Design. The course, in line with the Australian Curriculum, is structured in order to prepare the students for VCE Physics, Biology, Chemistry and Psychology.

Areas of Study:

**Semester 1:**
- The Brain and Central Nervous System
- Heat and Electricity
- Atomic Structure

**Semester 2:**
- Chemical Reactions.
- Energy Transmission (Light and Sound)
- Human Body Systems and Nutrition

Requirements:

Students will be required to complete all assessment tasks, practical reports and course work in a timely and engaging manner and at a satisfactory standard.

Assessment Tasks:

For each semester:
- Topic Tests
- Research Assignments
- Practical Reports
• An Examination

HISTORY

Year Nine History covers world history from 1750 to 1918, with a particular focus on Australia. The beginnings of the modern world are examined through an investigation of the Industrial Revolution, with its key economic, social and political consequences. This study is set in the context of the emerging global empires being won by European powers. The line is then drawn from the Industrial Revolution to the settlement and development of Australia up to Federation in 1901. The final unit of study is the First World War, which sums up the themes examined throughout the year, as well as marking the pivotal moment for Australia's developing sense of nationhood.

Areas of Study:

• Making of the Modern World
• Industrial Revolution
• Australia: Making a Nation
• The First World War

Assessment Tasks:

• Essays
• Assignments
• Oral Presentations
• Document Interpretation
• Tests
• Examinations

Requirements:

Students are required to complete all class work and tasks in a timely manner.

GEOGRAPHY

Subject Description:

With the implementation of the National Curriculum, students in Year 9 Geography will examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. They also will investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. They will examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Areas of Study:

• Biomes and food security
• Geographies of interconnections

Assessment Tasks:

• Research tasks
• Field Trip investigation report
• Exam
Requirements:
Students must have their own copy of the 5th edition Heinemann Atlas.

COMMERCE

Commerce is a compulsory subject linked to Geography. Students will study one semester of Commerce and one semester of Geography.
Commerce includes Civics and Citizenship and Economics and Business.

Economics and Business:
The focus in Year 9 will be on:
Australia as a trading nation and its place within the Asia Pacific region, global economic dependence, managing financial risks and rewards, innovation and the changing roles in the workplace.

Civics and Citizenship:
The focus in Year 9 will be on Government and democracy; including the role of political parties, political choices, role of Prime Minister and Cabinet. They will also study the key features of Australia’s court system, justice system and right of appeal, and investigate how individuals and groups contribute to civic life, diversity and Australian identity.

Assessment Tasks:
- Research Assignments
- Class Tests
- Semester Exams

Requirements:
Students must be willing to develop important skills in research, communication, technology, problem-solving and working as a member of a team.

CHRISTIAN LIFE STUDIES

Year 9 Christian Life Studies aims to help students develop a working knowledge of the key theological truths of Scripture, why they are so important and how they relate to our daily lives. We begin by discussing a rationale for studying theology. The rest of the year is taken examining the theological foundations of the college. Time is also given to exploring answers to questions raised by students in the process of studying these theological concepts. There is one assessment task each semester.

PHYSICAL EDUCATION AND HEALTH

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 critically analyse and 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.
Physical activity is a significant aspect of young people’s lives in their physical, social and emotional development. The Health and Physical Education (PE) program facilitates participation in a variety of physical activities, provides opportunities for recreation, fitness, social interaction and competition. The experience also provides challenge, personal growth, enjoyment and the development of movement competence through the promotion of lifelong participation in physical activity.

The following units will be studied in PE

- Fitness Testing
- Athletics
- Cycling
- Volleyball
- Badminton
- Softball
- Soccer

HEALTH

Health involves the exploration of issues. Year 9 Health is designed to equip students with coping strategies for overcoming the many challenges and difficulties they may face in life. Reference is made to smoking, drugs, alcohol and sex education as examples of issues that will require coping strategies to avoid or overcome. It is very much a discussion based subject aimed at allowing students to participate in and listen to discussions on health related topics and how we can effectively cope with them.

Areas of Study:

- Smoking
- Drugs
- Alcohol
- Relationships and sexuality is discussed in the “No Regrets” course.

Assessment Tasks:

Students research, develop and create an anti-smoking advertisement to be shown to peers and the school community. Students must complete all work requirements to receive a satisfactory overall grade.

Requirements:

- Journal kept up to date.
- Participation in class discussions.
- Completion of all set tasks including successfully completing the “No Regrets” course.

CAREERS

Careers aims to introduce students to the opportunities that are available to them in the future. It aims to prepare them for the work force, in particular for Work Experience which occurs in Year 10. Classes are held in the computer labs to allow access to research using suitable websites.
Areas of Study:

- What is work?
- The changing nature of work
- What could I do?
- Preparing for work experience
- Expectation of employers and the workplace

Assessment Tasks:

- Careers Workshop questionnaires
- Career research using the Job Guide online
- Preparation for Work Experience, includes application letter & resume
- Safe@work program

Requirements:

Students are required to display a positive attitude and to complete all set tasks in a timely manner.

ACADEMIC ELECTIVES

FRENCH

The study of Year 9 French seeks enables students to consolidate the fundamental structures of language. Students obtain a greater confidence in their listening comprehension skills, speaking skills and they also extend their knowledge of verb conjugations.

Areas of Study:

- Clothing and fashion;
- Health;
- Film and television programme genres;
- Understanding the formation of the perfect tense (le passé composé) and the present tense;
- Leisure activities and Daily routines;
- Travelling and asking for directions in French speaking countries.

Assessment Tasks:

- Grammar Tests
- Listening Tests
- Role-play performances.

Requirements:

All students taking Year 9 French need to have successfully completed Year 8 French.

ALP FRENCH

Year 9 ALP French seeks to deepen students’ knowledge of structures of the French language. They continue to consolidate their knowledge of verb conjugations and verb tenses. Students also complete translations, listening comprehension tasks and respond orally to questions to perfect their
French pronunciation skills.

**Communicative topics covered are:**

- Travelling in France
- Discussing leisure and sporting activities
- Discussing family
- The world of work

**Assessment tasks**

- Unit tests
- Vocabulary tests
- Grammar Tests

**LATIN**

Students will be consolidating their knowledge of basic Latin grammar and vocabulary, before going on to more advanced topics such as relative clauses, the entire complement of pronouns and the use of participles. They will also be engaged in more challenging translation work. In addition, students will continue their progress in gaining a comprehensive knowledge of classical mythology, as well as basic aspects of Roman life.

**Areas of Study**

- Grammar
- Vocabulary
- Translation skills
- Cultural context – mythology and daily life

**Assessment Tasks**

- Unit tests
- Grammar/vocabulary revision tests
- Passages for translation

**VET CHINESE**

*Commence in Year 9, complete in Year 10.*

11149VIC Certificate II in Applied Language (Chinese)

*"The VET Certificate II in Languages (Chinese) is studied over 2 years in Years 9 and 10. Successful completion of the certificate gives students an equivalent of Units 1 and 2 VCE Chinese. It is a practical course for students who are at a beginning or pre-intermediate level of Chinese. As a VET subject it is assessed according to outcomes. There is no examination for the Certificate although students do still participate in the Heathdale internal examinations at the end of each Semester."*

**Oral communication for the workplace**

**Reading and Writing for the workplace**

Task 1: Listen to a work experience offer and fill out a staff profile form in characters

Task 2: Design business cards and read Chinese travel websites
Task 3: Listen to a voice message and write a phone message

Task 4: Listen to the description of a new product and design a travel brochure for Chinese tourists

Task 5: Read online reviews of products

This program is a state accredited curriculum, which offers students intensive exposure to the Chinese Language and is completed over 2 years in Year 9 and 10, giving students an award equal to VCE Units 1 and 2. Students learn language structures and vocabulary items to enable them to speak, read and write in Chinese in simple social and work settings. In addition, they will gain a knowledge and appreciation of Chinese culture.

**VCE credit:** Two units at Units 1 and 2.

*Please note: 22150VIC Certificate III in Applied Language is completed in Year 12. Certificate III is counted as a Unit 3 and 4 sequence. VET Chinese is then counted as a fifth or sixth subject for that student and a VCE increment (10% of a students’ top four study scores) is applied to the final calculation of a student’s study score.*

**CULTURAL COMMUNICATION**

Cultural Communication aims to develop students’ awareness and deepen their understanding of the significance of culture in Australia and around the world. The course provides valuable ideas and skills which link in with a broad range of other subjects e.g. English, History, Geography, Psychology, Philosophy and Legal Studies.

Students will look at the diversity of Australian culture and draw on the students’ own cultural experiences to help them understand and appreciate the depth and richness of our culture. Rather than passively digesting contemporary culture, students will critically analyse it and consider: What messages are communicated? How effectively? How is the influence of this form of cultural communication evident in our society? What is a Christian perspective and how can we counter the often unrecognised negative influence that they have on our thinking?

Despite this diversity there is a unity in the knowledge that the Christian faith transcends all cultures and that we may be all one in Christ Jesus.

Coursework in Cultural Communication will cover a variety of skills, knowledge and practical activities. The study will be helpful for students as it will introduce them to a number of courses available in the V.C.E.

**Areas of Study:**

- What is culture? …From a personal, community and global perspective. Influences on culture and how culture changes over time.
- Major influences on cultural change on global scale.

**Case studies:**

- The growth and expansion of the British Empire,
- The Industrial Revolution and change.
- Slavery and the slave trade.
- Migration and multiculturalism
- Genocide (Cambodia)
- Individuals who have made a significant difference (positive and negative) in the world – their motivations and backgrounds e.g. Martin Luther, Gandhi, William Wilberforce and Hitler.
Assessment Tasks:

These include:
- Mid-Year and Final Examination

And may include:
- Poster
- Report/Essay
- Intercultural Interview
- Research Task
- Media File

ELECTIVES

Students will study FOUR different subjects over two semesters. Music may be taken in both semesters.

ART

In Year 9 Art, students will explore the design process and engage in learning experiences that encompass art history, analysis, criticism, aesthetics and production.

Areas of Study:
- Street art and Skateboard art
- Art History
- Art analysis, criticism and aesthetics
- Painting
- Mixed Media
- Printmaking
- Drawing

Assessment Tasks:
- Research Assignment
- Drawings using various media
- Folio containing observational drawings, development of ideas and written reflections
- Skateboard-deck painting
- Printmaking Task

Requirements:

Students will need to be self-motivated and show a keen interest in Art Theory and Art making processes using a variety of materials. They must be willing to practice their skills regularly and invest extra time for research and development of ideas.

COMPUTING

The Computing course will give students opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and simulations. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems. Students plan and manage individual and team projects with some autonomy. They share and
collaborate online, establishing protocols for the use, transmission and maintenance of data and projects. Such projects include the following activities:

- Design and validate algorithms and programs through tracing and test cases
- Implement modular programs, applying selected algorithms and data structures
- Create interactive solutions for sharing ideas and information online

**DRAMA**

In Year 9 Drama students continue to develop their dramatic skills by exploring Comedy and Realism. Through practical workshops and performance work students are exposed to a variety of techniques and skills. Throughout the semester, students will have the opportunity to attend a professional theatre production.

**Unit Description:**

The first study will focus on Comedy and will include the following styles; Slapstick, Farce, Satire and Commedia. Students will work in groups to script their own comedy performance, applying a chosen comedy style and presenting their piece to an audience.

In the second study, students will undertake a study of Realism, exploring Stanislavski’s acting style and apply it to scene work. In this unit, students will explore extracts from the Australian play, Away written by Michael Gow. For their assessment piece, in groups, students choose a scene to present to an audience. In this unit, students will have the opportunity to develop skills in improvisation, character development, playmaking techniques and stagecraft.

**Assessment Tasks:**

- Comedy Performance
- Realism Performance
- Drama Journal
- Participation

**Requirements:**

Students must be willing to explore new styles of Drama and apply themselves enthusiastically and diligently to the development of their dramatic skills and the creation of performance work.

**VISUAL COMMUNICATION DESIGN**

Year 9 Visual Communication Design explores the many ways in which objects can be represented on a two dimensional surface. The Visual Design process is introduced along with elements and principles explored throughout. The subject builds upon skills learnt in previous years and where possible students will be introduced to Design software. This study is directly related to VCE Visual Communication Design.

**Areas of Study:**

- Visual Design Process
- Design Elements and Principles
- Product Design
- Developmental Drawing
Assessment Tasks:

Students will complete both formal exercises and tasks which require the creative application of the skills taught.

Assessment tasks include:

- Logo and brand Design
- Typography and Surface Graphics
- 3D Instrumental Drawing
- Packaging
- Promotion

Requirements:

Students should be willing to extend themselves in the use of a variety of media and enjoy the challenge offered in the creative tasks. Please note that Visual Design requires the observance of standard conventions in drawing, as well as exploration of design elements and principles and do not have the same freedom as in Art.

FOOD

The focus of this unit will be on the development of skills and related knowledge in the preparation and presentation of food. Students will develop a knowledge and understanding of the nutritional needs of individuals during adolescence. Students will use the design process to plan, select, produce and evaluate a variety of recipes.

Areas of Study:  
- Family Meals
- Baking (Bread/Cake making)
- Cultural Foods
- Nutritional comparisons
- Meals for Entertaining

Assessment Tasks:

- Skill Development
- Safety and Hygiene in the Kitchen
- Environment
- Product Evaluation
- Folio Work
- Research
- Menu Planning and Design

Requirements:

Students will be expected to come to class prepared and to participate in production work in a safe and hygienic manner. They will be expected to be co-operative and use their time efficiently to produce a variety of tasty products. Written research tasks and activity work will assist student's understanding and learning.

WOOD

Year 9 Industrial Technology - Wood is an extension on the woodwork already completed in the preceding year. Students will learn a new jointing technique, and make a bedside table from hardwood. They will then choose a product from a given list and make a design change and manufacture the product.
Areas of Study:

- Students will be reminded of safety issues and precautions.
- Students will consider the design process.
- Students will be introduced to other woodworking machinery and learn another timber jointing technique (mortise & tenon)
- Students will be encouraged to make a design change to an existing product.

Assessment Tasks:

- The mortise & tenon joint will be assessed for size and quality.
- The bedside table will be assessed for how well it fulfills the design criteria; size, quality of joints, squareness, and quality of finish
- The product with the design change will be assessed in the same manner as the bedside table.

Requirements:

Students will be expected to participate responsibly and safely in all class activities.

TEXTILES

Skills in pattern reading and garment construction are the focus of the semester. There will be opportunity for the creative adaptation of set projects, as students select their fabric and may make small style alterations. Students will undertake an investigation of fibre and fabric types, and suitable end uses. Students will complete a fashion history research project.

Areas of Study:

- Use of textiles equipment for production
- Understanding commercial patterns
- Garment construction process

Assessment Tasks:

- Research Project: 20th Century
- Fashion
- Folio - Display Book/Journal
- Garment
- Windcheater

Requirements:

Students will need an interest in Textiles, with a willingness to individually develop this interest through exploring new skills.

INDUSTRIAL TECHNOLOGY

This course involves problem solving, creative thinking, research, portfolio work, technical drawing using CAD, making, testing and evaluating.
Students work in teams to produce a project which includes the building of a geared motor vehicle, CAD to design a vehicle shell, CNC milling to manufacture a mould for the shell and vacuum forming the plastic vehicle shell.
The Year 9 focus is on geared systems for mechanical advantage and modern design and manufacturing techniques.

**Areas of Study:**

- Design principles
- Graphics
- Systems and control – Geared Mechanisms
- Material forming

**Assessment:**

- A portfolio displaying the development of the product
- Testing and evaluation of the design solution
- Individual contributions to the team
- Manufacturing proficiency

**MUSIC**

In Year 9 students continue to build on the knowledge and skills acquired in Middle School. Each area of study forms part of a framework designed to integrate a Christian world view which incorporates:

- Music making – performing instrumentally and vocally in solo and/or group contexts.
- Aural perception – recognising the elements of music through listening and analysing musical characteristics of works.
- Music Language – using the musical elements and notation to develop a basic understanding of how music works
- Music Composition and Technology – having achieved an understanding of the basic principles of music and of how music works all this knowledge will be translated into the process of music making.

**Areas of Study and Assessment:**

These will be determined at the beginning of each semester in relation to the unit of work being studied. Tasks for each semester will include:

- Solo performance
- Group performance
- Theory
- Aural
- Music Composition & Technology

**Requirements:**

There are no pre-requisites for studying Music in Semester 1, Year 9. Students are required to have studied Music in Semester 1 before electing to study it in Semester 2. Exceptions to this may be considered if the student demonstrates sufficient musical knowledge.

**OUTDOOR EDUCATION**

This subject introduces students to outdoor adventure activities culminating in a bushwalk in the nearby Brisbane Ranges National Park. Topics covered are bush cooking, setting up shelters, water purification, navigation, basic first aid, route planning and minimal impact bushwalking. Students will prepare for and complete a 3-day bushwalk in BrisbaneRanges National Park.
Areas of Study:

- Food preparation using a Trangia cooker.
- Setting up a shelter.
- Navigation using a map and compass.
- Route planning.
- Basic First Aid.
- Tested bushwalk.
- Evaluation and self-reflection.

Assessment Tasks:

Students will complete short written tasks in the lead-up to the bushwalk. These tasks include: ‘Making an equipment list’, ‘Basic navigation’, ‘Menu & shopping list’, ‘Route plan card’, ‘Basic first aid’ ‘Evaluation of the bushwalk’. Practical assessments of student’s skills will be made during the 3-day bushwalk.

Requirements:

Participants should possess a good level of fitness.