



2024

YEAR 9

**CURRICULUM
HANDBOOK**

9

YEAR 9

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YEAR 9

DISCOVER & EXPLORE

Discovering new ways to live out the values from the College Charism and behaving in a positive manner. Even though discovery of new things is part of the process, learning to embrace changes but make good choices.

FOREWORD

Our goal at Mandurah Catholic College is to excite and stimulate young people to become self-directed and independent problem-solvers, capable of thinking critically and feeling deeply about issues. This requires a curriculum that provides opportunities for young minds to focus on what they can do, extend their learning experience and empower them to reach their potential.

There is both great depth and breadth provided in the Year 9 curriculum and there is something for everyone at Mandurah Catholic College. Taking the time to sit with your daughter or son, reading and discussing the content of this booklet, is a very powerful form of modelling the value of learning to your child. I hope the detail assists both of you with understanding the next chapter in your child's education.

Mr Troy Francesconi
PRINCIPAL



CHRISTIAN SERVICE LEARNING

The Christian Service Learning Program commenced at Mandurah Catholic College in 2007 and enables students to grow from a Catholic faith perspective as people of service and justice. Whilst providing students with opportunities to meet people with needs, the program focusses on learning life skills and encouraging the habit of giving and using personal gifts and abilities to care for others. Underpinned by the spirituality of the Holy Family and College motto to "Seek Truth", the program has a unique educational value for our students as well as impacts on their personal, academic and social development.

The Year 9 Christian Service Learning program has three main goals:

1. To engage students in the action of service learning;
2. To engage students in guided reflection about their service learning activities, which are integrated into the Religious Education curriculum;
3. To prepare students for the senior years of community service learning.

Year 9 students complete a minimum of 10 hours of 'School Based' Christian Service Learning (volunteer work) by the end of Term 3, Year 9. These hours may be completed either at school, in the Parish or with the student's family.

The College's Year 9 Christian Service Learning program provides opportunities for young people to give something back to their school/Parish/family while developing the values, skills and understandings needed to contribute to civic wellbeing. By educating students to 'think of other', the program enables students to address many of the core shared values outlined in the National Curriculum and the Christian values of the Gospel.

Christian Service is defined as:

'Activities undertaken for the benefit of individuals and/or community for no financial reward.'

RECORDING HOURS:

A Journal, provided by the College, is the official record of a student's Christian Service Learning work. It is a student's responsibility to maintain, keep safe and submit the Journal to their Religious Education teacher so the hours can be recorded by the College. Students will complete the Journal's guided reflection questions/activities in class with the support of their Religious Education teacher. For more information please contact the Coordinator of Christian Service Learning.



CURRICULUM OVERVIEW

This booklet provides a brief outline of the aims of each course that students in Year 9 can undertake. Year 9 students at Mandurah Catholic College study the following core courses:

- Religious Education
- Careers Education
- English
- Health Education
- Humanities and Social Sciences
- Mathematics
- Physical Education
- Science

SELECTION OF ELECTIVES

Students do six (6) semester-long elective courses in Year 9. Where two different units are offered in a course, a student may choose one unit, either Unit A or Unit B, or both. It is important to read the course information later in this book to understand what each course entails before making a selection. Some electives have entry requirements. If your child wishes to choose one of these electives, please ensure that they meet the entry requirements. If you require information about a course beyond what is provided in this booklet please contact the appropriate person on the Contacts page. The electives available are outlined later in this handbook.

When selecting these electives, you will be asked to **choose eight (8) elective courses**. Since allocation to courses depends on timetable restrictions, students are asked to rank all electives in order of preference. Choice of a course does not guarantee acceptance into the course. Timetabling considerations make some course combinations restrictive. Acceptance is conditional on there being sufficient students to form a class and satisfactory completion of the required levels of Year 8 work where specified. Parents are emailed information on how to choose electives, with appropriate due dates. Failing to submit choices on time may result in a student missing out on high demand courses.

YEAR 9

CORE CURRICULUM



CORE COURSES

RELIGIOUS EDUCATION

AIMS OF THE COURSE

Religious Education at Mandurah Catholic College seeks to be educational, challenging and creative in approach, while being open and supportive to the growth and enrichment of the faith of all students. The specific aim of Religious Education is to provide enriching opportunities for experience, which will help students to:

- Integrate this knowledge into their everyday lives
- Respond freely
- Grow in faith within the catholic community
- Develop tolerance and empathy in students for their peers, and in turn, build responsibility in students who otherwise may not have had the same opportunity for this type of leadership
- Impart the teachings of the catholic church

It is further hoped that students will be:

- Able to speak confidently about their faith
- Able to make judgments and decisions with an informed conscience that is consistent with the values of christ
- Develop self-esteem and leadership skills

COURSE DESCRIPTION

Students will be challenged to explore a variety of issues outlined in the Perth Archdiocesan Religious Education Guidelines, which are used by all Catholic colleges in Western Australia. The program for Year 9 includes opportunities to learn about the Search for Truth, Spiritual Growth, Emotional Peace and Christian Love and Sexuality. Opportunities are also provided for faith development through daily prayer, liturgical celebrations and the Year 9 Retreat.

CORE COURSES

CAREERS EDUCATION

COURSE DESCRIPTION

The Careers Education Program is based on the following format:

1. Learning About Me: developing a clear idea of values, abilities and interests about aspects of life, especially career choices.
2. Learning About Further Education and Work: gaining information about future education and work options to base decisions on.
3. Putting Career Decisions Into Practice: develop knowledge, skills and attitudes which will help put career decisions into practice.
4. Learning To Make Career Plans and Decisions: learning how to make decisions based on good information and well thought out choices.

CORE COURSES

ENGLISH

There are three Year 9 English courses offered to cater for the varying abilities and future pathways of the students. At the beginning of Year 9 students will be placed into classes that will be working at a level commensurate with their ability displayed during Year 8.

AIMS OF THE COURSE

English Curriculum in Year 9 is constructed to address the varying needs of the students. The courses in English are designed to enhance the cultural, critical and functional literacy of the students through the strands of Language, Literature and Literacy. Students will learn about language and how to use it effectively through their engagement with and study of texts, (any form of written, spoken or visual communication involving language). The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself.

COURSE DESCRIPTION

A range of texts will be offered, reflecting the aims of the curriculum including autobiography, prose fiction texts, poetry, and multimodal texts, including film. English curriculum courses are delivered and designed in such a way so as to enhance individual learning needs.

ASSESSMENT

Students will undertake formative assessments where they will practice and refine skills and concepts covered within the curriculum and receive feedback to support their learning. Summative assessments will be used to measure students' achievement and understanding of skills and concepts. Assessment types will address all aspects of English, including reading comprehension, analytical and creative writing of different text types. In addition, students will be assessed on other media, such as multi-modal or visual presentations to demonstrate understanding of the content covered in class. It is a requirement for all students to complete an Oral Presentation in English in all Years from Year 7 to Year 12.

EXCURSIONS/INCURSIONS

English requires students to participate in a writing workshop. This workshop will have direct links to the curriculum, NAPLAN and elements of the workshop will be assessed in exams.

In addition, students will undertake a viewing workshop that will support students' development of visual language skills to enhance their understanding of visual texts.

CORE COURSES

HEALTH EDUCATION

AIMS OF THE COURSE

In Year 9, the Health content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions and to manage conflict. The Health Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

COURSE DESCRIPTION

- Factors that shape identities and adolescent health behaviours
- Skills to deal with challenging or unsafe situations
- Actions and strategies to enhance health and wellbeing in a range of environments
- Impact of external influences on the ability of adolescents to make healthy and safe choices relating to alcohol and other drug use and risk taking
- Characteristics of respectful relationships
- Strategies for managing emotional responses and resolving conflict in a family, socially or in an online environment

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

CORE COURSES

HUMANITIES & SOCIAL SCIENCES

COURSE DESCRIPTION

Humanities and Social Sciences (HaSS) consists of Geography, Economics and Business, History and Civics and Citizenship. Students will be placed into a HaSS course that will be working at a level commensurate with their ability displayed in Year 8.

COURSE CONTENT

Students will investigate world biomes and how biomes are altered for food production. The causes of food insecurity, such as climate change and land use competition are studied and students will consider and propose solutions to the challenges facing food security.

Interconnections between people and places are examined with a focus global supply chain and Australia's place in the global economy. Financial risks and rewards are studied to help students to develop their financial literacy skills, including how they can protect themselves from scams and identity theft.

Significant events from 1750 to 1918 are explored to gain an understanding of the making of the modern world, with a focus on the causes and effects of both the Industrial Revolution and World War One.

Lastly, students examine their democratic rights, the role political parties play in our government system and how voters are influenced during elections. The features of Australia's court system and how law is interpreted and applied with a focus on the key principles of our justice system, including equality and the right to appeal.

COURSE OUTCOMES

Students will:

- Develop essential skills in literacy, numeracy, critical and creative thinking, intercultural and ethical understandings, and information and communication technology.
- Develop key Humanities and Social Sciences skills, including questioning and researching, analysing, evaluating, communicating, and reflecting.
- Develop their knowledge and understanding of Geography, Economics and Business, History and Civics and Citizenship concepts.

ASSESSMENT

A range of assessment types will be used including research assessments, topic tests, source analysis assessments and an end of year examination.

CORE COURSES

MATHEMATICS

SUMMARY

There will be a number of Year 9 Mathematics courses to cater for the varying abilities, and future pathways of the students. At the beginning of Year 9 students will be placed into classes that will be working at a level consistent with their ability displayed during Year 8. Initially content will vary only slightly from class to class to allow for student movement between classes. As the year progresses, the courses may become more divergent with content varying according to the background and ability of the students.

AIMS OF THE COURSE

The courses are designed to give students a broad base in mathematics education at a level of difficulty designed to offer a challenge to the students, while still allowing them the opportunity to achieve success. The various courses should provide students with the necessary background to enable them to proceed to a mathematics course in Year 10, which will adequately prepare them for future studies in Mathematics.

COURSE OUTLINE

Student will cover topics in Number, Measurement, Algebra, Space and Chance and Data. It is envisaged that students will:

- Acquire mathematical knowledge, skills and terminology
- Interpret, organise and analyse mathematical information and data
- Apply mathematical knowledge and skills to solve problems
- Communicate mathematical information and data
- Justify mathematical results and make connections between important mathematical ideas and concepts
- Value mathematics as an important component of their lives

TECHNOLOGY

Students will be shown a variety of and the purpose of technology, how to apply the technology, and to evaluate the effectiveness of the application. This ability depends not only upon the students learning when and how to use technology, but also on their learning when the use of technology is inappropriate or even counterproductive.

ASSESSMENT

A range of assessment types will be used including class tests, examinations, assignments, homework, investigations, problem solving and class work.

CORE COURSES

PHYSICAL EDUCATION

SUMMARY

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

COURSE CONTENT

Students learn variety of individual and team sports, both indoor and outdoor.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

CORE COURSES

SCIENCE

AIMS OF THE COURSE

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.

COURSE DESCRIPTION

Students in Science are exposed to contents covering, Biology, Chemistry, Earth Science and Physics. Working scientifically and investigating are common threads throughout the course.

ASSESSMENTS

Assessments include assignments, class presentations, investigations, research tasks, topic tests, examinations and homework validation tests.

YEAR 9

ELECTIVE COURSES



ELECTIVE COURSES

DANCE

UNITS A & B

AIMS OF THE COURSE

This course is designed to offer beginner and more advanced dance students a wide variety of dance experiences. It is also designed to improve fitness and flexibility, whilst developing technique and choreographic devices in a variety of dance genres. The course will involve both theoretical and practical components.

COURSE DESCRIPTION

In Year 9, Dance students build on and refine their technical competence in dance skills in specific dance styles. They are given further opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent. In the written component, they further discuss the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They investigate the evolution of particular dance genres/styles.

Dance students must be prepared to perform in front of their peers.

UNIT A – Acrobatics/Body Conditioning

UNIT B – Commercial Contemporary

ASSESSMENT

70% Practical (Making)

30% Written (Responding)

Performance opportunities may include: Cultural Assembly, Catholic Performing Arts Festival, Speech and Awards Night, Christmas Carols

ELECTIVE COURSES

DESIGN TECHNOLOGY - DESIGN UNITS A & B

COURSE DESCRIPTION

Design is the language of communication technology. It allows you to 'show' people what you mean by presenting concepts and ideas through 2D and 3D images, eye-catching graphics, detailed plans and diagrams. Design teaches you the various drawing techniques used by engineers, architects and designers and shows you how to produce your own high quality and detailed drawings. These will include pencil sketching and colour rendering, instrument drawing in pencil and pen and an introduction to CAD (Computer Aided Design). When you consider that every man-made product started out as a drawing you can see the enormous scope that design has. Design is a necessity for any student interested in Design and Technology as a career choice. From engineering and architecture to design and the practical trades, all depend on the ability to understand the language of design. Practical projects will include:

UNIT A

2D sketching and development
CAD using Adobe Illustrator (vector graphics)
Vinyl Design and make - Personalised License Plate

UNIT B

3D and 2D sketching and development
2D CAD using AutoCAD and Adobe Illustrator
Laser cut Candle Holder

ASSESSMENT

Students' work will be assessed on their coverage of the course outcomes. Students will demonstrate these outcomes through a variety of tasks including assignments, practical projects and folio work.

ELECTIVE COURSES

DESIGN TECHNOLOGY - FOOD

UNITS A & B

COURSE DESCRIPTION

UNIT A – Food Styling

The focus of Unit A is to develop presentation techniques and styling to the standards of cafés and food trucks. Skills relating to food preparation and self-management will be developed through planning and producing products. In addition, students will be educated in the areas of nutrition, food safety and hygiene to enable them to make informed decisions in relation to food choices and meal planning.

Practical experience will include:

- Morning Tea Snack design
- Food Truck Menu & production
- Chocolate Pancakes
- Cornish triangle
- Lamington cupcakes

UNIT B – Food Trends

Unit B explores the impact that social media, advertisements and 'influencers' have on food choices and trends. Students will explore current food trends and conduct experiments to analyse their suitability for consumption, nutritional recommendations and their overall appeal or 'wow' factor. Students will develop knowledge and understanding in food safety and hygiene, food preparation and presentation techniques, in addition to recipe planning and costing.

Practical experience will include:

- Get Chunky Design Challenge
- Own choice Focaccia Bread Art
- TikTok food trend recipes (assorted)

ASSESSMENT

Students will be assessed throughout the course on a variety of investigative, theoretical and practical tasks



ELECTIVE COURSES

DESIGN TECHNOLOGY - MATERIALS

UNITS A & B

COURSE DESCRIPTION

Your role as a designer within Design Technology Materials is to use creativity and imagination to come up with a solution, in the form of a suitable product, to the design briefs that you are given. You will then be tasked not only with building that product, but also with testing and evaluating it to determine its suitability for its purpose. In designing and manufacturing these projects, students will experience working in several materials (wood, metals and plastics), as well as using any available tools or machinery required for manufacture. They will also develop their presentation and communication skills through the design portfolio. Practical projects will include:

UNIT A

2D Design and Development of a C02 Dragster
Manufacture of a C02 Gas Powered Dragster

UNIT B

2D Design, Development and Modelling of a Clock
Manufacture of an Acrylic Clock

Students must note that if they study Unit A in Semester 1, they may be entered in the Toyota State C02 Dragster Challenge. Success in this may lead to selection for the Inter-State competition. Students who study Unit A in Semester 2, will be entered for the Mandurah Catholic College Dragster Challenge.

ASSESSMENT

Students will demonstrate their coverage of the course outcomes through a variety of tasks including design folio work, product analysis and focused manufacture tasks.

ELECTIVE COURSES

DESIGN TECHNOLOGY - TEXTILES

UNITS A & B

COURSE DESCRIPTION

UNIT A – Sleepwear Flair

In Unit A students will learn about the elements and principles of design and theme development to assist them with producing a fabric design through Adobe Illustrator. This fabric will be professionally manufactured overseas. Students will develop skills and confidence with the overlocker and sewing machine, and learn skills required to successfully produce a product. The students will use their manufactured designed fabric to produce a pair of pyjama boxer shorts/pants. Students will also learn skills on how to market apparel products through social media. The course will facilitate students in developing an understanding of commercially produced patterns together with becoming skilled in the areas of fashion design, construction, and decoration. These skills will enable students to produce garments that meet their needs, personal taste, and preferences.

Projects include:

- Personalised Fabric Design using Adobe Illustrator
- Boxer Short/Pants & bag

UNIT B – Hoodie Fantastic

In Unit B students will learn how to correctly use and select equipment, how to safely operate a sewing machine and gain confidence in sewing skills. Students will also gain knowledge in the elements and principles of design and theme development. Students will apply this knowledge through the design and production of a heat transfer vinyl (HTV) graphic. In addition, students will use their sewing knowledge to produce the major project - a hoodie which will have the graphic applied. The course will facilitate students in developing an understanding of commercially produced patterns together with becoming skilled in the areas of fashion design, construction, and decoration. These skills will enable students to produce garments that meet their needs, personal taste and preferences.

Projects include:

- HTV graphic using Cricut Software
- Customised hoodie (fabric, colour and style)

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the Semester



ELECTIVE COURSES

DIGITAL TECHNOLOGY

UNITS A & B

COURSE DESCRIPTION

UNIT A

This course will focus on building on programming skills gained in the previous year. Students will program using text code languages Python and Javascript within Minecraft Education to create creative and critical thinking programs.

Game design and creation will again be integrated into the course using the program, Scratch, at a more complex level. Students will design and create their own app using code.org and the Javascript programming language. The world of automation will be explored through the use of Spike Prime Lego robotics where the students will design, build and code the Lego robots to solve real world problems.

Examples of projects will include:

- Minecraft Education programming in the languages of Python and Javascript
- Game creation using the Program Scratch
- APP design and creation using code.org
- Spike Prime Automated Robotics

UNIT B

This course has a Lost in Space theme where the students use Inventro electronics kits to repair and code their make-believe spaceship and return it to Earth. Students use Arduino and programming language C to complete 30 activities related to the Lost in Space theme.

The Year 9 Minecraft Education unit cuts across both Unit A and B in Digital Technologies. Students code using Python and Javascript to create worlds based on learning outcomes and real-world problems. Students will use the Sustainable Development Goals (SDGs) to identify problems in the world and attempt to solve them using Minecraft Education creation.

Automated Spike Prime Lego Robots will be designed, built and coded using programming language Python.

Examples of projects will include:

- Inventro Lost in Space Arduino Electronics Kits
- Minecraft Education programming in the languages of Python and Javascript
- Spike Prime Automated Robotics

ASSESSMENT

UNIT A

Application of knowledge will be demonstrated through completion of Education Perfect assessments and practical applications of theory using Spike Prime Robotics, code.org and Minecraft Education.

UNIT B

Application of knowledge will be demonstrated through completion of Education Perfect assessments and practical applications of theory using Spike Prime Robotics, Inventro Lost in Space Kits and Minecraft Education.

ELECTIVE COURSES

DRAMA

UNITS A & B

AIMS OF THE COURSE

Students expand their knowledge of Drama skills for performance and begin to understand a range of styles and conventions of Drama.

COURSE DESCRIPTION

UNIT A - Creative Drama

Students learn skills in improvisation and playbuilding. They work collaboratively and perform in groups to the class. This course allows students to build skills in voice and movement and further understand the elements of drama.

UNIT B - Performance Drama

Students learn skills to perform Drama for a live audience. Students are introduced to Melodrama and study the conventions for this style of Drama. This course further builds on skills for performance including voice and movement. Students will participate in a range of improvisation activities to gain skills on focus for performance.

ASSESSMENT

Making (Practical)	70%
Responding (Written)	30%

ELECTIVE COURSES

HUMANITIES & SOCIAL SCIENCES EXTENSION

UNITS A & B

COURSE DESCRIPTION

This subject offers two units (2 periods per week) – Unit A and Unit B. This course is intended for students who have an interest in HaSS related subjects, with the aim to expand on critical thinking skills.

COURSE CONTENT

UNIT A – We didn't start the fire!

Analyse the "big picture" historical significance of events in the post-World War Two era, based on the Billy Joel song, 'We didn't start the fire'. Students create a modern version of the song for the 21st Century. Key features of this topic involve *political and celebrity scandals* such as Joe McCarthy, Richard Nixon, and Marilyn Monroe and *popular culture* – such as Beatlemania and Woodstock.

Students explore *barbarians at the gate*, focussing on the origins of political structures and the reasons for different political organisations and structures. Students begin by looking at the evolution of political structures over time. *Radical and vicious political leaders* are investigated, and students debate the leadership qualities and weaknesses of such leaders.

UNIT B - The Age of Empires

Archaeological skills are developed with hands-on experience of the world of *archaeology*. The lifestyle, beliefs, and religion of an *ancient civilisation* such as Rome, Greece Indus Valley, Maya, and China are explored. Students investigate the *mysteries* of ancient civilisations and look at the role of museums in presenting such findings. Students will develop the ability to question; think critically; communicate effectively and to develop ethical and intercultural understandings. This unit will foster a deep knowledge and sense of wonder, curiosity and respect for places, peoples, and cultures.

ASSESSMENT

Assessments will include inquiry-based projects, with students choosing a choice from the categories provided.

EXCURSIONS / INCURSION

Students may have the opportunity to participate in a museum excursion or an incursion for Unit B.

ENTRY REQUIREMENTS

Entry to this course will be based on achieving an A or B grade in Year 8 HaSS and as well as demonstrating positive behaviour and a keen attitude.

ELECTIVE COURSES

ITALIAN

This is a full-year course.

AIMS OF THE COURSE

Students will expand and enrich their existing knowledge of Italian language and culture. Students are encouraged to use their Italian knowledge to create simple and more complex conversations that apply to real-life situations.

COURSE DESCRIPTION

Students will:

- Comprehend and communicate in the Italian language through listening and responding and speaking. They will view and read a variety of Italian texts and respond appropriately.
- Acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the Italian language.
- Learn more about the life of an Italian teenager through communication with an Italian pen pal from our sister school in Florence.
- Enjoy an excursion to the Italian Film Festival and lunch at an Italian restaurant.
- Engage in cultural activities such as making gelato, cooking, games and craft.
- Explore the rich culture of Italy including the festival of Carnevale and participate in a theatrical "Commedia dell'Arte" incursion by the Perth Academy of Performing Arts.

Note: This course is beneficial for students who are considering participating in the College's Cultural Tour to Italy or Italian Exchange Program. Students can also access the 10% LOTE ATAR bonus by continuing Italian studies to Year 12.

ENTRY REQUIREMENTS

Prior study of Italian in Year 8 is highly desirable for entering this course in Year 9. However, students have entered Italian at Year 9 level and achieved great success. A positive attitude and interest in the Italian culture are essential for success.

ELECTIVE COURSES

MEDIA

UNITS A & B

AIMS OF THE COURSE

UNIT A

Get ready to say 'cheese' and strike a pose with the Media A course! By the end of the Photography Masterclass, you will be able to control the manual settings of a DSLR camera to produce captivating and well-composed images for a desired purpose.

UNIT B

Get ready to hit the like button and subscribe with the new Media B course! The media industry is changing with a transition towards new media platforms such as YouTube. By the end of this unit you will learn ways how to tell stories through emerging media platforms, how to capture viewers' attention with emotion and ways to find an audience and market content.

COURSE CONTENT

UNIT A - Photography Masterclass

Using the DSLR cameras, students will produce a portfolio of images including: landscape photography, portraits and product advertising. Skills such as shutter speed, aperture and ISO control are the focus of this unit. Imaging manipulating software including Adobe Lightroom and Adobe Photoshop will also be taught to further enhance images.

UNIT B - YouTube Academy

Students will first explore ways that content is marketed to audiences before designing a new channel for a selected audience. Filmmaking practices will be taught allowing students to produce content that complies with guidelines. Marketing strategies will also be taught, examining ways that YouTube influencers attract and maintain viewers for profit.

ASSESSMENT

Students will be assessed throughout the course with both written and practical tasks.



ELECTIVE COURSES

MUSIC

UNITS A & B

COURSE CONTENT

UNIT A - Songwriters

Students will be introduced to basic keyboard skills and will continue to learn to read and write their own music. The emphasis is on written and practical activities that build technical skills and an understanding of the elements of music (rhythm, pitch, dynamics and expression, form/structure, timbre, texture, and harmony.) Students will also study music literacy, aural perception, composition and arranging incorporating through group performance. The students will further explore contemporary styles of music.

UNIT B - Instrumental Skills

Students will continue to learn to play band instruments and further develop their skills to read and write music. The emphasis is on performance activities that build technical skills and an understanding of the elements of music (rhythm, pitch, dynamics and expression, form and structure, timbre, texture.) They will also study music literacy, aural perception, composition and arranging incorporating both solos and ensemble performances. The students will explore different music styles including Contemporary, Jazz and Blues.

ASSESSMENT

This course includes practical assessments for solo and ensemble performances. Students will also complete written components of the course and will be assessed on these areas.

ELECTIVE COURSES

OUTDOOR EDUCATION

UNITS A & B

AIMS OF THE COURSE

To provide a wide variety of outdoor pursuits, recreational activities and life skills not covered in Physical Education classes, and which students may enjoy and pursue outside and beyond school.

COURSE OUTLINE

UNIT A

Students learn survival skills that includes navigation and first aid. They will also participate in recreational outdoor pursuits such as climbing and kayak polo. Students are given the opportunity to be self-reliant and to work as a team. Note : This unit contains a water-based activity.

UNIT B

Students learn survival skills that includes bush cooking and camp craft. They will also participate in recreational outdoor pursuits such as mountain biking and archery. Students are given the opportunity to be self-reliant and to work as a team.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ELECTIVE COURSES

SCIENCE EXTENSION

UNITS A & B

AIMS OF THE COURSE

The aim of these courses is to extend students who enjoy and are seen to be talented in the Science learning area. Students will not only acquire skills in Science and STEM (Science, Technology, Engineering and Mathematics) but will also develop skills in collaboration, problem solving and critical thinking. Students may also have the opportunity to participate in State, National and International Science competitions.

COURSE DESCRIPTION

UNIT A - The Five Second Rule + Light Up My Life

Students will engage in a variety of activities based around two main topics – The Five Second Rule and Light Up My Life. In The Five Second Rule, students will learn about microbiology, test the five second rule and make their own hand sanitiser. During Light Up My Life students will learn about electricity and different circuit types before putting the A in STEAM by making their own light up LED greeting card.

UNIT B - Crime Science Investigation

Students will engage in a variety of activities based on Forensics and Crime Scene Investigation. Students will learn forensics skills including fingerprinting, blood typing and splatter, foot printing, hair & fibre analysis and evidence collection. They will then be presented with a fake murder to solve, including collecting evidence from mock crime scene and interviewing suspects.

EXCURSIONS

Science Extension will involve some field work and consequently an approximate fee of \$25 is associated with the Unit B option.

ASSESSMENT

UNIT A

Students will be assessed on a range of personal and group skills. Assessments include laboratory reports, laboratory workbooks, research, card design and construction.

UNIT B

Students will be assessed on a range of personal and group skills. Assessments include laboratory reports, laboratory workbooks, bridge design and bridge construction.

ENTRY REQUIREMENTS

Entry to these courses is restricted to those students who have achieved an A or B grade in Year 8 Science and demonstrated positive behaviour and a keen attitude.

ELECTIVE COURSES

SPECIALISED SPORT - TRIATHLON

AIMS OF THE COURSE

This course is designed to allow students the opportunity to develop skills, knowledge and experience in triathlon at a higher level than is available in standard Physical Education classes.

COURSE DESCRIPTION

Students will learn about the processes such as strength and conditioning that athletes need to undertake to improve their performance in triathlon. The course will also offer an insight into the equipment used in triathlon and the tactics of triathlon through coaching and video analysis. Competitive events will incorporate tactics and strategies learned during the course. This course will have both theory and practical components and is completed over one semester. Students who select this option should be seeking an opportunity to develop and advance their athletic ability in triathlon.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ENTRY REQUIREMENTS

Selection for this course will be based on the recommendation from the student's current Physical Education teacher, student involvement in the College Sports Program and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 8 Physical Education and have achieved a minimum grade of B will be considered.

SPECIALISED SPORT - VOLLEYBALL

AIMS OF THE COURSE

This course is designed to allow students the opportunity to develop skills, knowledge and experience in volleyball at a higher level than is available in standard Physical Education classes.

COURSE DESCRIPTION

Students will learn about the processes such as strength and conditioning that athletes need to undertake to improve their performance in volleyball. The course will also offer an insight into the tactics of volleyball through coaching and game analysis. Opportunity will be given for all students to develop and practice volleyball umpiring. Competitive game play will incorporate tactics and strategies learned during the course. This course will have both theory and practical components and is completed over one semester. Students who select this option should be seeking an opportunity to develop and advance their athletic ability in volleyball.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ENTRY REQUIREMENTS

Selection for this course will be based on the recommendation from the student's current Physical Education teacher, student involvement in the College Sports Program and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 8 Physical Education and have achieved a minimum grade of B will be considered.

ELECTIVE COURSES

SPECIALISED SPORT - TOUCH RUGBY

AIMS OF THE COURSE

This course is designed to allow students the opportunity to develop skills, knowledge and experience in touch rugby at a higher level than is available in standard Physical Education classes.

COURSE DESCRIPTION

Students will learn about the processes such as strength and conditioning that athletes need to undertake to improve their performance in touch rugby. The course will also offer an insight into the tactics of touch rugby through coaching and game analysis. Opportunity will be given for all students to develop and practice touch rugby umpiring. Competitive game play will incorporate tactics and strategies learned during the course. This course will have both theory and practical components and is completed over one semester. Students who select this option should be seeking an opportunity to develop and advance their athletic ability in touch rugby.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ENTRY REQUIREMENTS

Selection for this course will be based on the recommendation from the student's current Physical Education teacher, student involvement in the College Sports Program and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 8 Physical Education and have achieved a minimum grade of B will be considered.

ELECTIVE COURSES

VISUAL ARTS

UNITS A & B

AIMS OF THE COURSE

In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter.

COURSE DESCRIPTION

UNIT A - General Arts

The focus of this course will be to refine skills working with 2D art forms (painting, printmaking, drawing, photo and digital media, graphics, collage).

UNIT B - Design Arts

The focus of this course will be to refine skills working with 3D art forms (ceramics, sculpture, installations, textiles and jewellery)

ASSESSMENT

Practical work will comprise 80% of the assessment outline.

Written work will complete the remaining 20% of the assessment. Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

