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# Year 9

2018 Course Information

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# Welcome to Year Nine

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Mueller College offers a diverse range of subjects designed to enrich and challenge students. The final year of Middle School requires energy, commitment and dedication. We encourage students to select subjects that are not only of interest to them but also provide opportunities which enable future pathways into Senior School and beyond. The range of subjects on offer will provide students with an in-depth understanding of the world around them to ensure they graduate as well-educated, independent young adults, ready for life in the world and eternity.

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**“The aim of Mueller College is to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment.”**

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# Year Eight into Nine Course Information

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The Mueller College Middle School curriculum is comprised of a blend of subjects based on the Australian Curriculum and school endorsed subjects. Year Nine is a valuable year of learning for students as they experience greater depth of learning in more specialised subjects. We value the learning in Year Nine not for only the purpose of preparing for a career but because it is quality learning for life.

The education program, in part dictated by Australian Curriculum requirements, undertaken by all students in Year Nine includes the following core subjects:

- English
- Mathematics
- Science
- History
- Health and Physical Education
- Christian Studies
- Sport
- SL@M - Student Life at Mueller
- Chapel

With the remaining 12 periods in the week, Year Nine students are eligible to select **three** elective subjects. The elective subjects are the preliminary subjects for specialised areas of study in the Senior School.

# Picking Your Subjects



When picking your subjects there are many factors to consider. It can be complicated to prioritise these, weigh up all your options and to be confident you are making the appropriate choice. To assist you in making these important decisions we have summarised some key ideas for students and families to consider when deciding on subjects.

## Who Am I?

All students are uniquely created by God with different characteristics and qualities. Ephesians 2:10 describes

people as “God’s masterpiece”, his most valued creation. However, working out exactly who we are and what we are good at is not always easy. Choosing subjects can be a way to help students discover their unique gifts and abilities. Therefore, what might be the right course of study for one student may not be for another. The graphic above illustrates six elements which inform the subject selection process for students and families.

## Gifts and Talents

All students have gifts and talents. God has given each student specific talents and abilities which enable every student to learn. Considering the aptitude of each student in areas such as mathematics, reading, writing, critical thinking, physical capabilities and working in groups is important when selecting subjects. Matching the abilities of students with the demands of subjects sets them up for success in their schooling. There is a **list of questions** which we have outlined on the next page which can be asked of teachers to clarify the demands of each subject.

## Personality Type

Each subject places unique demands on the students who study it. Some subjects require students to do detailed, individual work which requires high levels of concentration, others for people to speak or perform in front of an audience and other subjects for students to complete work in teams. It is important that students consider both the assessment and learning experiences involved in a subject and how they suit their preferences and personality type.

# Picking Your Subjects cont...

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## **Social Environment**

We all enjoy doing activities with our friends, studying subjects together and having study partners to work with can be beneficial. However, students should not place undue emphasis on choosing subjects just because their friends do it as well. All students are different and whilst we share common interests with our friends' decisions about pathways and subject choices are best made with student's own pathways in mind.

## **Calling**

One of the key motivators for anyone's work or career is a sense of purpose or calling. God values all work and talks about people feeling a strong sense of purpose in specific work, whether it be a Pastor, a Builder, a Teacher or a Doctor. Some students feel this sense of purpose very strongly and as such should look to choose subjects which develop skills in this area.

## **Enjoyment**

Selecting subjects that you enjoy is a worthwhile consideration when determining a course of study. Students who enjoy what they are studying are more engaged and generally achieve higher levels of success. It is important that your subjects are of interest to you but the goal of selecting your subjects should not be just to "have fun". All subjects have elements which are complex and have tasks which are onerous to complete. Avoiding difficulty and hard work should not be the main goal when selecting subjects.

## **Career Options**

This is often considered the most important reason for selecting subjects, however is one of many factors to be contemplated. Subjects studied at school are generally an introduction and foundation to areas of further study. Some subjects are pre-requisites for specific University courses however many are not. For example, Legal Studies is not a pre-requisite for Law at University. QTAC releases a "Pre-Requisites Guide for Year Ten Students" which outlines these requirements specifically and is handed out to Year Ten students prior on the subject selection evening.

# Key Questions to Ask Teachers

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## Key Questions to Ask Teachers about Subjects

- **What types of assessment are involved in the subject?**
  - Are they exam or assignment based?
  - Is there any practical assessment?
- **What skills are needed to be successful in this subject?**
- **What do students typically find difficult about this subject?**
- **Does the subject involve any group work or is it all individual work?**
- **Does the subject require researching skills or is it mostly learned from the set textbook?**
- **What level of study in other subjects or previous versions of this subject, eg. Science leading into Biology, is necessary to be successful?**



# Student Support

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Mueller College has a comprehensive structure of support for students. The support offered is aimed at meeting both the pastoral and academic needs of students.

## **Head of Teaching and Learning**

Todd Langford

## **Head of Secondary School**

Ben Stiller

## **Coordinator of Timetable**

Adrien Bird

## **Coordinator of Middle School**

Liz Scheu

## **Heads of Department**

### **Spiritual Development**

Cain Mann

### **The Arts**

Simon Ratcliffe

### **Head of English**

Linda Garthe

### **Humanities and Technologies**

Michael Gilliver

### **Mathematics**

Rod Everitt

### **Physical Education and Practical Arts**

Adrien Bird

### **Science**

Scott Dickfos

### **Future Pathways**

Brynley Sadler / Leanne Stokes

### **Learning Assistance Coordinator Secondary**

Sarah Grady



# Core Subjects

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## Core Subjects

Core subjects ensure that all students are provided with the opportunity to develop the skills and knowledge needed to undertake the range of subjects available in the Senior Years of Schooling. Compulsory core subjects are informed by the Australian National Curriculum and Teaching and Learning Framework of Mueller College. Year Nine students study core subjects of Mathematics, English, Science, Health and Physical Education, History and Christian Studies.

The core subjects are studied by all students. However, within English and Mathematics there are options students will be allocated to which best suit their ability and developmental progress.

## English

Students will be allocated to either English or Essential English. English is the mainstream course and Essential English is for students who require extra assistance in the study of English. Students will be allocated at the end of Term Three this year in consultation with their parents, English teacher and the Head of English. For more details on the specific subjects, please see the description in this booklet.

## Mathematics

Students will be allocated to one of three strands of Mathematics that vary in levels of complexity. Advanced Mathematics is the most complex, Mainstream Mathematics covers intermediate level content and Essential Mathematics the least complex.

The student's Mathematics teacher together with the Head of Mathematics will allocate students to the Mathematics class that will best suit their abilities demonstrated in Year Eight Mathematics. There will be opportunity in Term Four for either the student or parent to discuss their allocation with the Head of Mathematics if they wish to change level.

# English

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | <p>Year Nine English covers: visual literacy, textual analysis, persuasive techniques, presentation skills, creative and reflective writing, appreciating literature, and improving vocabulary, spelling, punctuation and grammar.</p> <p>Topics covered include: Short stories and poetry.</p>  |
| <b>Pre-requisites</b>      | <p>Your English teacher will advise you of which English class you will be allocated to.</p>   |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-modal texts across a growing range of contexts with accuracy, fluency and purpose.</li> <li>• Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.</li> <li>• Understand how Standard Australian English works in its spoken and written forms of communication to create meaning.</li> <li>• Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.</li> </ul> |
| <b>Assessment Overview</b> | <p>In Year Nine English there are three assessment tasks per Semester as well as ongoing testing in spelling, punctuation and grammar. While technology is an important tool, students will keep a folder of their class work, most of which will be handwritten. Most assessment tasks permit the submission of a draft. Some assessment is under exam conditions. Most assessment is expected to be typed.</p>   |
| <b>Career Pathway</b>      | <p>All career pathways benefit from the skills taught in English whether it is in regards to communication skills, the ability to formulate ideas, or the skills of analysis and persuasion.</p>   |

# Essential English

|                            |   |
|----------------------------|---|
| <b>Subject Overview</b>    | Essential English is a course specifically tailored for students who find English an unnecessary challenge. Skills undertaken are focused on those that aid future employment. While the course is based on Year Nine English the tasks have been altered to match this aim.                              |
| <b>Pre-requisites</b>      | Your English teacher will advise you of which English class you will be allocated to.   |
| <b>Learning Outcomes</b>   | Increased literacy with an emphasis on: <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Spelling, punctuation and grammar</li> <li>• Communicating in the workplace</li> <li>• Analysing and synthesising information</li> </ul>   |
| <b>Assessment Overview</b> | Assessment is based on English tasks completed by all Year Nine students, but the teacher may modify, or even remove an assessment to allow the student to focus on building particular skills.   |
| <b>Career Pathway</b>      | Essential English permits students to gain entry into Year Ten mainstream English, or continue with Essential English in Year Ten. By the end of Year Ten students should have a better understanding whether they should select English, Communication English, or a Vocation equivalent in Year Eleven. |

# Advanced & Mainstream Mathematics

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | <p>This course will cover the major strands of Mathematics<br/>         Statistics, Number, Algebra, Measurement, Ratio and Rates,<br/>         Geometry, Trigonometry, Money and Business.</p> <p>Students will be streamed and then appropriately challenged in the hope of reaching their potential.</p> <p>Problem Solving will be an important component of this course.</p>  |
| <b>Pre-requisites</b>      | Nil  |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Students will obtain a greater knowledge and understanding of the different branches of Mathematics and, where appropriate, how they can be applied to the real world.</li> <li>• They will grow in the ability to think logically and communicate mathematically.</li> <li>• Students will gain an appreciation of the usefulness and importance of Mathematics to everyday life and culture today.</li> </ul> |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Diagnostic tests during the term, where appropriate.</li> <li>• Tests at the end of each term.</li> </ul>   |
| <b>Career Pathway</b>      | <p>This subject will form a basis for further study of Mathematics at Senior level and thus for future study of Mathematics at a tertiary level, if desired, in fields such as Engineering, Sociology, Economics and any of the Sciences.</p>  |

# Essential Mathematics

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | <p>This course will cover the major strands of Mathematics.</p> <p>Statistics, Number, Measurement, Ratio and Rates, Geometry, Trigonometry, Money and Business.</p> <p>Problem Solving will be an important component of this course.</p>   |
| <b>Pre-requisites</b>      | <p>Significant difficulties with Year Eight Mathematics and a discussion with the Head of Department and classroom teacher to determine placement.</p>   |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Students will obtain a greater knowledge and understanding of the different branches of Mathematics and, where appropriate, how they can be applied to the real world.</li> <li>• They will grow in the ability to think logically and communicate mathematically.</li> <li>• Students will gain an appreciation of the usefulness and importance of Mathematics to everyday life and culture today.</li> </ul> |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Diagnostic tests during the term, where appropriate</li> <li>• Tests at the end of each term</li> <li>• Alternative style assessment options to suit student needs.</li> </ul>  |
| <b>Career Pathway</b>      | <p>This subject will form a basis for further study of Mathematics Essential, a non-OP subject that teaches life related mathematics skills.</p> <p>A pass in a semester of Senior Mathematics Essential satisfies the numeracy requirements of the QCE.</p>   |

# Science

|                            |   |
|----------------------------|---|
| <b>Subject Overview</b>    | <p>This course will cover the major strands of Science with multiple units.</p> <ul style="list-style-type: none"> <li>• Chemistry: atoms, substances, chemical and nuclear reactions</li> <li>• Physics: heat, light, sound and electricity</li> <li>• Biology: nervous system, co-ordination, disease and ecosystems</li> <li>• Geology: plate tectonics and earthquakes</li> </ul> |
| <b>Pre-requisites</b>      | <p>Nil</p>  |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Students will obtain a greater knowledge and understanding of the technological and natural world they live in</li> <li>• They will grow in the ability to test ideas and claims through experimentation</li> <li>• Students will gain an appreciation of the scientific process which has led to the current body of knowledge.</li> </ul>  |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Exams</li> <li>• Experimental Investigations</li> <li>• Response Tasks</li> <li>• These will be assessed under the ACARA achievement standards of: Understanding Science and Inquiry Skills</li> </ul>   |
| <b>Career Pathway</b>      | <p>This subject will form a basis for further study of science subjects at senior level and enable a career path toward the environmental, medical, health and education sectors.</p>   |



# History

|                            |   |
|----------------------------|---|
| <b>Subject Overview</b>    | <p>History in Year Nine focuses on the period from 1750 to 1918. The course provides an overview of this period as well as depth studies into the Industrial Revolution, Australia's Colonial History and World War One. The subject also serves as a preparation for the assessment types Humanities (particularly History) students will face in the Senior years.</p>  |
| <b>Pre-requisites</b>      | <p>Nil</p>  |
| <b>Learning Outcomes</b>   | <p>The learning outcomes for History centre around the six key steps to historical investigation; establishing the historical significance of events, the use of primary and secondary sources, identifying continuity and change in culture, analyzing the cause and consequence of historical events, considering a range of perspectives on the same historical event, and understanding the ethical dimensions of historical perspectives as a way of informing our present and future.</p>         |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Source-response essay exam</li> <li>• Historical evidence collection and analysis assignment</li> <li>• Research essay</li> <li>• Short response test</li> </ul>   |
| <b>Career Pathway</b>      | <p>While History is valuable in and of itself for the simple fact that we are all a product of History, in terms of vocational opportunities the subject not only teaches students how to research well and write persuasively, but investigates why the world is the way it is and encourages students to conceive solutions to problems they discover. History is therefore both a practical and theoretical subject - it is about understanding our society and determining means to improve it.</p> |

# Health and Physical Education

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | Core Health and Physical Education is compulsory for all Year Nine students. The learning in this subject is a combination of theoretical and physical tasks. It will be studied for three periods per week and involves learning that is distinct from the elective strand “Physical Education”. These subjects can be studied together as they have complementary but not similar content. |
| <b>Pre-requisites</b>      | Nil  |
| <b>Learning Outcomes</b>   | Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.   |
| <b>Assessment Overview</b> | <p>The assessment in this subject will be continuous and ongoing for all physical activities. This will culminate each term with performance in an authentic context for the physical activity.</p> <p>The theoretical aspect of the subject will be assessed through a range of assessment techniques including research reports, exams and multi-modal presentations.</p>                  |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry)</li> <li>• Sports Administration</li> <li>• HPE Teacher</li> <li>• Personal Trainer</li> <li>• Sports Management, Marketing, Training and Coaching</li> <li>• Medical Fields such as Rehabilitation, Ambulance Officer and Nursing</li> </ul>              |

# Christian Studies

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | Year Nine will work their way through the book and workbook “A Sneaking Suspicion”. Classroom discussions, small group work and writing activities cover topics like life, death, relationships, doubts, suffering, forgiveness, hope and God – things that are important but which we don’t often talk about. Each lesson is designed to foster biblical thinking and how knowledge of the Bible connects to life experiences.                                |
| <b>Pre-requisites</b>      | Nil  |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Students will be able to demonstrate an overall acquaintance with the text of the Bible</li> <li>• Students will be able discuss some of the major themes of the Bible and their significance for the Christian life</li> <li>• Students will be able to outline the main features of the gospel</li> <li>• Students will be able to examine ethical issues and their implications for the Christian life.</li> </ul> |
| <b>Assessment Overview</b> | Students need to have completed certain sections of their workbook by the end of each term. Students also need to display knowledge and understanding of the biblical truths covered and be able to connect them to contemporary life experiences.   |
| <b>Career Pathway</b>      | Christian Studies gives young people a firm grounding in the Christian faith, thus preparing them for future roles as youth workers in either Christian organisations or local Church youth activities.  |



# Elective Subjects

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## Advice on selecting subjects

The course of study students choose to follow in Year Nine contains the opportunity for a lot of variety. Some questions you may wish to consider when selecting subjects with your child are:

- » Which subjects do they do well at or have an aptitude for?
- » Which subjects they enjoy studying and have a passion for?
- » Which subjects will develop skills, competencies or mental abilities which will equip them for a future career option?

Whilst some students have an idea of a career pathway they would like to pursue there are many students who are still just exploring what they enjoy and are good at. Subject selection in Year Nine does not lock students into a given career pathway and there is opportunity to change their selection both at the end of Semester One and again in Year Ten.

# Business and Economics

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | Business and Economics in Year Nine is designed to provide students with skills relevant to business and finance. It includes using contemporary issues, events and case studies to look at business and economic concepts such as: competing in the global market, consumer laws and rights, marketing, and saving and investing.   |
| <b>Pre-requisites</b>      | Nil  |
| <b>Learning Outcomes</b>   | <p>To develop the knowledge, practices and attitudes necessary to:</p> <ul style="list-style-type: none"> <li>• Participate in the local, regional, national and global community as informed, responsible and ethical consumers, citizens and entrepreneurs.</li> <li>• Efficiently manage personal finances</li> <li>• Interact effectively in both personal and business environments</li> <li>• Respond to business opportunities and challenges</li> <li>• Use information and technologies to record, report and create business information and/or products and to communicate relevant information to interested parties</li> <li>• Work individually and co-operatively to develop business plans and products; participate in and evaluate the outcomes of business ventures.</li> </ul> |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Theory and Practical Tests</li> <li>• Written/research assignments</li> <li>• Multi modal presentations</li> </ul>  |
| <b>Career Pathway</b>      | <p>The life skills taught provide personal financial literacy, valuable to everyone, as well as being an advantage for a variety of employment including:</p> <ul style="list-style-type: none"> <li>• Human resource management</li> <li>• Marketing</li> <li>• Business administration and management</li> <li>• Financial planning</li> <li>• Accounting Customer relations</li> <li>• Customer service</li> <li>• Banking Government administration Economy</li> </ul>   |

# Chinese

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|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | The aim of the course is to develop students' knowledge and understanding of the Chinese language and culture over a range of topics. These topics include: storytelling, food in China, leisure activities, describing people. Students will produce and present their work in a variety of ways with a significant focus on technology.  |
| <b>Pre-requisites</b>      | A passing result in Year Eight Chinese is an advantage.  |
| <b>Learning Outcomes</b>   | Students will be able to: <ul style="list-style-type: none"> <li>• Translate conversational Chinese</li> <li>• Shop for Chinese or Australian food and drink and discuss people's leisure activities</li> <li>• Type Chinese characters to introduce people and their interests</li> <li>• Compare Chinese and Australian cultural differences especially in the areas of food and entertainment.</li> </ul> |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Reading: vocabulary quizzes and reading test</li> <li>• Speaking and Listening: role-plays</li> <li>• Writing: a comic story</li> <li>• Multi-media projects: a movie clip with Chinese sound and subtitles.</li> </ul>   |
| <b>Career Pathway</b>      | The ability to speak Chinese leads directly to careers in interpreting, teaching and foreign trade. Chinese complements all other careers and gives students an edge in gaining employment in business, engineering, the Defence Force and many other areas, where communication with other countries and people groups is common.   |

# Dance

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | <p>Year Nine Dance provides opportunities for students to experiment a range of styles including Improvisation, Contemporary, Ballet, Post-Modern, Hip-Hop and Musical Theatre. Students will also individually and in groups investigate the way cultural and sociological dancing are incorporated into those genres. Students will learn how to examine and express their individuality, and explore the interrelationship between practical and theoretical aspects of dance. Students are given the opportunity to explore and develop physically, expressively, emotionally, and most importantly, spiritually. Their relationship with God will be strengthened and explored, and students will have the opportunity to develop a new foundation with God.</p>                    |
| <b>Pre-requisites</b>      | <p>Nil</p>   |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Fostered development of special interests and talents not emphasised in other educational areas.</li> <li>• Development of important transferable social, emotional, physical and intellectual skills.</li> <li>• Students' self-confidence and the necessary social skills to work effectively, individually, and in teams are developed within the study of Dance</li> <li>• Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings</li> <li>• Dance provides a foundation for future involvement in dance and related art forms for employment and leisure</li> <li>• A newfound relationship with God that fosters biblical life principles.</li> </ul> |
| <b>Assessment Overview</b> | <p>In Year Nine there are seven tasks. All of the tasks are a combination of three components: Appreciation, Choreography, and Performance.</p> <p>The students will cover a range of topics:</p> <ul style="list-style-type: none"> <li>• Teacher prepared sequences</li> <li>• Evaluative written essay</li> <li>• Reflective written essay</li> <li>• Individual choreographed sequences/pieces</li> <li>• Stimulus based choreography and performances tasks</li> </ul>  |
| <b>Career Pathway</b>      | <p>All career pathways, university or other, benefit from the skill obtained in Dance. Students have the opportunity to branch into numerous areas of 'The Arts' as a career choice, as well as carry essential skills such as: Formulating ideas, expression, social skills and self-confidence into other areas of education or employment.</p>  |



# Design

|                            |   |
|----------------------------|---|
| <b>Subject Overview</b>    | Design is an exciting STEM subject that teaches design ways of thinking and technical drawing using up-to-date programs. Students will develop valuable skills while they are introduced to design theory and CAM technology such as 3D printing and vinyl cutting.   |
| <b>Pre-requisites</b>      | Nil   |
| <b>Learning Outcomes</b>   | <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Operate an UPBox 3D Printer</li> <li>• Design usable 3D printing designs</li> <li>• Setup and run a Roland Vinyl Cutter</li> <li>• Work with a real client to design for a business</li> <li>• Produce attractive outdoor architecture</li> <li>• Complete a graphic design task for a client</li> <li>• Follow the design process to produce drawings, prototypes and products</li> <li>• Use AutoDesk software</li> <li>• Solve simple and complex problems.</li> </ul> |
| <b>Assessment Overview</b> | <p>Students are assessed using:</p> <ul style="list-style-type: none"> <li>• Assignments</li> <li>• Exams</li> <li>• In class activities.</li> </ul>  |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Design</li> <li>• Trades</li> <li>• Interior Design</li> <li>• Architecture</li> <li>• Graphic Design</li> <li>• Fashion</li> <li>• Drafting</li> <li>• Computer Aided Manufacturing</li> <li>• Any career involving design and problem solving.</li> </ul>   |

# Digital Design Solutions

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|                            |   |
|----------------------------|---|
| <b>Subject Overview</b>    | <p>In Digital Design Solutions, students will explore programming languages including C-Sharp (C#) through game design and development and HyperText Markup Language (HTML) and Cascading Stylesheets (CSS) through web design and development using the Bootstrap framework for responsive design. Knowledge of both Object-Orientated Programming languages and front-end scripting languages is now an essential skill for tomorrow's consumer and this subject seeks to empower students with these skills.</p> |
| <b>Pre-requisites</b>      | <p>Nil</p>  |
| <b>Learning Outcomes</b>   | <p>Digital Design Solutions provides students with practical opportunities to be innovative developers of digital solutions. It will assist students to become more effective and critical consumers of digital systems.</p>  |
| <b>Assessment Overview</b> | <p>All assessment is project based and may involve group work. Assessment in Digital Design Solutions seeks to mirror that of industry practice as closely as possible.</p>   |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Web designer/developer</li> <li>• Game designer/developer</li> <li>• App designer/developer</li> </ul>   |

# Drama

|                            |   |
|----------------------------|---|
| <b>Subject Overview</b>    | <p>Year Nine Drama will increase your ability to think; creatively, imaginatively and divergently. You will learn how to think outside the square. Drama teaches students how to become critical consumers rather than just passive viewers. Students are expected to question and critique their own and other's process and products. You will develop higher order thinking skills.</p> <p>Year Nine Drama begins with a revision of foundational skills then covers clowning, script performance and the creation of student devised work. Drama will increase your self-esteem and confidence.</p> |
| <b>Pre-requisites</b>      | <p>Nil</p>  |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Greater fluency of written and oral communication</li> <li>• Ability to work in groups</li> <li>• Time management</li> <li>• Understanding of story structure and character development</li> <li>• Ability to form ideas for performances in a variety of styles</li> <li>• Performance skills in a variety of styles</li> <li>• Ability to analyse drama products</li> <li>• Ability to reflect on student's own performances</li> </ul>  |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Analytical extended and short response writing, both seen and unseen</li> <li>• Scene structure development (written)</li> <li>• Playwriting</li> <li>• Sketching of designs (eg. set and costume)</li> <li>• Performance (individual and in group)</li> </ul>   |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Acting</li> <li>• Directing</li> <li>• Journalism</li> <li>• Film and TV</li> <li>• Advertising</li> <li>• Teaching</li> <li>• Law</li> <li>• Customer service</li> <li>• Event Management</li> <li>• Production Design</li> </ul>   |

# Extension English

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| <b>Subject Overview</b>    | Extension English provides an opportunity for those passionate about writing, reading and speaking to deepen their skills. The course is built to complement English.   |
| <b>Pre-requisites</b>      | Extension English is not a replacement for English. All students undertaking this subject must complete English also. Students seeking to study in Extension English should have received a C+ or better, grade standard. As the overview suggests, this is a subject for those who like to write, read and discuss ideas.                      |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Control of a wide range of text analysis methods</li> <li>• Greater understanding of world literature</li> <li>• Improved public speaking skills</li> <li>• Greater control of sentences, to build a personal style</li> <li>• Greater understanding of persuasive and creative techniques.</li> </ul> |
| <b>Assessment Overview</b> | Students are assessed on one formal item each term that has been modeled on a Year Eleven task. Over the course, students will complete one persuasive, imaginative, analytical and multi-modal item.   |
| <b>Career Pathway</b>      | This is a subject for students who see their future career path involving writing, reading, textual analysis or public speaking. Pathways such as Journalism will benefit from this course. It is also excellent preparation for Senior English.  |

# Extension Science

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| <b>Subject Overview</b>    | Extension Science provides an opportunity for those passionate about STEAM (science, technology, engineering, art and mathematics) and their implementation for our proper stewardship of this Earth we inhabit. It will be a project-based subject unleashing students to make this world a better place, through the use of their scientific knowledge and skills. |
| <b>Pre-requisites</b>      | Extension Science is not a replacement for Science. All students undertaking this subject must complete Science also. It is recommended that students seeking to study Extension Science should have achieved a B standard or better in Year Eight.  |
| <b>Learning Outcomes</b>   | Using innovation, invention, 'outside-the-box' thinking and other intellectual/practical skills, students will be solving problems and completing projects (with a scientific base) at a local, national or even global level.   |
| <b>Assessment Overview</b> | <p>The assessment in this subject may include:</p> <ul style="list-style-type: none"> <li>• Project reports</li> <li>• Multi-modal responses (eg. video log)</li> <li>• Journals/logbooks</li> </ul>   |
| <b>Career Pathway</b>      | This subject could lead to future cutting-edge careers in science, engineering, health, environment or technology.   |

# Film, Television and New Media

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| <p><b>Subject Overview</b></p>  | <p>Film, Television and New Media covers theory and practical work in film, television and new forms of media, such as streaming video and gaming. The course has a focus on the 'small screen', that is, media we consume at home, including TV, smart phone content and tablets.</p> <p>Unit one topics include:</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• TV genre like animated comedy</li> <li>• Marketing structures of streaming video services like Netflix</li> <li>• Narrative-based video games</li> </ul> <p>Later in the year, an entire unit is devoted to YouTube and the study of popular YouTubers. They will discover new models of entrepreneurship, including how Youtube videos can become a source of income.</p> <p>Practically students will develop their preproduction, production and post-production abilities in film making relevant to small screen content, including animation, cinematography, sound and editing; and creating productions within genres and styles such as YouTube vlogs, instructional videos or internet-style sketch comedy.</p>   |
| <p><b>Pre-requisites</b></p>    | <p>Nil</p>  |
| <p><b>Learning Outcomes</b></p> | <ul style="list-style-type: none"> <li>• Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text.</li> <li>• Manipulate media representations to identify and examine social and cultural values and beliefs.</li> <li>• 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.</li> <li>• Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes</li> <li>• Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues.</li> <li>• 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.</li> <li>• 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, an international media artworks.</li> </ul> |

# Film, Television and New Media cont ....

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| <p><b>Assessment Overview</b></p> | <p>In Year Nine there are six tasks. These cover the processes of designing, producing and responding.</p> <p>They may include:</p> <ul style="list-style-type: none"> <li>• Designing and producing an animated title sequence for an imagined program in a genre of TV popular on streaming video platforms, or for an imagined video game. The design formats may include storyboards and shot lists.</li> <li>• Analysing themes in a popular small screen medium of teenage entertainment (eg. violence in cartoons).</li> <li>• Designing and producing a YouTube video in a popular YouTube genre. This will include a written proposal for sending the video 'viral'.</li> <li>• A feature article providing an overview of the career of a successful YouTuber.</li> </ul> |
| <p><b>Career Pathway</b></p>      | <p>Broadly, Film, Television and New Media provides a foundation for any career that utilizes creativity, critical literacy, writing or production skills. It is also a primer of group work, independence, communication skills, leadership and the ability to organize and meet deadlines.</p> <p>Some career paths may include film, video, audio, television and digital media production; media administration and management; advertising sales and programming; writing for film, television, and digital platforms; and journalism.</p>   |

# Geography

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| <b>Subject Overview</b>    | <p>This subject is for students who are passionate about the world, its people and the way we interact with the environment. Within Year Nine Geography, students will investigate:</p> <ul style="list-style-type: none"> <li>• Our changing world</li> <li>• Biomes and Food Security</li> <li>• Exploring Interconnection</li> </ul>   |
| <b>Pre-requisites</b>      | <p>Nil</p>  |
| <b>Learning Outcomes</b>   | <p>In addition to geographic concepts, students will develop foundational skills including:</p> <ul style="list-style-type: none"> <li>• Effective researching</li> <li>• Note-taking</li> <li>• Referencing</li> <li>• Collecting, recording, analysing and interpreting data</li> <li>• Interpreting and connecting information</li> <li>• Justifying suggestions of change</li> <li>• Presenting information logically</li> <li>• Making informed decisions</li> <li>• Time management.</li> </ul> |
| <b>Assessment Overview</b> | <p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Essay</li> <li>• Formal Letter</li> <li>• Interconnections Research Report</li> <li>• World Trade Inquiry Task</li> </ul>   |
| <b>Career Pathway</b>      | <p>Students who succeed in Geography often move into the following careers:</p> <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Advertising</li> <li>• International relations</li> <li>• Business</li> <li>• Tourism</li> <li>• Landscaping</li> <li>• Architecture</li> <li>• Town planning</li> <li>• Environmental management</li> <li>• Teaching</li> <li>• Law</li> <li>• Real estate</li> <li>• Travel.</li> </ul>  |



# Health and Food Technology

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| <b>Subject Overview</b>    | <p>The central focus of Health and Food Technology is the nutritional well-being of individuals and families.</p> <p>Health and Food Technology helps to develop a student's:</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Confidence in living in the wider society</li> <li>• Practical cooking skills</li> <li>• Knowledge of nutrition and food, and their impact on the human body.</li> </ul> <p>Students/parents need to be aware that this subject requires ingredients to be brought from home on a regular basis. Most recipes will be suitable for a family evening meal.</p> |
| <b>Pre-requisites</b>      | <p>Nil</p>   |
| <b>Learning Outcomes</b>   | <p>Food Technology will have four units:</p> <ul style="list-style-type: none"> <li>• What's really in our food? – investigate everyday foods and develop healthier alternatives using the latest technology in the kitchen</li> <li>• Multicultural cuisines</li> <li>• Paddock to plate</li> <li>• Celebration Food</li> </ul>   |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Written exam</li> <li>• Practical cooking tasks</li> <li>• Research assignment/process journal</li> </ul>   |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Dietician</li> <li>• Chef</li> <li>• Food Preparation</li> <li>• Food Technologist</li> <li>• Health Promotion Officer</li> <li>• Home Economics Teacher</li> <li>• Home Economist</li> <li>• Nutritionist</li> <li>• Restaurateur</li> </ul>   |

# Industrial Technology

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| <b>Subject Overview</b>    | Industrial Technology is an opportunity for students to have fun working with their hands and designing in the workshop. It teaches relevant life skills based around industrial processes, design strategies, problem solving, creativity, social skills and character. Students who select this course will also have the opportunity to compete in the annual interschool go kart racing challenge.  |
| <b>Pre-requisites</b>      | Nil   |
| <b>Learning Outcomes</b>   | <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Setup and run common power tools and machinery</li> <li>• Design and produce a custom laminated plywood project such as a skateboard, skim board or photo frame</li> <li>• Develop a CO2 powered dragster to enter into a race</li> <li>• Understand principles such as aerodynamics, momentum, drag etc.</li> <li>• Build and race a real petrol engine go kart</li> <li>• Design and create a range of other exciting and challenging projects</li> </ul> |
| <b>Assessment Overview</b> | Assessment is largely practical. Design Folios are assessed on some projects.   |
| <b>Career Pathway</b>      | <p>Students who complete Year Nine Industrial Technology develop skills towards:</p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Design</li> <li>• Trades such as carpentry, cabinet making, electrical, plumbing, automotive etc.</li> <li>• Any career involving design and problem solving.</li> </ul>   |

# Music

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| <b>Subject Overview</b>    | Music in Year Nine is designed to develop student's skills in performance, musicology, aural skills and music interpretation. Year Nine Music focuses primarily on students' performance.   |
| <b>Pre-requisites</b>      | Nil, though the ability to sing or play an instrument is helpful.   |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Music in Year Nine focuses on students' performance on stage as a solo artist and as part of an ensemble. Through an immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music</li> <li>• Students will study a variety of musical components. By singing, playing instruments, listening and composing, students experience satisfaction and enjoyment as they learn</li> <li>• Topics studied include 'Pop Music', 'Music from the Stage (theatre)' and 'Film Music'.</li> </ul> |
| <b>Assessment Overview</b> | Assessment methods will include solo and ensemble performance tasks, aural skills, formal tests and composition.  |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Performer</li> <li>• Composer</li> <li>• Sound Engineering</li> <li>• Artist and Recording Rep/Talent</li> <li>• Concert Promoter</li> <li>• Disc Jockey</li> <li>• Music Journalist/Critic</li> <li>• Music therapist</li> <li>• Musicologist</li> <li>• Recording artist</li> <li>• Conductor</li> <li>• Instrumental or Classroom Teacher</li> </ul>  |

# Physical Education

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| <b>Subject Overview</b>    | Physical Education draws from a variety of disciplines, including the physical, biological, chemical and sociological sciences. Students will cover material that enables them to develop knowledge, skills and attitudes about: enhancing personal development; in promoting the health of individuals and communities; enabling students to develop concepts and skills for physical activity; and to improve their sporting performance. |
| <b>Pre-requisites</b>      | Nil   |
| <b>Learning Outcomes</b>   | Physical Education gives students a unique opportunity to learn skills across a wide range of practical and theoretical subject areas. The students will get experiences in the following sports: <ul style="list-style-type: none"> <li>• Softball/Cricket</li> <li>• Volleyball</li> <li>• Orienteering</li> <li>• Archery</li> <li>• Invasion Games</li> <li>• Rock Climbing</li> </ul>  |
| <b>Assessment Overview</b> | In practical activities students will be continually assessed on their performance throughout the duration of the term. The theoretical components will be assessed using a variety of genres such as: <ul style="list-style-type: none"> <li>• Essay</li> <li>• Exam</li> <li>• Reports</li> </ul>   |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry)</li> <li>• Sports Administration</li> <li>• HPE Teacher</li> <li>• Personal Trainer</li> <li>• Sports Management, Marketing, Training and Coaching</li> <li>• Medical Fields such as Rehabilitation, Ambulance Officer and Nursing</li> </ul>   |

# Practical Business Applications

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|----------------------------|---|
| <b>Subject Overview</b>    | <p>This course involves the development of software application skills for both personal and business use. It includes the following topics:</p> <ul style="list-style-type: none"> <li>• Ergonomic use of computer equipment</li> <li>• Development of keyboard and accuracy skills for word-processing</li> <li>• Word processing presentation skills for a variety of business documents</li> <li>• Creating and using spreadsheets</li> <li>• Electronic Presentations design and creation</li> </ul>   |
| <b>Pre-requisites</b>      | <p>Nil</p>  |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• To develop accuracy skills in keyboard operation</li> <li>• To develop a knowledge of, and skills in using a variety of software applications for business situations.</li> <li>• To develop competence and initiative in the display of word-processed work</li> <li>• To enable students to interact with software applications commonly used in business with confidence</li> <li>• To develop decision-making and problem solving skills when using software applications for a purpose</li> <li>• To understand and acknowledge that computing/keyboarding skills are effective and useful in business contexts as well as in future studies</li> <li>• To encourage students to appreciate effective, efficient and creative use of computer software applications, and to apply this to a variety of situations.</li> </ul> |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Practical tasks using computer software applications</li> <li>• Multi-modal presentations</li> <li>• Short response</li> </ul>   |
| <b>Career Pathway</b>      | <p>These skills assist in the word processing of assignments or associated documents for a range of subjects. However, the production skills taught in conjunction with the basic skills provide employment opportunities including:</p> <ul style="list-style-type: none"> <li>• Business administration</li> <li>• Reception</li> <li>• Data Entry</li> <li>• Any other position connected with computers and other keyboard-operated equipment.</li> </ul>   |

# STEM

|                            |  |
|----------------------------|--|
| <b>Subject Overview</b>    | <p>In STEM, students are immersed in a Control Systems learning environment encapsulated in a Systems Thinking framework which provides them with opportunities to interact with robotics/ machines, circuits, coding, and aerospace. Students will undertake hands-on project work in designing, constructing and programming a Tetrax robot as well as reverse-engineering a ground rover in order to add autonomous capabilities. Students will also work within the Arduino electronics/programming environment to create projects for real-world applications. Electronics, soldering, engineering and programming are embedded skills in this exciting field. Learning to control, either manually via an RC controller or autonomously via an autopilot, are additional skills that will become much sought-after in a world already saturated in technology.</p> |
| <b>Pre-requisites</b>      | <p>Nil</p>   |
| <b>Learning Outcomes</b>   | <p>Students will develop innovative and creative design concepts, generate plans and diagrams to communicate their design processes, and produce solutions using a variety of materials and techniques. Project management is central to STEM as is collaborative problem solving, and students will be expected to work independently as well as collectively in teams. Students also begin the process of learning to control machines and STEM students will manually and autonomously control ground rovers and multicopter-type aircraft (i.e. drones).</p>   |
| <b>Assessment Overview</b> | <p>Students are assessed through two components: Knowledge and understanding; Investigating and designing. The assessment types will be exams and assignments in the form of multimodal (interactive eBooks including AV to incorporate the practical nature of the subject), and a research report.</p>   |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Aerospace</li> <li>• Engineering</li> <li>• Computer Science/IT</li> <li>• Electronics</li> <li>• Machinery controller</li> <li>• Design</li> </ul>   |

# Textiles and Fashion

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|----------------------------|---|--|
| <b>Subject Overview</b>    | <p>The central focus of Textiles and Fashion is the well-being of individuals and families.</p> <p>Textiles and Fashion explores and helps to develop a student's:</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Confidence in living in the wider society</li> <li>• Personal development and relationships</li> <li>• Awareness of living environments in relation to textiles.</li> </ul> <p>The Textiles and Fashion subject area brings together theoretical understanding and practical application.</p> |  |
| <b>Pre-requisites</b>      | Nil   |  |
| <b>Learning Outcomes</b>   | <p>Design and Textiles outcomes:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the knowledge of Textiles</li> <li>• Practical application (construction of a journal book cover and a cushion and clothing garments)</li> <li>• Design</li> <li>• Consumerism</li> <li>• Sustainability of textiles</li> </ul>  |  |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Journal work - Textiles</li> <li>• Practical Tasks - both continuous and final product(s).</li> </ul>  |  |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Child Care Worker</li> <li>• Community Worker</li> <li>• Consumer Scientist</li> <li>• Craftsperson</li> <li>• Environmental Health Officer</li> <li>• Fashion Designer</li> </ul>   | <ul style="list-style-type: none"> <li>• Home Economics Teacher</li> <li>• Home Economist</li> <li>• Interior Designer</li> <li>• Textile Designer</li> <li>• Theatrical Costume Maker and Designer</li> </ul> |

# Visual Art

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| <b>Subject Overview</b>    | Visual Art is an exciting and powerful means of communication. It teaches through visual literacy how to critique the social issues of our day. Visual Art allows students to experiment with plaster, clay, paint, film, sound...anything and everything! There are application skills to be learnt, viewpoints to be challenged and three thousand years of art history as a guide.                               |
| <b>Pre-requisites</b>      | Nil, though its a great subject for a person who likes to question the way things are.  |
| <b>Learning Outcomes</b>   | <ul style="list-style-type: none"> <li>• Develop flexibility, originality and confidence in building and thinking creatively</li> <li>• Constructively analyse and respond to social issues and concerns</li> <li>• Contribute creatively to the big questions of life</li> <li>• Develop problem solving and time management skills</li> <li>• Develop an awareness of your personal philosophy of life</li> </ul> |
| <b>Assessment Overview</b> | <ul style="list-style-type: none"> <li>• Practical experiments in a range of experiments in a range of art technique</li> <li>• Personal journal of ideas</li> <li>• Written assignments as research for your practical tasks</li> </ul>  |
| <b>Career Pathway</b>      | <ul style="list-style-type: none"> <li>• Graphic Designer</li> <li>• Ceramicist</li> <li>• Occupational Therapist</li> <li>• Gallery curator</li> <li>• Arts Administrator</li> <li>• Sculptor</li> <li>• Painter</li> <li>• Book illustrator</li> <li>• Prop and set creator for film and theatre</li> <li>• Publishing layout</li> <li>• Historian</li> </ul>   |



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