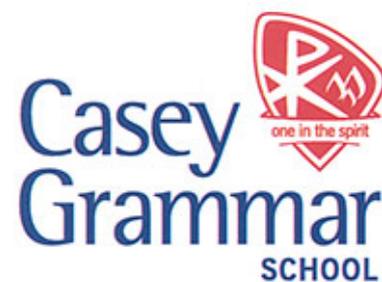


Every day, a discovery.



Year 9 Curriculum Handbook 2017

Table of Contents

Introduction.....	1
Home Study.....	2
Year 9 Curriculum Map.....	3
English.....	4
Mathematics.....	5
Geography.....	6
History.....	7
Science.....	8
Economics Civics and Citizenship.....	9
Health & Physical Education.....	10
Religion.....	11
Year 9 Electives.....	12
Mathematics.....	13
Myths & Legends.....	13
Science Extension.....	14
Duke of Edinburgh.....	15
Sports Coaching.....	15
Health & Exercise.....	16
Lifestyle & Recreation.....	17
French.....	18
ICT.....	19
Performing Arts.....	20-21
Visual Arts.....	22
Product & Design Technology.....	23
Design Photography.....	24
Design Technologies & Analytics.....	25
Money Matters.....	26
Journalism.....	27

Overview

Introduction

In Year 9 students undertake the traditional core subjects to strengthen the foundation skills essential to learning. This core is supplemented by a broad range of electives designed to cater for students' changing interests and subject preferences as they transition through the school. By the end of Year 9 many students have discovered their true academic strengths because the elective program has enabled them to explore a range of subjects.

At Year 9 students also participate in the Year 9 Program, a course specifically designed to meet the needs of this particular age group. Students are exposed to a range of opportunities and skills to foster:

- Motivation and engagement
- A positive, productive and strong working relationship with teachers and peers
- A sense of belonging
- Creative and critical thinking skills

The Year 9 Program

Year 9 students are involved in a holistic program which encourages students to take on roles of responsibility in their homes, local communities and within the school gates. Participation in this program is integral to the successful completion of Year 9. The program empowers students to see connections between school life and that of the 'outside world'. The aim is to engage students in the decision-making processes of life. Consequently, over and above their academic studies, the students will be encouraged to focus on school-based service, community service and be challenged to explore life beyond their immediate surroundings.

The Year 9 Program consists of a variety of tasks, activities and units of work. Essentially, the program is used to encourage all students to be 'the best they can be'. Involvement provides the students with opportunities to reinforce and develop essential life skills such as effective time management practices, positive study habits, greater responsibility, increased regard for others and more acute understanding of themselves as a member of a wider community.

Key focus areas:

- City Experience / Northern Territory Lilla Community Service
- Participation in the High Resolves Global Leadership Program which encourages students to develop a mindset to see themselves as global leaders, people who inspire others to act in the long-term, collective interest of humanity.
- Community and beyond
- Reflecting on learning

Home Study

At Casey Grammar School students are expected to take appropriate responsibility for their learning and this includes a well-managed home study routine.

At each level we encourage students to organise their time around a 'Study Session' of concentrated, uninterrupted application several times a week. In each session students should have a number of things they set themselves to achieve.

Homework may include:

- Assigned homework exercise
- Practising skills
- Reading – as one of the most vital skills for language development and building personal learning skills students are expected to read widely at home
- Independent research
- Preparatory work for class activity
- Reviewing work – students must develop a routine of regular review as tests and exams form a substantial percentage of each term's results
- Summarising class notes to reflect on learning is crucial for learning success
- Individual inquiry and creative pursuits to build lifelong learning skills

Suggested Home Study Sessions

Year Level	Study Session
Year 7	10 x 30 minutes
Year 8	14 x 30 minutes
Year 9	12 x 45 minutes
Year 10	14 x 45 minutes
Year 11	15 x 50 minutes
Year 12	21 x 50 minutes

At Secondary School the benefits of homework are well supported by research. The homework areas outlined above show there is never a reason for students to say, "No home study tonight!" Nor is there a reason for students to miss deadlines as the school provides many opportunities for students to catch up during lunch time and after school.

At Casey Grammar we work hard to ensure teachers set effective and achievable homework. Parents need to be aware that sometimes a student who appears to have 'too much' homework might actually be working on material that should have been completed during class time. In such situations a review of the student's learning behaviours will take place in conjunction with the class teacher.

Curriculum Map





Core Subjects

English

Each part of the Year 9 English course continues to build on the domains of Speaking and Listening, Writing, and Reading and Responding. Students have the opportunity to comprehend, evaluate and discuss a range of literary, informative and persuasive texts. Grammar, punctuation, spelling and vocabulary skills are essential components in each unit of work to extend students' understanding of how language works.

Students will explore various fiction, non-fiction and media texts. Students learn how these texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts. They continue to develop their written and oral persuasive skills and practise creative writing.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Graphic Novels • Understanding how language is used to persuade • Text study • Creative Writing • Short Stories • Introduction to Shakespeare • Journalism • Film Study 	<ul style="list-style-type: none"> • Writing folio • Graphic Novel • Magazine Covers/Advertising • Text response essay • Film Study • Oral presentation • Analysis of persuasive language in media • Creative writing – short story

Additional information

- Romeo and Juliet live performance
- Author visits and writing workshops
- Reading for pleasure

Mathematics

Year 9 Mathematics continues the shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

The foundations built in previous levels prepare students for this change. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also need an understanding of the connections between mathematical concepts and their application in their world as a motivation to learn. This means using contexts directly related to topics of relevance and interest to this age group.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Number and financial mathematics • Solving simultaneous equations • Using Pythagoras theorem and trigonometry • Linear relations • Measurement • Indices and surds • Geometry • Algebra • Using basic probability and statistics 	<ul style="list-style-type: none"> • Topic tests • Assignments • Problem solving

Additional Information

Students undertake a Maths Mate homework program that runs parallel to the conventional course. This program encourages students to constantly improve and consolidate their overall mathematical skills on a weekly basis.

Each student is also assessed on an individual basis for extension or remedial mathematics where necessary and individual learning programs are implemented as required.

Humanities

Geography

At Year 9 students will study two units of study: Biomes and food security and Geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students will investigate the capacity of the world's environments to sustainably feed the projected future population, in the face of competing land uses such as biofuel production and urbanisation.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. The interconnections between people are explored in many ways; for example, through the products people buy and communication technologies.

Key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Biomes and food security • Geographies of interconnections 	<ul style="list-style-type: none"> • Designing websites • Research assignments • Class test • End of year Exam • Analysis tasks • Mapping tasks

History

The Year 9 History Curriculum provides a study of the history of the modern world from 1750 to 1918. The content provides students with the opportunities to develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students will examine the movements of people throughout the world and how this impacted on the creation and development of nations. They will study the Industrial Revolution in depth and identify how the technological developments of this time impacted on the lives of people. Students will identify how significant economic, social and political ideas influenced the rise of nationalism and led to the outbreak of war.

The key inquiry questions for Year 9 History are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Units of Study / Topics

- Making a better world (movement of peoples)
- Australia and Asia (making a nation)
- World War

Assessment

- There will be major and minor assessment tasks relating to each unit of study
- Historical knowledge and skills will be assessed through investigation and analysis of key ideas, historical extracts and sources
- Students will be required to respond to questions in a variety of ways e.g. in the form of essays, role plays, oral presentations, discussions, multiple choice and short answer test questions and set homework activities There will be examinations or major tests at the end of each semester

Science

The Year 9 Science course is designed to provide students with a thorough understanding in the four key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Science

Whilst consolidating and extending the skills developed in the junior secondary years, students will use scientific knowledge, curiosity and intuition to test and confirm their understanding. Students are encouraged to integrate their knowledge of scientific processes to create a deeper understanding of Science and its relationship to the world. They are taught to develop questions and hypotheses that can be investigated using a range of inquiry skills and will begin to independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. Students will use appropriate scientific language, representations and text types when communicating their findings and ideas for specific purposes. The subject also aims to provide important developmental and preparatory skills to aid the student with the study of Science at a VCE level.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Everyday reactions • Atomic structure • Health and nutrition • Body balance • Disease • Ecosystems • Electrical energy • Light energy • Using radiation • Plate tectonics • Going into space 	<ul style="list-style-type: none"> • Topic tests • Practical reports/skills • Model building/use • Project/assignment work • End of year theoretical and practical exam

Addition information

Students will be given the opportunity to take part in various extension activities\excursions including: Forensic Investigations and DNA Science, The Green Gene and access to The University of New South Wales Science In Schools Competition and The National Chemistry Quiz.

Economics, Civics and Citizenship

Economics introduces students to the structure and management of the economy and its resources, the world of work and business and Australia's political and legal systems.

It promotes the development of enterprise skills and attributes, Civics and Citizenship education and an understanding of the values which underpin Australian society.

At Year 9, students studying economics will develop consumer and financial literacy skills, enterprising capabilities, and the ability to make responsible and informed decisions. These skills will allow students to face challenges of the 21st century, to maximise their opportunities for productive and rewarding futures and to make a contribution to the economy. The curriculum will enable students to engage with the economy as business and financially literate citizens locally, nationally, regionally and globally, both now and in the future.

The Civics and Citizenship curriculum is designed to foster students' commitment to national values of democracy, equity and justice. This curriculum will develop students' appreciation of Australia's diversity and, overall, "what it means to be a citizen". It explores ways in which students participate in Australia's civic life and make a positive contribution as local and global citizens.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Our place Australian economy • The world of work • The Australian political system' • The Australian legal system 	<ul style="list-style-type: none"> • ASX share market game • Company research assignment • Drafting a resume • Creating a political party • Text response essay

Health and Physical Education

Physical Education at Year 9 aims to develop students' confidence in using more specialised movement skills and complex movement strategies within a range of movement environments. Whilst doing this, students will seek ways to evaluate and refine the quality of their own performance, including developing their use of more complex movement strategies and tactics. The course also aims to increase students' motivation to become active, as well as maintain a level of fitness that allows them to participate in many types of physical activities and ultimately maintain a healthy lifestyle.

They will also experience different roles that contribute to successful participation in physical activity by actively participating in a SEPEP unit (Sport Education in Physical Education Programs) and displaying appropriate sporting conduct by implementing fair play and good sporting behaviours. Students will analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities 	<ul style="list-style-type: none"> • Active participation in class activities • Use of appropriate motor skills and tactics • Personal fitness goal evaluation and fitness testing • Topic tests

Additional Information

Because of the school's firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school will request a doctor's certificate. For many injuries, there is often a modified activity that students will be able to participate in to ensure they are gaining something meaningful from their time in the subject.

Religion

In their Religious Education studies, Year 9 students will gain a better understanding of their own values and the positive values that they can see in others. Students will have the opportunity to explore the development of values and individual character. They explore the role of humanity in caring for our environment and the inhabitants of the Earth.

Students will also study Practical Philosophy where we will look at: how to acquire wisdom; ways to increase awareness; how to become more grounded and confident; steps to overcome the limiting effects of negative emotions; learn how to be more productive and, at the same time, free of stress.

Units of Study / Topics

- Values
- Environment
- Philosophy

Assessment

Students will be expected to complete an assessment unit for each unit studied.

- Story book
- PowerPoint presentation
- Film review
- Research report

Year 9 Electives

Mathematics

Data Analysis

Data is everywhere. It exists in every magazine, newspaper and billboard advertisement. The aim of this elective is to explore where and how data is obtained. We will look at the need for data and real life applications with case studies of where it is used effectively in society.

Some of these uses include marketing, sales, research, and product development. Some real world analysis tools will also be covered and introduced. This will include forecasting, trend analysis and patterns, predominantly through the use of technology.

Units of Study / Topics

- Data in the real world
- Data applications in marketing sales, research and product development
- Ratios
- Predicting trends
- Time series

Assessment

- Assignments and problem solving tasks
- Group work and analysis of data using tools such as spreadsheets, graphing packages and other relevant technology

Humanities

Myths and Legends

The course is divided into two parts:

- Ancient myths and legends including those from Greece, Rome, Egypt, Norse, Celtic and Aztec beliefs
- Medieval myths and legends including the stories of Robin Hood, King Arthur, Urban Legends, Superstitions, Nursery Rhymes

Units of Study / Topics

- Ancient myths and legends
- Medieval myths and legends

Assessment

- Research assignment
- Class activities

Science

Forensics

This one semester elective is designed to allow students to gain an understanding of the work of a forensic scientist and examine the many different career paths available in this area. It will also encourage students to develop the skills to interpret forensic evidence and infer which subjects are guilty of mock crimes and to gather evidence from mock crime scenes.

Whilst studying the key areas above, students will undertake the development of their observation and analytical skills. Students are encouraged to use their inquiry skills to develop hypotheses and independently, and in group scenarios, apply problem solving skills to solve crime scenes.

Units of Study / Topics

- The history of forensics and how techniques and evidence analysis have improved
- Different types of forensic scientists and the role of their specific profession
- Collection and analysis of evidence from crime scenes
- Test cases, past case analysis, crime scene evaluation and case solving techniques

Assessment

- Practical reports and skills
- Project and assignment work

Genetics, Reactions and the Road

This one semester elective is designed to provide students with a comprehensive base of scientific knowledge and skill to take with them into their VCE studies. It is advised that students wishing to undertake Science at the VCE level choose this subject to improve their preparation.

Whilst studying the key areas above, students will develop topic specific areas of skill and practical ability. Their analytical skills in relation to chemical experiments will be fostered and developed whilst aiming to improve their ability to deduce, examine, hypothesize, investigate and conclude when conducting practical work. Students will be encouraged to relate their studies to “everyday” reactions and tasks that can be found in society or at home.

Units of Study / Topics

- Introductory genetics
- Dominant and recessive inheritance and pedigree analysis
- DNA structure and function, and extraction techniques
- Everyday reactions
- The road

Assessment

- Practical reports and skills
- Project and assignment work

Health and Physical Education

Duke of Edinburgh

Students have the opportunity to earn the nationally recognised Duke of Edinburgh Award. It requires students to complete four integral components, with the aim of providing life and leadership skills to young people. It creates opportunities for young people to experience success beyond the classroom. The Award aspires to foster resilience in young people, increase self-esteem and confidence and develop skills towards career aspirations

Section 1 – Volunteer in their communities
 Section 2 – Develop a new skill
 Section 3 – Participate in physical activity
 Section 4 - Adventurous Journey

Students are expected to complete Section 1, 2 & 3 throughout the school year with guidance provided by staff. Casey Grammar staff will provide the opportunity for students to complete Section 4 - Adventurous Journey component at the end of the school year. There is an additional insurance levy required to participate in this program.

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Units of Study / Topics

- Orienteering
- First Aid
- Map reading and navigation
- Survival skills
- Outdoor cooking/camp craft
- Volunteer work (13 Hours)

Assessment

- Completion of volunteer work before camps
- Practical participation
- Written journals and reflections
- First Aid theory
- First Aid practical

Sports Coaching

Students will develop specific coaching skills and strategies as they teach students in Years 3-6 in a variety of activities including; athletics, Australian rules football, basketball, hockey, soccer, netball, cricket, tennis and volleyball. They will be responsible for coaching teams during the Primary Lightning Premiership competitions and may be required to help umpire some of the games if confident.

There will also be some theory that is related to specific coaching principles and techniques that they can implement and consolidate in their practical coaching sessions.

Units of Study / Topics

- Coaching philosophy
- Communication
- Planning sessions
- Group management techniques
- Feedback and sports psychology
- Fitness training

Assessment

- Ability to design lessons that focus on the key skills for their designated sport
- Ability to teach skills and strategies used in a range of sports and games
- Ability to take on a leadership role

Health and Exercise Science

In this elective, students will learn about a variety of topics in a mixture of both practical and theoretical lessons. They will learn how to create their own sport specific fitness training program to enhance their performance. In doing so, they will cover all of the components of fitness, perform a variety of fitness tests, participate in an assortment of different training methods and seek to enhance their fitness levels through developing and completing a basic training program.

Aside from learning their basic anatomical terms, students will also study how the musculoskeletal system helps with movement and posture and how the cardiorespiratory systems changes and adapts in response to exercise. They will also explore the way sports technology is evolving and how this technology can help athletes improve their performance. Students will look into legal and illegal substances that athletes have taken to improve their performance and discuss why they may do this. Finally, they will learn about the importance of nutrition for general health, but also for optimum functioning of the human body, including in a sporting context.

Units of Study / Topics

- Sport training programs including fitness components, fitness testing, training methods and designing your own individualised sport training program
- Musculoskeletal system
- Cardiorespiratory system
- Somatotyping and sports technology
- Ways of enhancing sport performance
- Nutrition

Assessment

- Story book Participation in practical activities
- Research assignments and tests
- Evaluation of your sports training program

Lifestyle and Recreation

Lifestyle and Recreation aims to develop the knowledge, understanding and skills each student needs to adopt an active and health-promoting lifestyle. Students will build upon their learning from Health and Physical Education in Years 7 and 8 and will participate in a wide variety of recreational activities, which promote encouragement of adopting an active lifestyle.

By engaging in a range of different physical activities, many of which could be maintained throughout their lifespan, Lifestyle and Recreation seeks to make a positive contribution to the holistic health of students. Students will also develop knowledge and understanding of the factors that influence participation in physical activity and the benefits of maintaining an active lifestyle all throughout the lifespan.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Practical activities, for example; beach volleyball, cycling, dance, yoga, cross fit, outdoor cooking, surfing, lawn bowls and several more. • Theory will consist of surveying the local community for leisure activities and making recommendations to improve a person's lifestyle of various age brackets 	<ul style="list-style-type: none"> • Participation in the range of lifestyle and recreation activities • Written activity evaluations

Language

French

In learning a Language Other Than English students develop communication skills and knowledge, and come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language they are studying. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs.

Year 9 and Year 10 French are pre-requisites for students wishing to study French in VCE.

A cultural and linguistic tour to New Caledonia is offered to students in alternating years.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Household Tasks • Daily Routines • Holidays • Work • Leisure and Social Activities 	<ul style="list-style-type: none"> • Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching • Oral presentations including role-plays • Participation in group and individual activities • French poetry competition

Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis. Students should also maintain summary notes, particularly as there is a stronger focus on grammar (verb conjugation, tenses, adjectival agreement etc) than in previous years.

Regular written homework will also be set by the teacher, and students are encouraged to access internet websites listed on Moodle to increase their understanding of the French language and awareness of French culture.

Information and Communication Technologies (ICT)

Software Design (Programming/Web Applications) & Game Theory

Software Design is a semester elective based on computer programming, graphics and animation. Students are taught to program using Microsoft Visual Basic .Net from scratch using a variety of techniques that introduce each concept in an easy to understand manner. Basic web design creation is also covered through HTML, Microsoft Expression and Dreamweaver.

Other programming languages covered are Gamemaker and Scratch. Students who already have a strong background in programming or IT are given enrichment activities which allow them to go well beyond the scope of the course.

Students construct fully functioning and interactive software programs. This course is a good introduction to the fields of programming, web design, graphics and multimedia. This elective aims to give students an introduction to the rigours and challenges of computer game design by using Imperative Programming languages such as Visual Basic, Visual Basic.NET and GameMaker.

Some of the concepts that are covered are 3D graphical design techniques such as skin design, animation and collisions, as used by the computer game industry. Also, it provides an introduction to Information Technology (IT) where IT refers to the process, applications and equipment by which we create, organise, analyse, present and communicate information in a range of formats including text, images and sound. This elective offers the students an introduction to four phases of the technology process: Investigating, Designing, Producing and evaluating the software and hardware used by programmers throughout society. Students should gain a greater degree of understanding of the types of computer systems they will meet in industry and general society.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Basic HTML • Advanced HTML • Scratch • GameMaker • Visual Basic • Visual Basic.NET • Adobe Dreamweaver • Expression Web 	<ul style="list-style-type: none"> • Folio based • Extended projects

Performing Arts

Drama – Script to Screen

This elective allows students to explore and develop their characterisation and acting skills by creating their very own television program and movie. They will look at a variety of performance and acting styles, and film and television genres before scripting, filming and editing their own works. In doing so, students will learn about camera angles, filming, and editing techniques. They will also increase their dramatic vocabulary.

Units of Study / Topics

- Developing characterisation
- Narrative
- Script writing
- Film study
- Screen acting techniques
- Camera techniques
- Genre

Assessment

- Creation of a television program
- Creation of a short film
- Film analysis

Performance

This elective provides an opportunity for students to build performance skills while creating a school-based presentation. This presentation will draw on the unique talents of the individuals within the class and will encompass Drama, Music, Dance and Multimedia.

Due to the changing class dynamic and talents, there is the potential for this elective to be different each year. The core elements, Performance, Music and Drama, will provide the framework for the subject.

Units of Study / Topics

- Developing narrative
- Creating Drama works based on stimulus material
- Interpreting character and story
- Producing a showcase

Assessment

- Short ensemble performance
- Short individual performance
- In Term 4, students will be expected to attend a presentation evening at which they will showcase their two items (a collaborative piece and an individual) developed throughout the semester

Performing Arts

Music

Year 9 Music has a focus on building and developing practical musical skills through the use of contemporary music. Students are expected to have some experience with at least one musical instrument and a keen willingness to learn performance skills is essential. Students are exposed to various computer music programs and by the end of the subject will be able to use them to create high quality music.

Units of Study / Topics

- The elements of Music
- Contemporary Music
- Performance
- Composition

Assessment

- Performances
- Film analysis
- Theory tests
- Composition

Dance

This elective is designed to cater to both beginner and advanced dancers, as students will take on various roles in the class. Students will learn basic dance technique and be introduced to a range of styles including Jazz/Funk/Hip Hop/Tap/Classical/Contemporary/Lyrical and others. They will also have the opportunity to choreograph their own dances and contribute to a whole group dance.

Units of Study / Topics

As this is a new elective for 2017, specific details will be provided at the beginning of the course

Assessment

Assessment will include a range of strategies, including research projects and performances

Visual Arts

Art

This course encourages those who are willing to experiment to develop practical skills in traditional art methods alongside contemporary art media. The course will focus on the development of ideas and experimentation.

Develop confidence working with a range of art media that includes, paint, various drawing media alongside digital technology for a creative experience. Use 2D and 3D art techniques; these include drawing, painting, printmaking, digital art and sculpture to complete your own unique artworks.

Units of Study / Topics

- Drawing from observation
- Photomontage, painting and clay sculpture
- Analysis/interpretation of surrealist artists
- Transforming of everyday objects
- Printmaking linocuts and etching
- Exploration of different media

Assessment

- Drawing skills and level of control with media
- Clay building technique
- Printmaking folio
- Use of digital media
- Text response essay
- Development of ideas
- Analysis of printmaking techniques
- Knowledge of Art terms

Visual Communication and Design (VCD)

Visual Communication and Design is a bridge between an idea and its intended audience. It focuses on the design fields of communication, industrial and environmental. In this course students will extend their understanding of how ideas and information can be presented. They will develop new skills in freehand and instrumental drawing and also learn rendering techniques. Students will be able to use design elements and principles to present visually impacting designs. They will develop the ability to discuss the value of design and appreciate how it is used in the world around them. Students will learn how to use digital media to refine, arrange and create their own personalized designs. They will create designs for a specific audience and purpose.

Units of Study / Topics

- Exploring media drawing
 - Design elements and principles
 - Soft drink logo and label design
 - Two-point perspective
 - Instrumental drawings
- Extension topic – advertising poster

Assessment

- Media and rendering techniques
 - Skill and understanding of drawing methods
 - Knowledge of digital media
 - Understanding of design process
 - Visualisation and observational drawings
 - Instrumental drawing
 - Analysis of visual communication
- Visual diary

Specialist Areas

Product and Design Technology

This unit concentrates on interdisciplinary learning and further exploration of the use of hand tools used in Technology. Students will examine the use of hand power tools and machinery as an expansion of tool usage in the subject. This will lead to more detailed studies of safety in the workroom, in particular safe practices with power tools when working in close proximity. Students will look at complex joining processes.

The second focus will be on further developing and learning skills involved in producing a range of projects. Students will build on skills and knowledge in the area of design development.

The students will examine the origins of materials and their impact on the environment in the transformation from a raw material into a useable processed material. Students use wood, metals, plastic and paper to achieve a range of production outcomes.

The final section of the course involves a detailed self-evaluation which highlights the design process and areas of improvement.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> • Investigation • Design • Production • Evaluation • Projects such as: beach chair, camp stool, metal dustpan and longboard 	<ul style="list-style-type: none"> • Theory will consist of a design folio containing: research, a design brief, proposal and working drawings, 2D/3D visualisation drawings and evaluation • The practical component of this unit will consist of a number of small projects

Digital Photography

This subject will introduce students to understanding and using a digital SLR camera. They will learn about the history of photography, cameras, lenses, exposure, aperture, shutter speed and ISO.

They will learn elements of composition, for example: light, focus, blur, position of objects in photo, Rule of Thirds, Leading Lines, camera position, distractions and motion.

Finally they will be introduced to black and white photography, using software to enhance photos, how to prepare for a camera 'shoot' and what makes a 'great' photo.

Students will use the school environment and also their everyday surroundings as subject matter to create unique and visually engaging photos and film. Students will also be introduced to movie making and in groups will create a short 3 minute silent film. They will investigate how music and film have been used in different ways by musicians and film makers. They will choose an appropriate piece of music to go with their film.

Units of Study / Topics

- Anywhere outside the school
- Movement and motion
- Composition in photography
- Portraiture
- Critical analysis of video clips
- Short film - making the ordinary extraordinary

Assessment

- Folio - photographs and film
- Understanding of composition
- Development of film idea
- Analysis of video clips and photographs
- Understanding and technique with camera
- Homework tasks and creative thinking

Digital Technologies & Analytics

Due to emerging technologies in the market from both the developer and users perspectives, we will be examining in further depth, the role that hardware and software plays in technological use for our everyday applications. 3 major categories will be examined as the focus of the units over the 2 years to be studied and developed:

1. Digital Systems;
2. Data and Information;
3. Creating digital solutions.

Clearly, due to the emerging technologies of both the workplace and home, students will be required to have a broad understanding of how these are used and utilized, together with how they are developed and tested/evaluated. Over the 2 years (Year 9 and 10), the System Development Lifecycle (4 phases) will be a theme to be expanded on in this subject of Digital Technologies.

The stages of the “Systems Development Process/Cycle” will be broken down and applied in a computing/digital context.

The 4 Stages are:

1. Analysis
2. Design
3. Development
4. Evaluation

At the Year 9 Level, we will be focussing on the Analysis and Design phase of this 4 phase process.

Units of Study / Topics	Assessment
<p>Digital Systems</p> <ul style="list-style-type: none"> • What are these systems and how do they influence the choices around which solutions are developed? <p>Data and information</p> <ul style="list-style-type: none"> • What are key skills and techniques used to develop solutions that are available from both the commercial and the retail sector? <p>Creating Digital solutions</p> <ul style="list-style-type: none"> • What are some of the programming languages that are used to create solutions in the digital sector and what influences the choice of languages and techniques? • Microsoft Office Suite – <i>Intermediate/Advanced level</i> • Data Analysis • Research Projects – Web based • Applications/ Development • Google Resources 	<ul style="list-style-type: none"> • Portfolio and online based team based tasks • Assignments and Investigations

Money Matters

This elective is designed to develop students' financial literacy skills by investigating topics that will help them operate in Australia's fast-paced consumer society.

The elective will help students make important financial decisions in the short-term and long-term with the aim to make them financially independent and successful in life.

Units of Study / Topics

- Savings and budgeting - how you can make money and, more importantly, keep it
- Investment - how to generate more money through savvy decisions
- Scams - if it seems too good to be true it probably is!
- Taxation - what you need to pay to the government and why
- Credit Cards - are they necessary or a debt trap?

Assessment

- Savings and budgeting - my goal(s) poster
- Investments - \$1,000,000 inheritance PowerPoint
- Taxation test

Journalism

This elective is designed to provide students with the opportunity to produce a publication for a real audience.

The course will build communication skills and include units on: investigative reporting, types of writing, interviewing skills for print, film and radio mediums and photojournalism. Student choice will also be taken into account where possible.

Units of Study / Topics

- As this is a new elective for 2017, specific details will be provided at the beginning of the course

Assessment

- Assessment will include a range of strategies, including published items